



Coupe Green  
Primary School  
HOUGHTON

**‘Learning together, supporting each other’**

YEAR GROUP: 4/5 (Maple Class)		TERM: Summer 2		Theme: Terrific Transport		
				Key Text:	The London Eye Mystery	
				Enrichment Opportunities	Leyland Transport Museum	
Subject	Prior Learning	Knowledge	Skills	Objectives	Future Learning	
<b>Detective / Crime Fiction</b>						
<b>English</b>	Mystery story (Year 3/ 4 Summer 2 Cycle A)	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Know how to investigate vocabulary using surrounding context.</li> <li>-Know how to summarise main ideas in a text.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Know the features of a detective/crime story.</li> <li>-Know the features of a diary entry.</li> <li>-Know the features of a newspaper.</li> <li>-Know how to use third person</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>-To know the suffix -ation.</li> <li>-To know ou spellings such as young, touch, double.</li> <li>-To know a range of homophones and near homophones.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Make predictions using knowledge.</li> <li>-Make inferences on characters based on their thoughts and actions.</li> <li>-To retrieve from a text using what is known.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Use organisational devices such as a headline and introductory paragraph.</li> <li>-Proofread, edit and improve writing.</li> <li>-Write a diary entry.</li> <li>-Write a newspaper report.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>-To apply the rules of the suffix -ation to writing.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-To make predictions.</li> <li>-To make inferences about a character.</li> <li>-To retrieve from a text.</li> <li>-To investigate vocabulary.</li> <li>-To summarise a story.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-To know the features of a detective/crime story.</li> <li>-To write a diary entry.</li> <li>-To choose language to inform and persuade.</li> <li>-To know the features of a newspaper report.</li> <li>-To plan my newspaper report.</li> <li>-To write my newspaper report using appropriate genre features.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>-To learn the suffix -ation.</li> <li>-To learn ou spellings.</li> </ul>	-Detective/crime fiction (Year 5/6 Cycle A)	

			-To apply a range o homophones and near homophones in my writing.	-To explore a range of homophones and near homophones.	
<b>Key Vocabulary</b>	Devastate, hectic, writhe, agony, contradiction, plummet		<b>Deeper Learning</b>	Early prediction as to what has happened to Salim. Can children work this out early on in the book?	
<b>Persuasive Texts</b>					
- Persuasive Texts (Y2 Summer 2) Persuasion: Letters (Year 3/4 Autumn 2 Cycle A)	<b>Reading</b> -Know how to investigate vocabulary using surrounding context. <b>Writing</b> -Know what persuasive writing is and know the features. -To know how to plan my writing. -Know appropriate genre features for persuasive writing such as modal verbs, fronted adverbials, rhetorical questions. <b>Spelling</b> -To know inter means 'between' or 'among' -To know a range of homophones and near homophones.	<b>Reading</b> -To retrieve from a text using what is known. -To compare texts using my knowledge and give my opinion on which is better and explain why. <b>Writing</b> -Apply persuasive writing features to my writing. -Write a persuasive advert. To proofread for grammatical, spelling and punctuation errors. <b>Spelling</b> --To apply a range of homophones and near homophones in my writing.	<b>Reading</b> -To retrieve from a text. -To explore texts through small group discussion. -To explore vocabulary in a text. -To compare texts and give my opinion. <b>Writing</b> -To know what persuasive writing is and know the features. - To design a car for my persuasive writing. - To plan my persuasive writing using appropriate genre features. -To write a persuasive advert. -To proofread for grammatical, spelling and punctuation errors. <b>Spelling</b> -To learn inter spellings. -To explore a range of homophones and near homophones.	Persuasion (Year 4/5 Cycle A Autumn 2)  Persuasion (Year 5/6 Autumn 2)	
<b>Key Vocabulary</b>	Modal verbs and rhetorical questions.		<b>Deeper Learning</b>	To be able to give the strongest possible argument to win over the reader but also able to honour others viewpoints.	

