

Year 4

Yearly Overview Long Term Plan

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Quality text	<p>Roman Diaries (Focus)</p> <p><u>Writing Outcomes:</u></p>	<p>Edward Tulane (Power of Reading)</p> <p><u>Writing Outcomes</u></p> <p>Poetry Story maps Instructions Writing in role Character descriptions Narrative descriptions Diary entry Autobiography</p>	<p>Edward Tulane (Power of Reading)</p> <p><u>Writing Outcomes</u></p> <p>Poetry Story maps Instructions Writing in role Character descriptions Narrative descriptions Diary entry Autobiography</p>	<p>Adventures of Odysseus (Power of Reading)</p> <p><u>Writing Outcomes:</u></p> <p>Information Posters Letters Speeches Diaries Newspaper Articles</p>	<p>Street Child (Power of Reading)</p> <p><u>Writing Outcomes</u></p> <p>Biography Captions Glossary Non-Fiction Note of Advice Pen Portraits Poetry Recounts</p>	<p>The Tin Forest (Power of Reading)</p> <p><u>Writing Outcomes:</u></p> <p>Writing in Role Diary entry Poetry Descriptive Writing Letter Writing Book Reviews Creative Writing</p>

<p>Geography/ History</p> <p>Key Statements</p>	<p>How did Britain change between the end of the Iron age and the end of the Roman occupation?</p> <p>Know why the Romans came to Britain in the first place?</p> <p>Know how the Romans changed the landscape in Britain?</p> <p>Consider what was the most important change the Romans brought to Britain?</p> <p>Know why the Romans left Britain?</p>	<p>Why do so many people go to the Mediterranean for their holidays?</p> <p>Locate the Mediterranean on a map and globe</p> <p>Know which countries are on the Mediterranean coast</p> <p>Consider the climate of the UK and that of the Mediterranean each month</p> <p>Compare and contrast a holiday resort on the Mediterranean with that of one in the UK</p> <p>Consider similarities and differences of food, languages, lifestyle, especially jobs.</p>	<p>How are mountains formed and what causes an earthquake or volcano?</p> <p>Know what tectonic plates are</p> <p>Know how mountains are formed</p> <p>Know and locate the most well-known mountains in the UK and the world</p> <p>Know what causes an earthquake</p> <p>Know what causes a volcano</p>	<p>What did the Ancient Greeks bring to the world?</p> <p>Know why the Ancient Greeks were more advanced than Ancient Britons?</p> <p>Know what the Ancient Greeks introduced that we benefit from today?</p> <p>Know how the Ancient Greeks were influenced by their Gods?</p> <p>Know how important philosophy and democracy was in helping the Greeks to be remembered today ?</p> <p>Know what the main characteristics of the Spartans and the Athenians were?</p>	<p>How did the Industrial Revolution shape the UK we know today?</p> <p>What do we mean by industrial revolution?</p> <p>What were living conditions like for people who worked in some of the industries?</p> <p>Which industries were most prominent during the industrial revolution?</p> <p>What was the impact that immigration had on the industrial revolution?</p> <p>How did the industrial revolution shape Nottingham?</p>	<p>How do we energise ourselves in the UK?</p> <p>Know how important electricity is for homes and industry</p> <p>Know what it meant by nuclear and coal powered energy</p> <p>Know why it is important consider alternative energy</p> <p>Know why solar energy is now more important than ever</p> <p>Know what we mean by wind turbines</p>
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Maths	Number	Multiplication and Division:	Measurement: Area	Fractions and Decimals	Measurement: Money and Time	Geometry:
	Represent numbers to 1,000	Multiply by 10	What is area?	Unit and non-unit fractions		Turns and angles
	100s, 10s and 1s	Multiply by 100	Counting squares	What is a fraction?	Pounds and pence	Right angles in shapes
	Number line to 1,000	Divide by 10	Making shapes	Tenths	Ordering money	Compare angles
	Round to the nearest 10	Divide by 100	Comparing area	Equivalent fractions	Estimating money	Identify angles
	Round to the nearest 100	Multiply by 1 and 0		Fractions greater than 1	Convert pounds and pence	Compare and order angles
	Count in 1,000s	Divide by 1 and itself		Count in fractions	Add money	Recognise and describe 2-D shapes
	1,000s, 100s, 10s and 1s	Multiply and divide by 3		Add fractions	Subtract money	Triangles
	Partitioning	The 3 times-table		Add 2 or more fractions	Find change	Quadrilaterals
	Number line to 10,000	Multiply and divide by 6		Subtract fractions	Four operations	Horizontal and vertical
	Find 1, 10, 100 more or less	Multiply and divide by 9		Subtract from whole amounts	Hours, minutes and seconds	Lines of symmetry
	1,000 more or less	Multiply and divide by 7		Fractions of a set of objects (1)	Years, months, weeks and days	Complete a symmetric figure
	Compare numbers	11 and 12 times-table		Calculate fractions of a quantity	Analogue to digital – 12 hour	Describe position
	Order numbers	Multiply 3 numbers		Problem solving – calculate quantities	Analogue to digital – 24 hour	Draw on a grid
	Round to the nearest 1,000	Factor pairs		Recognise tenths and hundredths		Move on a grid
	Count in 25s	Written methods		Divide 1-digit by 10		Describe movement on a grid
	Negative numbers	Multiply 2-digits by 1-digit (1)		Divide 2-digits by 10		Interpret charts
		Multiply 2-digits by 1-digit		Hundredths		Comparison, sum and difference
		Multiply 3-digits by 1-digit				Introducing line graphs
		Divide 2-digits by 1-digit (1)				
		Divide 2-digits by 1-digit (1)				

