



Term	Autumn		Spring		Summer	
<u>CST</u>	<p>Rooted in love Care of Creation The world was made by God, so we take care of God's creation.</p>	<p>Rooted in Love Preferential Option for Love The 'preferential option' means allowing someone to have the first choice.</p>	<p>Rooted in Love Solidarity and Peace God calls us to be peacemakers in the world – to stand in solidarity with those in need.</p>	<p>Rooted in Love Community and Participation As humans, we are made to live in community with one another. This means being active members of the world we live in. We are meant to look out for each other and build each other up. This is how God wants us to live.</p>	<p>Rooted in Love Dignity of Workers Work is fundamental to the dignity of a person</p>	<p>Rooted in love Dignity Treating someone with dignity means treating them with love, kindness and respect. Everyone should be treated with dignity because we are made in the image and likeness of God.</p>
<u>RE</u>	<p>Catholic Social Teaching Lesson Life and Dignity of the Human Person God made each person, so every life is important and should be protected. Topic 1 People - Where do I come from? Prior learning: God's vision for every family This Topic: learning outcomes Know and understand: <ul style="list-style-type: none">Our family trees – Explore Catholic Social Teaching Lesson Life and Dignity of the Human Person God made each person, so every life is important and should be protected. <ul style="list-style-type: none">The family of God in Scripture Catholic Social Teaching Lesson Solidarity God made everyone, so we are all brothers and sisters in God's family wherever we live – Reveal</p>	<p>Judaism – Torah Catholic Social Teaching Lesson Solidarity God made everyone, so we are all brothers and sisters in God's family wherever we live Topic 3 Gift - What's so special about gifts? Prior learning: Advent: waiting for the coming of Jesus This Topic: learning outcomes Know and understand: <ul style="list-style-type: none">The gift of love and friendship – Explore Care for God's Creation - (The world was made by God, so we take care of God's creation). <ul style="list-style-type: none">Advent and Christmas: The Church's seasons of preparing to receive God's gift of love and friendship in Jesus – Catholic Social Teaching Lesson Option for the Poor and Vulnerable God wants us to help people who are poor, who don't have</p>	<p>Topic 4 Call to Family, Community and Participation God made us to be part of communities, families and countries, so all people and share and help each other Community - What makes 'community'? Prior learning: the Christian family's journey with Jesus through the Church's year This Topic: learning outcomes Know and understand: <ul style="list-style-type: none">Belonging to a community Care for God's Creation - (The world was made by God, so we take care of God's creation). – Explore <ul style="list-style-type: none">The life of the local Christian community – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond Catholic Social Teaching Lesson Option for the Poor and Vulnerable</p>	<p>Hinduism - Vedas and Bhagavad-Gita Catholic Social Teaching Lesson Solidarity God made everyone, so we are all brothers and sisters in God's family wherever we live Topic 6 Self-discipline - Is self-discipline important in life? Prior learning: Lent, a time to remember Jesus' total giving This Topic: learning outcomes Know and understand: <ul style="list-style-type: none">Self-discipline is important – ExploreCelebrating growth to new life through self-discipline – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>Topic 7 New life - What's so important about new life? Prior learning: the wonder and power of the Holy Spirit This Topic: learning outcomes Know and understand: <ul style="list-style-type: none">The wonder and power of the Holy Spirit– ExploreThe new life of the Easter message is spread through the power of the Holy Spirit – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond Topic 8 Building bridges - Why are bridge-builders important in life? Prior learning: the importance of conscience in making choices This Topic: learning outcomes Know and understand: <ul style="list-style-type: none">Building bridges of friendship – Explore Catholic Social Teaching Lesson</p>	<p>Islam - The Qur'an Catholic Social Teaching Lesson Solidarity God made everyone, so we are all brothers and sisters in God's family wherever we live Topic 9 God's people - Why do some people do extraordinary things? Catholic Social Teaching Lesson Rights and Responsibilities God wants us to help make sure everyone is safe and healthy and can have a good life Prior learning: special places for Jesus and the Christian community Call to Family, Community and Participation God made us to be part of communities, families and countries, so all people and share and help each other This Topic: learning outcomes Know and understand: <ul style="list-style-type: none">Ordinary people who do extraordinary things – Explore</p>