<b>Maths</b>	<ul style="list-style-type: none"> <li>- Properties of Shape</li> <li>- Geometry: Position and Direction</li> <li>- Measurement: Converting Units and Volume</li> </ul>		<b>Select the files to the right for more detailed guidance.</b>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">         Year-4-and-5-Mixed-Age-Guidance-Summ     </div> <div style="text-align: center;">         Year-4-and-5-Mixed-Age-Guidance-Summ     </div> <div style="text-align: center;">         Year-4-and-5-Mixed-Age-Guidance-Summ     </div> </div>		
<b>Why do most objects fall to the ground and no float in the air?</b>						
<b>Science (Forces)</b>	<ul style="list-style-type: none"> <li>- Forces and Magnets: Ash Spring 1 (Cycle B)</li> <li>- Forces: Maple Summer 1 (Cycle A)</li> </ul>	<ul style="list-style-type: none"> <li>- Know that gravity is the force that pulls objects towards the centre of the earth.</li> <li>- Know that air resistance causes a parachute to slow its descent towards the earth, as it is acting against gravity.</li> <li>- Know that water resistance prevents some objects moving on water; objects have to be designed (such as boats) to reduce the amount of water resistance, allowing it to move.</li> <li>- Know that friction is a force between two surfaces that are sliding, or trying to slide, across each other.</li> <li>- Know that objects travel easier on smooth surfaces, however, objects find it easier to stop on rougher surfaces (e.g. tyres have tread depth in order for them to stop at a quicker rate compared to them being smooth).</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the forces acting on objects in particular situations.</li> <li>- Use scientific tools to measure and record data accurately.</li> <li>- Explain, using scientific terminology, the effect forces have on objects.</li> <li>- Choose appropriate graphs, charts or diagrams to represent results of scientific investigations.</li> </ul>	<ul style="list-style-type: none"> <li>- To explain what gravity is and its impact on our lives.</li> <li>- To identify and explain the effect of air resistance.</li> <li>- To identify and explain the effect of water resistance.</li> <li>- To identify and explain the effect of friction.</li> <li>- To explain how levers, pulleys and gears allow a smaller force to have a greater effect.</li> <li>- To explore scientists such as Galileo Galilei and Isaac Newton and their important work linked to gravity.</li> <li>- <b>To use diagrams, keys, bar charts and tables; using scientific language.</b></li> <li>- <b>To make careful and accurate observations, including the use of standard units.</b></li> <li>- <b>To read, spell and pronounce scientific vocabulary accurately.</b></li> <li>- <b>To record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Forces: Elder Summer 1 (Cycle A)</li> </ul>	
	<b>Key Vocabulary</b>	Gravity, air resistance, water resistance, descent, ascent, tread, rough, smooth, surface, friction, levers, pulleys, gears.		<b>Deeper Learning</b>	Research and present on forces in particular settings i.e. nature / sport / physical objects.	
<b>How did the wheel change the World?</b>						