<p>Geography/ History</p> <p>Objectives</p>	<p>Hi2/1.2 Roman Britain</p> <p>Pupils should be taught about the Roman empire and its impact on Britain</p>	<p>Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p>	<p>Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Hi2/2.4 Ancient Greece</p> <p>Pupils should be taught a study of Greek life and achievements and their influence on the western world</p>	<p>Hi2/2.2 Extended chronological study</p> <p>a significant turning point in British history, for example, the first railways or the Battle of Britain</p>	<p>Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
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DT (Food
Technology)

Afternoon Tea:

Invite grandparents -
Sandwiches, scones,
pizza.

DT2/2.1a understand
and apply the principles
of a healthy and varied
diet

DT2/2.1b cook a
repertoire of
predominantly savoury
dishes so that they are
able to feed themselves
and others a healthy and
varied diet

DT2/2.1c become
competent in a range of
cooking techniques [for
example, selecting and
preparing ingredients;
using utensils and
electrical equipment;
applying heat in different
ways; using awareness
of taste, texture and
smell to decide how to
season dishes and
combine ingredients;
adapting and using their
own recipes]

DT2/2.1c understand
the source, seasonality
and characteristics of a
broad range of
ingredients

<p style="text-align: center;">Art/DT Key Statements</p>	<p>Create a Roman weapon to propel a marble one metre which is operated by a lever system</p> <p>Research to find out more about Roman weapons</p> <p>Design a weapon with a lever system and has the capability of propelling a marble at least 1m</p> <p>Gather the resources needed to make the weapon</p> <p>Evaluate the end product (weapon) and consider how it could be improved</p> <p>Ensure that the weapon looks authentic and is stable with a working lever system</p>	<p>Roman Mosaics</p> <p>Research to find examples of Roman mosaic floors</p> <p>Use sketchbooks to capture initial ideas of what you want to create</p> <p>Roll clay to a given depth and use spatula to mark the clay carefully</p> <p>Ensure that the marks are clear and allow clay to dry</p> <p>Paint and glaze the final piece</p>	<p>Paul Cezanne (Still life using pastels)</p> <p>Research the work of Paul Cezanne and others</p> <p>Sketch out some ideas in sketchbooks, paying particular attention to shape, tone and colour</p> <p>Arrange the natural items in such a way as to create a memory of an environment being focused on</p> <p>Take a photograph of the sculpture and then dismantle and start again</p>	<p>Create a A4 personal flag for the opening ceremony of the Ancient Greek Olympics which incorporates a running stitch</p> <p>Research what happened at the Greek Olympics</p> <p>Design a flag that is made from different materials</p> <p>Gather the resources needed to make the flag</p> <p>Join different parts of the flag by sewing, showing appropriate sewing techniques</p> <p>Evaluate the completed flag and consider how it could be improved</p>	<p>LS Lowry</p> <p>Research the work of LS Lowry and talk about his style of painting</p> <p>Use sketchbooks to capture initial ideas linked to Lowry's work</p> <p>Use sketchbooks to capture industrial revolution images and to experiment with paint</p> <p>Work towards creating a final piece of art work linking painting with the industrial revolution</p>	<p>Create a wind turbine that stands at least 50cm and can move in the wind.</p> <p>Research wind turbines and consider how the blades move</p> <p>Design a wind turbine that is sturdy enough to withstand the wind and is at least 50cm tall.</p> <p>Gather resources needed to make the wind turbine</p> <p>Make a wind turbine, ensuring that it is fit for purpose</p> <p>Evaluate the wind turbine against the original design</p>