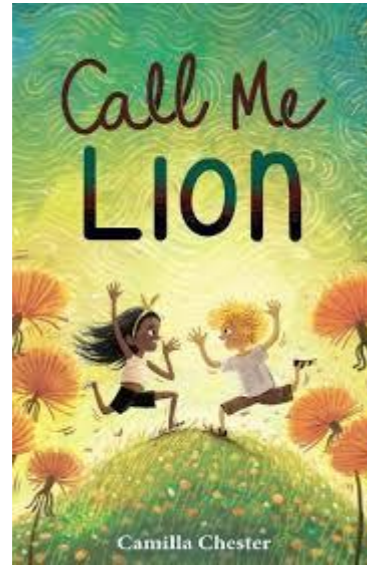


	<p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Call to Family, Community and Participation</p> <p>God made us to be part of communities, families and countries, so all people and share and help each other</p> <p>Topic 2</p> <p>Called - What does it mean to be called and chosen? Prior learning: the meaning of the promises made at Baptism This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> • The response to being chosen – Explore • Confirmation: a call to witness – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>enough food, a safe place to live or a community</p> <p>Reveal</p> <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>God wants us to help people who are poor, who don't have enough food, a safe place to live or a community</p> <p>Topic 5</p> <p>Catholic Social Teaching Lesson</p> <p>Option for the Poor and Vulnerable</p> <p>God wants us to help people who are poor, who don't have enough food, a safe place to live or a community</p> <p>Giving and receiving - What's more important - giving or receiving? Prior learning: listening to the Word of God and sharing in Holy Communion This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> • Giving and receiving every day – Explore • The Eucharist challenges and enables living and growing in communion – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Call to Family, Community and Participation</p> <p>God made us to be part of communities, families and countries, so all people and share and help each other</p>		<p>Life and Dignity of the Human Person</p> <p>God made each person, so every life is important and should be protected.</p> <ul style="list-style-type: none"> • The importance of admitting wrong and being reconciled with one another and God – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Catholic Social Teaching Lesson</p> <p>Rights and Responsibilities</p> <p>God wants us to help make sure everyone is safe and healthy and can have a good life</p>	<ul style="list-style-type: none"> • Different saints show people what God is like – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Catholic Social Teaching Lesson</p> <p>Life and Dignity of the Human Person</p> <p>God made each person, so every life is important and should be protected.</p>
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English

Class book: **Call me Lion-**
Camilla Chester



1 WEEK WHOLE SCHOOL PROJECT- Hermelin

HFL Narrative: Arthur and the Golden Rope (2 weeks)

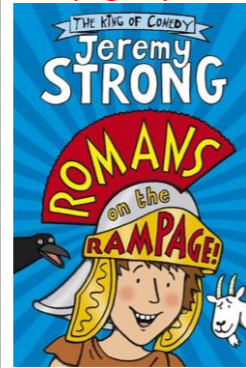
Type of writing produced:
A narrative



HFL Persuasive Speech: The King who Banned the Dark (2 weeks)

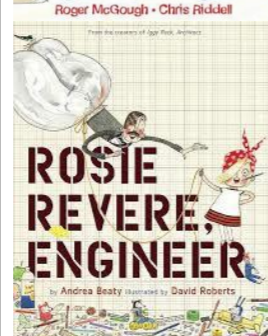
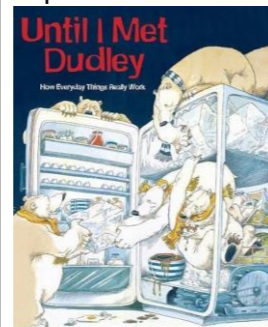
Type of writing produced:
A speech

Class book: **Romans on the Rampage** by Jeremy Strong



HFL Explanations: Until I met Dudley, Rosie Revere, This book thinks you're an inventor and How everything works (3/4 weeks)

Type of writing produced:
Explanation text

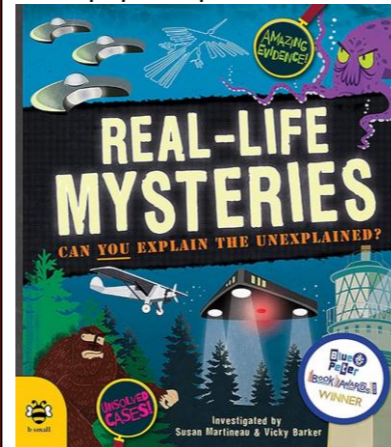


Class book: **Alice in Wonderland** by Louis Carroll



HFL Newspaper reports: Real-life mysteries (3/4 weeks)