<b>History (History of Transport)</b>	<ul style="list-style-type: none"> <li>- To use specialist dates and terms to place topics studied into different periods (century, decade, Roman, Egyptian etc) (Yr3).</li> <li>- To make connections between and across periods such as differences between clothes, homes, buildings or transport (Yr3).</li> </ul>	<ul style="list-style-type: none"> <li>- Know that the earliest evidence of a wheel is from 4000BC in ancient Mesopotamia.</li> <li>- Know that the invention of the wheel led to the development of cars, trains, streetcars, farm machines, wagons, and nearly all factory and mine equipment.</li> <li>- Know that Wilbur and Orville Wright (Wright brothers) were brothers and American inventors who are now known as pioneers of aviation.</li> <li>- The Wright brothers took part in the first successful powered flight in December, 1903.</li> <li>- The first motor vehicle was first designed and made in 1886 by Carl Benz.</li> <li>- Know that Preston has been an important transport hub since the Romans.</li> </ul>	<ul style="list-style-type: none"> <li>- Use images of aeroplanes to place them in chronological order.</li> <li>- Explain the changes in transport types over the period studied.</li> <li>- Make informed decisions about how to present historical information for the required audience.</li> <li>- Answer historical questions about similarity and difference using suitable historical terms.</li> <li>- Use sources to form impressions about life in the past.</li> </ul>	<ul style="list-style-type: none"> <li>- To know and sequence key events within a time period.</li> <li>- To identify where some periods studied fit into a chronological framework.</li> <li>- To make comparisons between times in the past.</li> <li>- To describe how some of the things studied from past influence life today.</li> <li>- To use multiple sources to draw conclusions about life in the past (e.g. photos, newspapers, diaries).</li> <li>- To use a variety of evidence to build a picture of past events, using books and the internet for research.</li> <li>- To address historically valid questions about change, cause, similarity and difference, and significance.</li> <li>- To discuss significant aspects of and links between historical events using different genres of media (writing, drawing, diagrams, data-handling drama, ICT etc).</li> </ul>	<ul style="list-style-type: none"> <li>- With increasing accuracy, make comparisons between times in the past (Yr6).</li> <li>- To devise historically valid questions about change, cause, similarity and difference, and significance (Yr6).</li> </ul>
	<b>Key Vocabulary</b>	Transport, motor vehicle, Wright Brothers, Carl Benz, Mesopotamia, pioneer, aviation.		<b>Deeper Learning</b>	<ul style="list-style-type: none"> <li>- Children make more complex links between transport studied, suggesting impact of developments on wider world (i.e. plane use in WW2, end of canals as form of transport etc).</li> </ul>
<b>Design Technology (Mechanisms and Mechanical Systems)</b>	<ul style="list-style-type: none"> <li>- Select from a range of existing designs (Yr3).</li> </ul>	<ul style="list-style-type: none"> <li>- Know the names of materials and tools I am using.</li> <li>- Know a CAM is used to transfer rotary motion into linear motion.</li> </ul>	<ul style="list-style-type: none"> <li>- Analyse existing products and create alternative designs.</li> <li>- Make a prototype to test and improve my design.</li> </ul>	<ul style="list-style-type: none"> <li>- To draw, design and label each part of my design with instructions.</li> <li>- To use prototypes to improve, test and make</li> </ul>	<ul style="list-style-type: none"> <li>- Analyse existing products to create innovative designs (Yr6)</li> <li>- Make prototypes to refine techniques (Yr6).</li> </ul>

	<ul style="list-style-type: none"> <li>- Use tools accurately (Yr3).</li> </ul>	<ul style="list-style-type: none"> <li>- Know a crank handle is a device which moves things in a circle.</li> <li>- Know a frame structure is a used to give support and shape to an object.</li> <li>- Know a CAM follower touches the CAM and follows its shape, moving up and down.</li> <li>- Know different shaped CAMs produce different movement patterns.</li> <li>- Know a prototype is an original model of a product which can be used to make improvements.</li> </ul>	<ul style="list-style-type: none"> <li>- Suggest suitable design criteria for a product.</li> <li>- Use a range of cutting and measuring tools effectively.</li> <li>- Make suitable choices about the best material for a particular purpose.</li> <li>- Make informed choices about the CAM required for specific job.</li> </ul>	<ul style="list-style-type: none"> <li>changes to my design considering the final appearance.</li> <li>- To give reasons for my final choice of a design, thinking about materials, processes and how easily it can be made.</li> <li>- To suggest improvements once my final design has been made.</li> <li>- To analyse existing products and create an alternative design.</li> <li>- To sketch design ideas using exploded diagrams.</li> <li>- To use research to develop design criteria as a class.</li> <li>- To use computer aided design (CAD) to show what a product will look like (e.g. Microsoft Paint).</li> <li>- To make prototypes to develop design ideas.</li> <li>- To select from and use a range of cutting and measuring tools.</li> <li>- To choose appropriate materials, considering their properties.</li> <li>- To evaluate others' products against the design criteria, and suggest improvements.</li> <li>- To select the most appropriate CAM for a design.</li> </ul>	
	<b>Key Vocabulary</b>	Prototype, CAM, CAM follower, crank handle, frame structure, CAD (computer aided design),	<b>Deeper Learning</b>	Children show a clear understanding of the link between CAM shape and resulting linear motion, linking this to a specific need in the product.	
<b>Music</b>					