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<p style="text-align: center;">Art/DT</p> <p style="text-align: center;">Objectives</p>	<p>DT2/1.1a use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>DT2/1.3a investigate and analyse a range of existing products</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p>	<p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p>	<p>DT2/1.1a use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>DT2/1.3a investigate and analyse a range of existing products</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>DT2/1.3c understand how key events and individuals in design and technology</p>	<p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p>	<p>DT2/1.1a use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>DT2/1.3a investigate and analyse a range of existing products</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>DT2/1.3c understand how key events and individuals in design and technology have helped shape the world</p>
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<p style="text-align: center;">Music</p>	<p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Topic and cross curricular links: Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.</p>	<p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Mu2/1.4 use and understand staff and other musical notations</p>	<p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p>
	<p>Mu2/1.6 develop an understanding of the history of music.</p>	<p>Autumn 2 Unit: Glockenspiel Stage 2</p>	<p>Style: Grime, Classical, Bhangra, Tango, Latin Fusion</p>	<p>Music Hub- Charanga Spring 2 Unit: Lean On Me</p>	<p>Style: Gospel</p>	<p>Music Hub- Charanga Unit: Reflect, Rewind and Replay</p>
	<p>Music Hub- Charanga Autumn 1 Unit: Mamma Mia</p>	<p>Style: Learning basic instrumental skills by playing tunes in varying styles</p>	<p>Topic and cross curricular links: Composition, Bullying.</p>	<p>Topic and cross curricular links: Gospel in its historical context ie from Beethoven to slavery, Elvis to the Urban Gospel of Beyonce and different choirs like the London Community Gospel Choir. Analysing performance.</p>	<p>Music Hub- Charanga Summer 1 Unit: Blackbird</p>	<p>Style: Western Classical Music and your choice from Year 4</p>
	<p>Style: ABBA</p>	<p>Topic and cross curricular links: Introduction to the language of music, theory and composition. Waltzing Matilda</p>			<p>Style: Coming soon!</p> <p>Topic and cross curricular links: Coming soon!</p>	<p>Topic and cross curricular links: Option to look at all the extension activities documents. Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>

Swimming:

PE2/1.2 Swimming and water safety

PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres

PE2/1.2b use a range of strokes effectively

PE2/1.2c perform safe self-rescue in different water-based situations.

PE	Invasion games Dance	Basketball Multi-skills	Outdoor Athletics	Net games	Striking and fielding	Gymnastics Hockey
	PE2/1.1a use running, jumping, throwing and catching in isolation and in combination	PE2/1.1a use running, jumping, throwing and catching in isolation and in combination	PE2/1.1a use running, jumping, throwing and catching in isolation and in combination	PE2/1.1a use running, jumping, throwing and catching in isolation and in combination	PE2/1.1a use running, jumping, throwing and catching in isolation and in combination	PE2/1.1a use running, jumping, throwing and catching in isolation and in combination
	PE2/1.1b play competitive games , modified where appropriate, and apply basic principles suitable for attacking and defending	PE2/1.1b play competitive games , modified where appropriate, and apply basic principles suitable for attacking and defending	PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team	PE2/1.1b play competitive games , modified where appropriate, and apply basic principles suitable for attacking and defending	PE2/1.1b play competitive games , modified where appropriate, and apply basic principles suitable for attacking and defending	PE2/1.1b play competitive games , modified where appropriate, and apply basic principles suitable for attacking and defending
PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.	PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team	PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.	PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.	PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.	PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.	PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.	PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.		PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team		