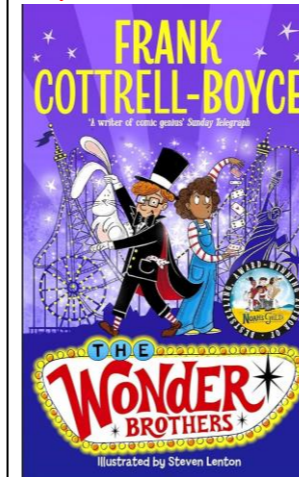
Type of writing produced:
Newspaper report



HFL Travel leaflets: Africa, Amazing Africa, Take a Bite, India, Incredible India and the Big Book of the UK (2 weeks)

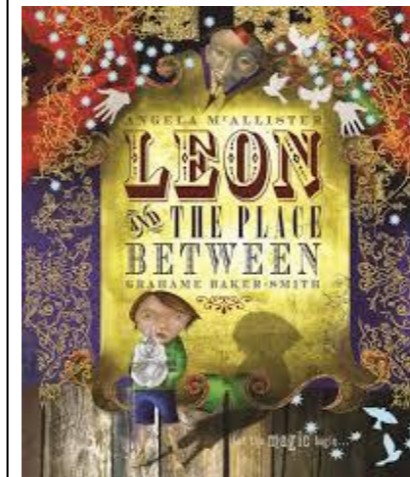
Type of writing produced:
Information leaflet

Class book: **The Wonder Brothers** by Frank Cottrell-Boyce



HFL Narrative: Leon and the Place Between (3/4 weeks)

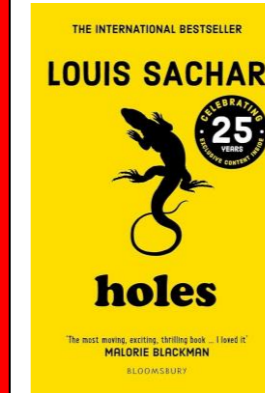
Type of writing produced:
Narrative



HFL Poetry: Haiku- The Works: every kind of poem you'll ever need (2/3 weeks)

Type of writing produced:
Haiku poem

Class book: **Holes** by Louis Sachar



HFL Persuasive language: Malala's magic pencil and Greta and the Giants (3 weeks)

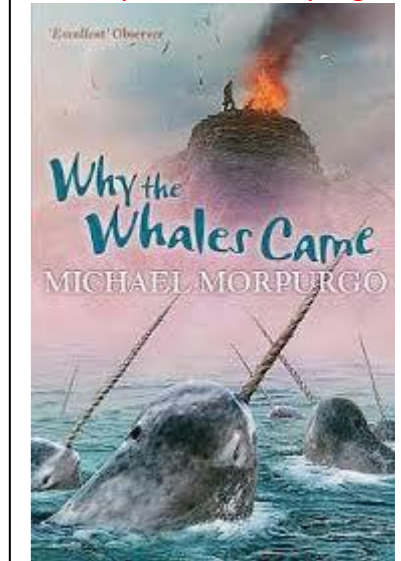
Type of writing produced:
Persuasive writing



HFL Non Chronological Report (3 weeks)

HFL Poetry: Stars with Flaming tales (1 week)

Class book: **Why the Whales came** by Michael Morpurgo

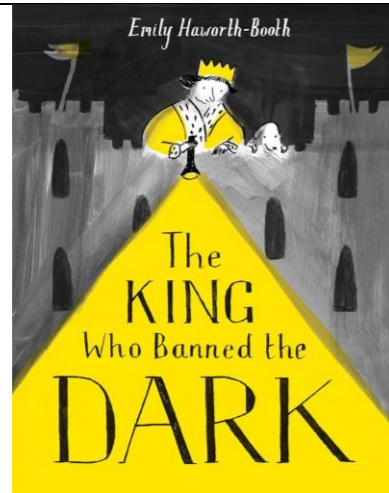


HFL Narrative: The girl who stole an elephant (3/4 weeks)