<b>(Creating and Composing)</b>	<ul style="list-style-type: none"> <li>- Know the difference between tuned and untuned instruments (Yr3).</li> <li>- Create music which combines dynamics and tempo (Yr3).</li> </ul>	<ul style="list-style-type: none"> <li>- Know a minim is a musical note worth half a semibreve (whole note).</li> <li>- Know a crotchet is a musical note with the time value of one beat.</li> <li>- Know a musical staff is a set of five lines and four spaces on which notes are written to indicate their pitch.</li> <li>- Know a semibreve is a musical note which counts for 4 beats.</li> <li>- Know a quaver is a musical note lasting for half a beat.</li> </ul>	<ul style="list-style-type: none"> <li>- Compose music using minims and crotchets.</li> <li>- Keep a steady beat on an instrument.</li> <li>- Recognise the symbols for a minim and crotchet.</li> </ul>	<ul style="list-style-type: none"> <li>- Compose music using the beats of a minim and a crotchet.</li> <li>- Keep a steady beat on an instrument whilst against another section of the music.</li> <li>- Know the worth of a minim and a crotchet.</li> <li>- Understand the reason for a musical staff.</li> <li>- Recognise the symbols for a minim and crotchet on a staff.</li> <li>- To know the worth of a semibreve and a quaver.</li> <li>- Know and use the EGDBF and FACE on a musical staff.</li> <li>- Create and perform repeated rhythmic patterns on percussion instruments.</li> <li>- Compose using notations of a semibreve and quaver (and prior notation).</li> </ul>	<ul style="list-style-type: none"> <li>- Compose music to meet a specific mood (Yr6).</li> <li>- Recognise and use a dotted minim and accent (Yr6).</li> </ul>
	<b>Key Vocabulary</b>	Minim, semibreve, quaver, crotchet, beat, percussion instruments.		<b>Deeper Learning</b>	<ul style="list-style-type: none"> <li>- Children recognise and can read musical notation with increasing confidence and speed.</li> <li>- Children make effective choices when composing their own music considering audience and purpose.</li> </ul>
<b>Year 4</b>					
<b>PSHE (Safety and the Changing Body)</b>	<ul style="list-style-type: none"> <li>- Show an understanding that they must consider their own safety before helping others in an emergency situation (Yr3).</li> <li>- Understand how to help someone who</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that there are risks to sharing things online.</li> <li>- Know the difference between private and public.</li> <li>- Understand the risks associated with smoking tobacco.</li> <li>- Understand the physical changes to both male and female bodies as people grow from children to adults.</li> <li>- Know that asthma is a condition that causes the airways to narrow.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss how to seek help if I need to.</li> <li>- Explore what to do if an adult makes me feel uncomfortable.</li> <li>- Learn about the benefits and risks of sharing information online.</li> <li>- Discuss the benefits of being a non-smoker.</li> <li>- Discuss some physical and emotional changes during puberty.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand the reasons for legal age restrictions.</li> <li>- To understand how quickly information can spread on the internet and some of the risks associated with that.</li> <li>- To assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack.</li> <li>- To understand the difference between private and public, and secrets and surprises.</li> </ul>	<ul style="list-style-type: none"> <li>- To accurately name all the relevant parts of the body (Yr5).</li> <li>- To understand the changes their own gender will go through during puberty (Yr5).</li> </ul>

	has been bitten or stung (Yr3).		- Learn how to help someone who is having an asthma attack.	<ul style="list-style-type: none"> <li>- To understand how search engines work and whether information is useful.</li> <li>- To understand the changes they have already gone through and aware of some changes to come.</li> <li>- To understand that they will change physically as they develop into adults.</li> <li>- Understand some of the risks of smoking and some of the benefits of being a non-smoker.</li> </ul>	
<b>Key Vocabulary</b>	Age restriction, Asthma, breasts, genitals, law, penis, private, protect, puberty, public, testicles/testes, tobacco		<b>Deeper Learning</b>	<p>Which features can you use on a device to protect you from unsafe content?</p> <p>Write a letter to explain to a younger child why sharing information online can be dangerous.</p>	
<b><u>Year 5</u></b>					
	<ul style="list-style-type: none"> <li>- To assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack (Yr4).</li> <li>- To understand the difference between private and public, and secrets and surprises (Yr4).</li> </ul>	<ul style="list-style-type: none"> <li>- Know the steps to take before sending a message online (using the THINK mnemonic).</li> <li>- Know some of the possible risks online.</li> <li>- Know some strategies I can use to overcome pressure from others and make my own decisions.</li> <li>- Understand the process of the menstrual cycle.</li> <li>- Know the names of the external sexual parts of the body and the internal reproductive organs.</li> <li>- Know that puberty happens at different ages for different people.</li> <li>- Know how to assess a casualty's condition.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop an understanding of how to ensure relationships online are safe.</li> <li>- Learn to make 'for' and 'against' arguments to help with decision making.</li> <li>- Learn about the emotional changes during puberty.</li> <li>- Identify reliable sources of help with puberty.</li> <li>- Learn about how to help someone who is bleeding.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand what is safe to share online and what to do before sending a message.</li> <li>- To identify possible dangers online, suggesting ways to stay safe, using the web to research relevant information.</li> <li>- To accurately name all the relevant parts of the body.</li> <li>- To understand the changes their own gender will go through during puberty.</li> <li>- To list the range of changes they will go through during puberty.</li> <li>- To assess a casualty's condition; calmly, comfort and reassure a casualty who is bleeding; and seek medical help if required.</li> <li>- To understand that other people can influence our decisions but we</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the menstrual cycle and that a male and a female are needed to conceive a baby (Yr6).</li> <li>- Understand that a baby changes in the womb and some of the baby's requirements during the first months of life (Yr6).</li> </ul>