<p style="text-align: center;">Science</p> <p style="text-align: center;">Key Statements</p>	<p>How is sound is created and how does it travel?</p>	<p>Why do some solids, liquids and gases change state?</p>	<p>How are living things grouped?</p>	<p>What happens to the food we eat?</p>	<p>What is electricity and why it so important in our lives?</p>
	<p>Know how sound is made and what happens as sound travels away from its source</p>	<p>Know that certain materials can change state</p>	<p>Explore and use classification keys to group living things</p>	<p>Know and name the parts of the digestive system</p>	<p>Know about common appliances that run on electricity</p>
	<p>Know how sound travels from the source to the ears</p>	<p>Know what the temperature of water is when it boils or freezes</p>	<p>Know that plants can be grouped into flowering and non flowering plants</p>	<p>Know about the function of each organ of the digestive system</p>	<p>Know how to construct a simple series electrical circuit</p>
	<p>Know to associate sound with vibration</p>	<p>Know which materials, other than water, changes state</p>	<p>Know that animals can be grouped into amphibians, reptiles, birds, mammals and fish</p>	<p>Know and identify the different types of teeth in humans</p>	<p>Identify and name the basic parts of the circuit, including cells, wires, bulbs, switches and buzzers</p>
	<p>Know the correlation between pitch and the object producing a sound</p>	<p>Explain the differences between solids, liquids and gases</p>	<p>Recognise that environments can change for good</p>	<p>Know the function of different human teeth</p>	<p>Know that a switch opens and closes a circuit</p>
<p>Know the correlation between the volume of a sound and the strength of the vibrations that produced it</p>	<p>Know what is meant by the terms: condensation, and evaporation</p>	<p>Recognise that some changes to the environment can be a danger to living things</p>	<p>Construct and use food chains to identify producers, predators and prey</p>	<p>Know about some common conductors and insulators</p>	

<p>Science Objectives</p>	<p>Sc4/4.1a identify how sounds are made, associating some of them with something vibrating</p>	<p>Sc4/3.1a compare and group materials together, according to whether they are solids, liquids or gases</p>	<p>Sc4/2.1a recognise that living things can be grouped in a variety of ways</p>	<p>Sc4/2.2a describe the simple functions of the basic parts of the digestive system in humans</p>	<p>Sc4/4.2a identify common appliances that run on electricity</p>
	<p>Sc4/4.1b recognise that vibrations from sounds travel through a medium to the ear</p>	<p>Sc4/3.1b observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p>	<p>Sc4/2.1b explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p>	<p>Sc4/2.2b identify the different types of teeth in humans and their simple functions</p>	<p>Sc4/4.2b construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p>
	<p>Sc4/4.1c find patterns between the pitch of a sound and features of the object that produced it</p>	<p>Sc4/3.1c identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Sc4/2.1c recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p>Sc4/2.2c construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Sc4/4.2c identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p>
	<p>Sc4/4.1d find patterns between the volume of a sound and the strength of the vibrations that produced it.</p>				<p>Sc4/4.2d recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p>
	<p>Sc4/4.1e recognise that sounds get fainter as the distance from the sound source increases</p>				<p>Sc4/4.2e recognise some common conductors and insulators, and associate metals with being good conductors.</p>

Computing
Purple
Mash
scheme of
work

<p>Online Safety 4.2 (Week 8-10)</p> <p>Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Spreadsheets 4.3 (Week 11-14)</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Spreadsheets 4.3 (Week 15-16)</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Writing for different audiences 4.4 (Week 17-20)</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Writing for different audiences 4.4 (Week 21)</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Logo 4.5 (Week 22-25)</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Animation 4.6 (week 26)</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and</p>	<p>Animation 4.6 (week 27-28)</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Effective Searching 4.7 (Week 29-31)</p> <p>Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p>Hardware Investigators 4.8 (Week 22-32)</p> <p>Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</p>
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RE Notts syllabus and Focus challenge curriculum	Why do some people think that life is like a journey		How do people express their religious and spiritual ideas on pilgrimages	Christianity, music and worship. What can we learn?	How do Hindu families practice their faith? What are the deeper meanings of some Hindu festivals?	
PSHCE SCARF	Me and my relationships Recognising feelings Bullying Assertive skills	Valuing Difference Recognising and celebrating difference Understanding and challenging stereotypes	Keeping Myself Safe Managing risk Understanding the norms of drug use influences	Rights and Responsibilities Making a difference Media influence Decisions about spending money	Being my Best Having choices and making decisions about my health Taking care of my environment	Growing and Changing Body changes during puberty Managing difficult feelings Relationships including marriage
MFL	Revise colours Body parts Descriptions	Recite a poem Traditional Story- The Enormous Turnip Christmas - Snowman and Clothes	Animals Pets Family	Conversations about myself Easter poem Easter in France - egg rolling	Using a dictionary Hobbies - verbs Numbers 12-31 Leisure activities	Travelling abroad - clothing Geography Similarities/differences between the UK and France
Reflection:	-	Book Look	Art Exhibition (Cezanne & Lowry).	Greek Day	Afternoon Tea -	-