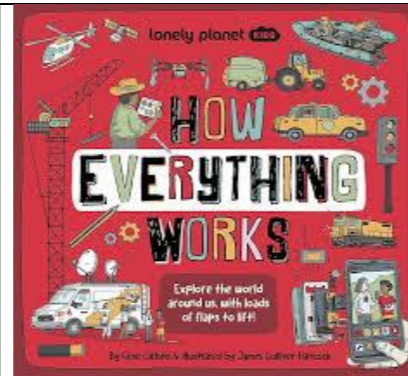
Type of writing produced:
Narrative



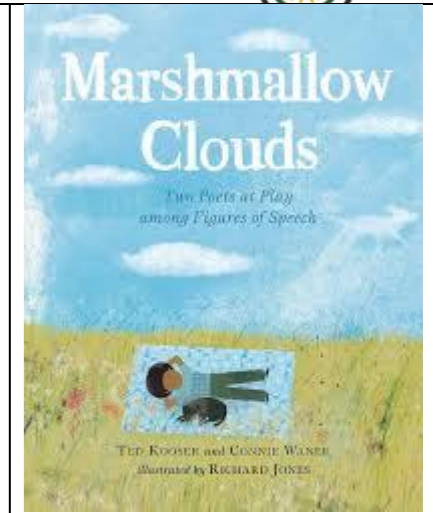
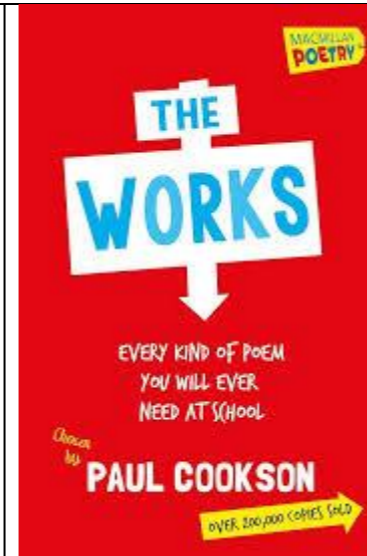
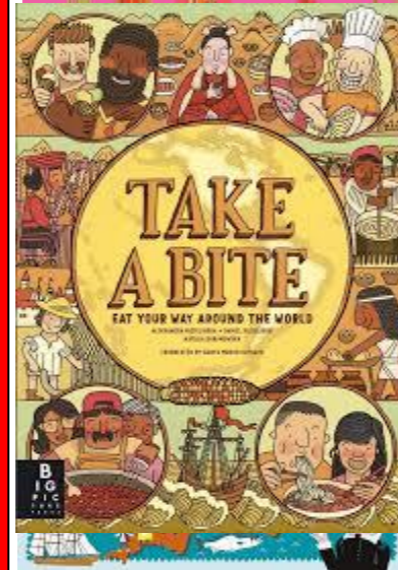
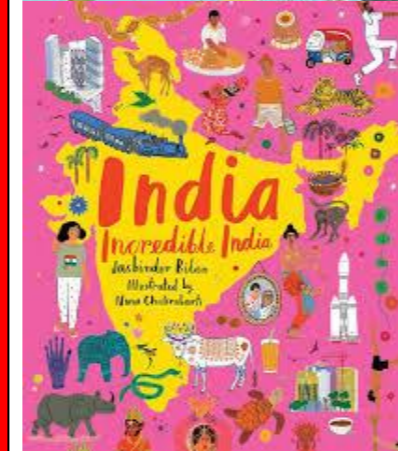
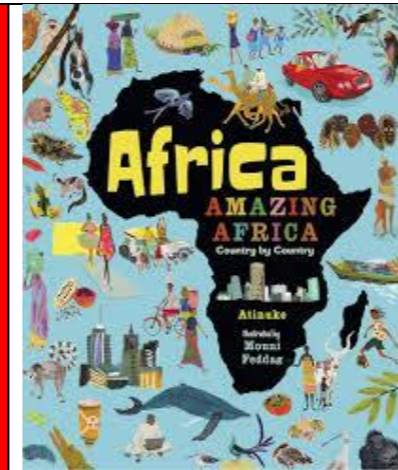
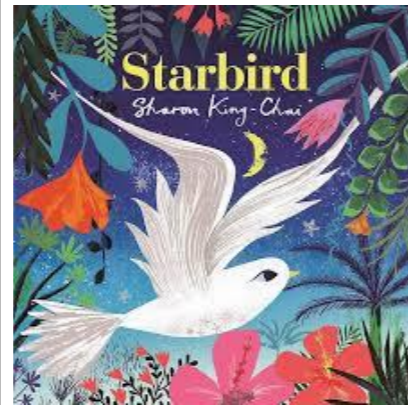
HFL Poetry: Marshmallow Clouds (2 weeks)



HFL Poetry (free verse): The Small Dragon (1 week)
Type of writing produced: Free verse poetry



HFL Narrative: Starbird and Zeraffa Giraffa (3/4 weeks)
Type of writing produced: Narrative



Spelling

- Review r controlled vowel sounds from KS1
- Review Year 2 common exception words and other high frequency words
- Review vowel suffixes