				have the right to make our own choices.	
	<b>Key Vocabulary</b>	Attraction, Bladder, Breasts, Cervix, Clitoris, Decision, Egg or ova, Ejaculation, Erection, Fallopian tube, Friend, Influence, Labia, Menstruation/period, Nipples, Ovary/ovaries, Private, Puberty, Pubic hair, Scrotum, Testicles/testes, Vagina, Vulva		<b>Deeper Learning</b>	Why is peer pressure dangerous? What impact can it have on people?
	<b>Athletics</b>				
<b>Physical Education (Athletics and Striking and Fielding: Rounders)</b>	- Athletics: Maple Summer 2 (Cycle A) - Athletics: Ash Summer 2 (Cycle A)	- Know which objects require which type of throw. - Know how to hold a baton/quoit to allow it to be passed to a partner quickly. - Know how different body parts can help us run at speed. - Know how to use arms to propel body forward when jumping for distance.	- Use a range of throwing actions effectively. - Jump from two feet to two feet for distance. - Work effectively in a team to move a quoit/baton quickly. - Combine a hop, step and a jump to travel for distance. - Choose the most appropriate throwing technique for given objects.	- To throw using a pull action. - To explore different running techniques. - To throw using a push action. - To perform the sling throwing action. - To develop jumping actions (two feet to two feet for distance) - To throw for distance using a pull, push and sling throw. - To pass a quoit/baton to a teammate in a relay. - To perform a hop, step and jump. - To perform a combination of 5 jumps	- Athletics: Maple Summer 2 (Cycle A) - Athletics: Elder Summer 2 (Cycle A)
	<b>Key Vocabulary</b>	Pull action, push action, sling throw, techniques, distance, quoit, baton.		<b>Deeper Learning</b>	Children perform running, jumping and throwing actions with efficiency and can suggest ways to improve own or others' performance.
	<b>Striking and Fielding - Rounders</b>				