- Review the suffixes -ly and -ally
- Review -tion and -ation endings
- Explore -sion and -ssion endings
- Explore -cian endings

- Explore more prefixes: sub-, inter-, super-, re-, auto-
- Focus on multi-syllabic words including prefixes and suffixes words from

- Review words with the /ei/ sound spelt ei, eigh, ey
- Focus on vowels: words from the Y3/4 statutory word list
- Review homophones

- Explore suffixes beginning with vowel letters to words of more than one syllable
- Review the soft g sound /dʒ/ spelt g, ge or dge

- Explore words with the /k/ sound spelt ch
- Explore words with the /s/ sound spelt sc
- Explore etymology of words



	<ul style="list-style-type: none"> Review vowel suffixes -y, -er, est to create adjectives: Review consonant suffixes -ment, -ness, -ful, -less 	<ul style="list-style-type: none"> Focus on vowel digraphs: words from the Y3/4 statutory word list Review of prefixes: dis-, mis-, in-, im-, il-, ir-, anti- 	<p>the Y34 statutory word list</p> <ul style="list-style-type: none"> Review the /ɔ:/ sound spelt or, ore, aw and other variations Review the /ɒ/ sound spelt a after w and qu; the /ɜ:/ sound spelt or after w; 	<ul style="list-style-type: none"> Explore apostrophes for possession Explore words with endings sounding like /ʒə/ (-sure) or /tʃə/ (-ture) Explore the suffix -ous and ious/ eous 	<ul style="list-style-type: none"> Explore words ending with the /g/ sound spelt -gue Explore words ending with the /k/ sound spelt -que Explore words with the /j/ sound spelt ch- 	<ul style="list-style-type: none"> Focus on unstressed vowels: words from the Y3/4 statutory word list Focus on silent letters: words from the Y3/4 statutory word list
Guided Reading	Using a variety of GR Yr4 skills across the half term using our class book.	Using a variety of GR Yr4 skills across the half term using our class book.	Using a variety of GR Yr4 skills across the half term using our class book.	Using a variety of GR Yr4 skills across the half term using our class book.	Using a variety of GR Yr4 skills across the half term using our class book.	Using a variety of GR Yr4 skills across the half term using our class book.
Phonics	N/A Catch up sessions where necessary	N/A Catch up sessions where necessary	N/A Catch up sessions where necessary	N/A Catch up sessions where necessary	N/A Catch up sessions where necessary	N/A Catch up sessions where necessary
Maths fluency	<ul style="list-style-type: none"> 4x table booklets as well as sessions throughout week aimed to pre-teach content. 	<ul style="list-style-type: none"> 6x table booklets as well as sessions throughout week aimed to pre-teach content. 	<ul style="list-style-type: none"> 8x table booklets as well as sessions throughout week aimed to pre-teach content. 7x table booklets as well as sessions throughout the week aimed to pre-teach content. 	<ul style="list-style-type: none"> 9x table booklets as well as sessions throughout the week aimed to pre-teach content. 11x table booklets as well as sessions throughout the week aimed to pre-teach content. 	<ul style="list-style-type: none"> 12x table booklets as well as sessions throughout the week aimed to pre-teach content. Mixed x tables practice as well as sessions throughout the week aimed to pre-teach content. 	<ul style="list-style-type: none"> Mixed x tables practice as well as sessions throughout the week aimed to pre-teach content.
Maths	<ul style="list-style-type: none"> Place Value – Order and Compare Numbers Beyond 1000 Rounding, Estimation and Magnitude Securing Addition and Subtraction Mental Fluency Securing Formal Written Addition and Subtraction Fluency Counting in Multiples of 6, 7, 9, 25 and 1000 Multiplication and Division Facts (Times Tables) 	<ul style="list-style-type: none"> Factor Pairs, Integer Scaling and Correspondence Problems Problem Solving Including Measures to Apply Place Value, Mental Strategies and Arithmetic Laws Multiply and Divide a One or Two-digit Number by 10 and 100 Measure – Conversion of Units Measures – Compare, Estimate and Calculate Discrete and Continuous Data (Time Graphs), Including Application of Scales and Division 	<ul style="list-style-type: none"> Perimeter Properties of Shape Symmetry Decimal Number Calculating with Decimals Measure – Money <p>Catholic Social Teaching Lesson Dignity of Work and Rights of Workers <i>Work is important in God’s plan for adults and their families, so jobs and pay should be fair.</i></p> <ul style="list-style-type: none"> Problem Solving involving Decimals to Two Decimal Places 	<ul style="list-style-type: none"> Add and Subtract Fractions with the same denominator Finding Fractions of Quantities Fractions in the Context of Measure Equivalent Fractions, Ordering and Comparing Multiply Two and Three-digit Numbers by a One-digit Number Using a Formal Written Layout 	<ul style="list-style-type: none"> Divide Two and Three-digit Numbers by a One-digit Number Using a Formal Written Layout Time – Read, Write Calculate and Convert Time on Analogue and Digital 12- and 24-Hour Clocks Statistics – Interpret and Present Continuous and Discrete Data, Solve Problems incorporating Measures. Roman Numerals to 100 and Zero Negative Numbers – Counting through Zero and Calculating in Context Geometry – Angles Geometry – Properties of Triangles 	<ul style="list-style-type: none"> Geometry – Position and Direction, incorporating Angles and Plotting Points of a Shape Multiplication and Division Review Area Fractions Review Application and Problem Solving – Developing Operation Sense.



2024-2025

THE HOLY FAMILY SCHOOL YEARLY OVERVIEW



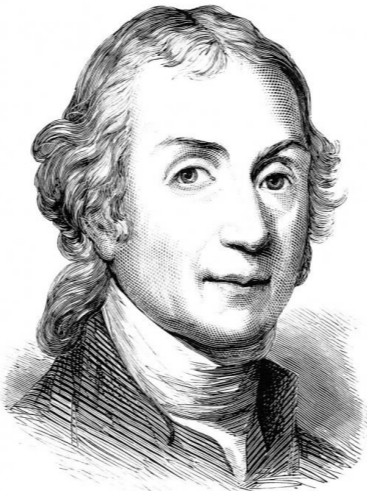


Year: 4

Teacher: Miss Pickering



					<ul style="list-style-type: none">• Geometry – Coordinates in the First Quadrant and Translations	
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<p><u>Science</u></p>	<p>Digestion and food</p> <p>Inspirational Scientist: The first African American to receive a Ph.D. from Columbia University, as well as the first African American woman in the United States to earn a Ph.D. in chemistry. She helped to discover the link between high cholesterol and clogged arteries, essential for our understanding of heart disease.</p> 	<p>Electricity and circuits</p> <p>Inspirational scientist linked to Electricity: Marie Curie</p> 	<p>States of matter</p> <p>Inspirational scientist linked to States of Matter: Joseph Priestly</p> 	<p>Sounds and vibrations</p> <p>Inspirational person: Evelyn Glennie- Glennie is a deaf musician who uses vibrations through her body to 'hear' the music</p> 	<p>Classification and changing habitats</p> <p>Inspirational scientist linked to Living things and their habitats: Steve Irwin</p> 	<p>How does the flow of liquids compare?</p>
<p><u>Geography</u></p>	<p>Where does our food come from?</p>		<p>Are all settlements the same?</p>	<p>What are rivers and how are they used?</p>		
<p><u>History</u></p>		<p>British history 2: Why did the Romans settle in Britain?</p>			<p>How did the achievements of the Maya civilisation influence their society and beyond?</p>	<p>British history 3: How hard was it to invade and settle in Britain?</p>
<p><u>Computing</u></p>	<p>Catholic Social Teaching Lesson Life and Dignity of the Human Person <i>God made each person, so every life is important and should be protected.</i> Online Safety Children can explore key concepts relating to online safety using concept mapping such as 2Connect. They can help others to understand the importance of online safety. Children</p>	<p>Coding Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'if' statements, repetition and variables. They can trace code and use step- through methods to identify errors in code and make logical attempts to correct this. e.g. traffic light algorithm in</p>	<p>Spreadsheets Children make informed software choices when presenting information and data.</p>	<p>Writing for Different Audiences Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level.</p>	<p>Animation Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software such as 2Connect and 2Publish+. Children share digital content within their community, i.e. using Virtual Display Boards.</p>	<p>Effective Searching Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level.</p> <p>Hardware Investigators Children recognise the main component parts of hardware which allow computers to join and form a network. Their ability to understand the online safety implications</p>



	<p>know a range of ways of reporting inappropriate content and contact</p> <p>Coding When turning a real-life situation into an algorithm, the children’s design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. Children make more intuitive attempts to debug their own programs.</p>	<p>2Code. In programs such as Logo, they can ‘read’ programs with several steps and predict the outcome accurately.</p>			<p>Children’s use of timers to achieve repetition effects are becoming more logical and are integrated into their program designs. They understand ‘if statements’ for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. As well as understanding how variables can be used to store information while a program is executing, they are able to use and manipulate the value of variables. Children can make use of user inputs and outputs such as ‘print to screen’. e.g. 2Code.</p>	<p>associated with the ways the internet can be used to provide different methods of communication is improving.</p>
Music	<p>Body and tuned percussion (Theme: Rainforests)</p>	<p>Adapting and transposing motifs (Themes: Romans)</p>	<p>Changes in pitch, dynamics and tempo (Theme: Rivers)</p>	<p>Haiku, music and performance (Theme: Hanami)</p> <p>Year 3 and 4 Easter production</p>	<p>Samba and carnival sounds and instruments</p>	<p>Rock and Roll</p>
Art/DT	<p>Painting and mixed media: Light and dark</p>	<p>Electrical systems Torches</p>	<p>Mechanical systems. Making a slingshot car</p>	<p>Sculpture and 3D: mega materials</p>	<p>Drawing: Power prints</p>	<p>Structures/Pavilions</p>
PE	<p>Tag rugby -To develop ball handling skills demonstrating increasing control and accuracy. -To develop throwing, catching and running with the ball -To develop an understanding of tagging rules. -To begin to use the ‘forward pass’ and ‘off side’ rule. -To be able to support a teammate when attacking. -To be able to dodge a defender and move into</p>	<p>Gymnastics -To develop individual and partner balances. - To develop control in performing and landing rotation jumps. - To develop the straight, barrel, forward and straddle roll. - To develop the straight, barrel, forward and straddle roll. - To develop strength in inverted movements. - To be able to explore pathways and travelling movements.</p>	<p>Netball -To defend one on one and know when to win the ball. -To explain what happens to my body when I exercise and how this helps to make me healthy. -To move to a space to help my team to keep possession and score goals. -To pass, receive and shoot the ball with increasing control. -To provide feedback using key terminology and understand what I need to do to improve.</p>	<p>Cricket - To be able to bowl a ball with some accuracy and consistency. -To learn the rules of the game and begin to use them to play honestly and fairly. - To communicate with my teammates to apply simple tactics. - To persevere when learning a new skill. - To provide feedback using key terminology and understand what I need to do to improve. - To strike a bowled ball after a bounce.</p>	<p>Hockey -To develop sending and receiving the ball with accuracy and control. - To develop the attacking skill of dribbling. - To develop dribbling to beat a defender. - To use defending skills to delay an opponent and gain possession. -To apply attacking skills to move towards goal and find space. -To apply skills and knowledge to compete in a tournament.</p>	<p>Athletics -To develop stamina and an understanding of speed and pace in relation to distance. -To develop power and speed in the sprinting technique. -To develop communication skills and technique in relays. -To develop technique when jumping for distance. -To develop fluency and technique in the vertical jump. -To develop power and technique when throwing for distance. -To develop a pull throw for distance and accuracy.</p>



	<p>space when running towards the goal. -To develop defending skills and use them in a game situation. - To be able to apply the rules and tactics you have learnt and play in a tag rugby tournament.</p> <p>Inspriational rugby player: Jonah Lomu</p> 	<p>- To be able to create a sequence to include apparatus and inverted movements. - To be able to create a partner sequence to include apparatus.</p> <p>Inspirational gymnast: Simone Biles</p> 	<p>-To use simple tactics to help my team score or gain possession. - To share ideas and work with others to manage our game. -To understand the rules of the game and I can use them often and honestly.</p> <p>Inspirational netball player: Peace Proscovia</p> 	<p>- To use overarm and underarm throwing, and catching skills with increasing accuracy. - To share ideas and work with others to manage our game.</p> <p>Inspirational cricketer: Joe Root</p> 		<p>-To develop officiating and performing skills.</p> <p>Inspirational athlete: Jessica Ennis-Hill</p> 
<p><u>RSHE</u></p>		<p>Module 1, Unit 1 Session 1: Get Up! Session 2: The Sacraments</p> <p>Module 1, Unit 2 Session 1: We Don't Have to Be The Same Session 2: Respecting Our Bodies Session 3: What is Puberty? Session 4: Changing Bodies Session 5: Boy/Girl Discussion Groups</p>	<p>Module 1, Unit 3 Session 1: What Am I Feeling? Session 2: What Am I Looking at? Session 3: I Am Thankful!</p> <p>Module 1, Unit 4 Session 1: Life Cycles Session 2: A Time for Everything Session 3: Big Changes, Little changes Classroom Shorts</p>	<p>Module 2, Unit 1 Unit Prayer & Assessment Activity Story Sessions: Jesus, My Friend</p> <p>Module 2, Unit 2 Unit Prayer & Assessment Activity Session 1: Friends, Family and Others Session 2: When Things Feel Bad</p> <p>Module 2, Unit 3 Life Online Classroom Shorts Unit Prayer & Assessment Activity Session 1: Sharing online. Session 2: Chatting online Classroom Shorts</p>	<p>Module 2, Unit 4 Unit Prayer & Assessment Activity Session 1: Safe in my body Classroom Shorts Session 2: Drugs, alcohol, tobacco. Session 3: First Aid Heroes. Session 4: Rights and Responsibilities Classroom Shorts</p> <p>Catholic Social Teaching Lesson Option for the Poor and Vulnerable God wants us to help people who are poor, who don't have enough food, a safe place to live or a community</p>	<p>Module 3, Unit 1 Unit Prayer & Assessment Activity Session 1: A Community of Love Session 2: What is the Church?</p> <p>Module 3, Unit 2 Unit Prayer & Assessment Activity Session 1: How do I love others? Session 2: Working Together Classroom Shorts Session 3: Money Matters</p>
<p><u>French</u></p>	<p>Presenting myself</p> <ul style="list-style-type: none"> Count to 20. Say their name and age. Say hello and goodbye and then ask how 	<p>Care for God's Creation - (The world was made by God, so we take care of God's creation).</p> <p>Family</p>	<p>Seasons</p> <ul style="list-style-type: none"> Recognise, recall and remember the 4 seasons in French. 	<p>The Classroom</p> <ul style="list-style-type: none"> Recognise and repeat from memory simple classroom objects and use the correct gender. 	<p>At the tea room</p> <ul style="list-style-type: none"> Order from a selection of foods from a French menu. Order from a selection of drinks from a French menu. 	<p>What is the weather?</p> <ul style="list-style-type: none"> Repeat and recognise the vocabulary for weather in French. • Ask and say what the weather is like today.



	<p>somebody is feeling and answer</p> <ul style="list-style-type: none"> • how they are feeling. • Tell you where they live. • Tell you their nationality and understand basic gender agreement rules. 	<ul style="list-style-type: none"> • Tell somebody the members, names and various ages of either their own or a fictional family in French. • Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. • Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. • Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have). 	<ul style="list-style-type: none"> • Recognise, recall and remember a short phrase for each season in French. <ul style="list-style-type: none"> • Say which season is their favourite in French and attempt to say why using the conjunctions 'et' and 'car'. 	<ul style="list-style-type: none"> • Say what they have and do not have in their pencil case. • Recognise and respond to simple classroom commands and praise. 	<ul style="list-style-type: none"> • Order a French breakfast. • Order typical French snacks. • Ask for the bill. • Remember how to say hello, goodbye, please and thank you. 	<ul style="list-style-type: none"> • Create a French weather map. • Describe the weather in different regions of France using a weather map with symbols.
<u>LOTC</u>	<ul style="list-style-type: none"> • Hazards and risks • Crosses • Re-enactment of scripture/parables. • Scavenger hunt • Writing stories 	<ul style="list-style-type: none"> • Foraging for artwork • Drama linked to our guided reading • Friendship activities linked to friendship week • Measuring items linked to our maths • Discussion groups, linked to our RSE 	<ul style="list-style-type: none"> • Creating graphs and collecting raw data from a litter pick. • Judging different types of behaviour surrounding our bodies and safety. • Stable structure testing with 3D shapes. 	<ul style="list-style-type: none"> • Ok, unacceptable, unhealthy and risky behaviours, linked to RSE. 	<ul style="list-style-type: none"> • Summer scavenger hunt • Sharing online (understand dangers of sharing personal information) • First aid heroes (understand first aid protocols) 	<ul style="list-style-type: none"> • Nature symmetry • Making clocks • Marshmallow toasting
<u>Educational visits</u>	<ul style="list-style-type: none"> • Stanborough athletics trip • Verulamium- St Albans Museum 	<ul style="list-style-type: none"> • Archery with Jo Moxham 	<ul style="list-style-type: none"> • Fr. Norbert in to speak to class about his role in the community. 	<ul style="list-style-type: none"> • Trip to Local River 	<ul style="list-style-type: none"> • Tring museum linked to science topic 	