	<ul style="list-style-type: none"> <li>- Striking and Fielding: Maple Summer 1 and 2 (Cycle A)</li> <li>- Striking and Fielding: Ash Summer 2 (Cycle A)</li> </ul>	<ul style="list-style-type: none"> <li>- Know an underarm throw is used for accuracy over a short distance.</li> <li>- Know the correct technique for catching a ball moving through the air over a long distance.</li> </ul>	<ul style="list-style-type: none"> <li>- Throw an underarm throw accurately towards a target.</li> <li>- Strike a ball using a bat from a tee or via a drop feed.</li> <li>- Make choices about where to stand to field a ball in a striking and fielding game.</li> <li>- Suggest ways of improving my own and others' performance.</li> </ul>	<ul style="list-style-type: none"> <li>- To demonstrate an underarm throw with accuracy.</li> <li>- To catch a ball in a striking and fielding game.</li> <li>- To strike a ball from a tee or a drop feed.</li> <li>- To catch a ball in a striking and fielding game.</li> <li>- To apply a simple tactic in a striking and fielding game.</li> <li>- To make a simple assessment of their own performance based on the success criteria.</li> </ul>	<ul style="list-style-type: none"> <li>- Striking and Fielding: Elder Summer 2 (Cycle A)</li> <li>- Striking and Fielding: Maple Summer 1 and 2 (Cycle A)</li> </ul>
	<b>Key Vocabulary</b>	Underarm, accuracy, tee, tactics, success criteria.		<b>Deeper Learning</b>	Children can strike a ball confidently, finding space to maximise gains. Children show a more developed awareness of tactics in striking and fielding games.
	<b>What does 'Love your neighbour' really mean?</b>				
<b>Religious Education (Christianity: Church)</b>	<ul style="list-style-type: none"> <li>- Christianity: God – Autumn 1 (Cycle A)</li> <li>- Christianity: Ash - Autumn 1 Cycle A)</li> </ul>	<ul style="list-style-type: none"> <li>- Know that agape means 'selfless love of others.'</li> <li>- Know that Jesus taught his followers using parables.</li> <li>- Know that parables are stories with a moral that make use of familiar settings.</li> <li>- Know that Jesus told parables to encourage those who heard them to behave in a particular way.</li> <li>- Be familiar with the Parable of the Good Samaritan and the parable of the Unforgiving Servant.</li> <li>- Know that in Christianity, the term 'neighbour' often refers to 'others.'</li> </ul>	<ul style="list-style-type: none"> <li>- Parables teach Christians the correct way to behave.</li> <li>- Christians believe we should treat others as we would like to be treated ourselves.</li> <li>- Be able to talk about wisdom they have received from others (i.e. a parent or grandparent) or from stories.</li> <li>- Identify messages they would want to pass on to others.</li> </ul>	<ul style="list-style-type: none"> <li>- Retell some of the main parables of Jesus.</li> <li>- Explain how and why parables might be an important source of guidance for Christians.</li> <li>- Describe and explain (with examples) Christian attitudes about how to treat others.</li> <li>- Explain (with examples) how and why people might use stories to pass on wisdom and guidance.</li> <li>- Discuss examples of wisdom and guidance that they have learnt from stories.</li> <li>- Consider what messages/words of wisdom they would want to pass on to future generations – and how they would do this.</li> </ul>	<ul style="list-style-type: none"> <li>- Christianity: God - Autumn 1 (Cycle A)</li> <li>- Christianity: God – Elder: Autumn 1 (Cycle A)</li> </ul>
	<b>Key Vocabulary</b>	Parable, moral, good Samaritan, neighbour, guidance, wisdom		<b>Deeper Learning</b>	

<b>French (Sports: Likes and Dislikes)</b>	Sports – Likes and dislike: Maple Summer 2 (Cycle A)	<ul style="list-style-type: none"> <li>- Know that Je déteste means I hate.</li> <li>- Know that J’aime means I like.</li> <li>- Know that J’adore means I love.</li> <li>- Know that Je n’aime pas means I do not like.</li> <li>- Know that Quele sports aimes-tu? means What sports do you like?</li> <li>- Know the French words for common sports (see vocab list below).</li> </ul>	<ul style="list-style-type: none"> <li>- Ask the question Quele sports aimes-tu? and understand the answer.</li> <li>- Answer the question Quele sports aimes-tu? with confidence.</li> <li>- Recognise if a sentence is in the present tense.</li> <li>- Hold a simple conversation about sporting likes and dislikes.</li> </ul>	<ul style="list-style-type: none"> <li>- To know the French words for common sports.</li> <li>- To discuss which sports I like and dislike.</li> <li>- To explore patterns and sounds of language through rhyme.</li> <li>- To ask and answer simple questions to give basic information, e.g. name, age.</li> <li>- To understand when a sentence is spoken in the present tense.</li> <li>- To hold a simple conversation by asking and answering questions, including a negative, about people, places things and actions.</li> <li>- To develop pronunciation using familiar words and phrases.</li> </ul>	Further conversational French across Yr6.
	<b>Key Vocabulary</b>	le football, la natation, le tennis, cyclisme, la voile, la gymnastique, equitation, danser, Quele sports aimes-tu?, J’aime..., J’adore..., Je n’aime pas..., Je déteste...	<b>Deeper Learning</b>	Children demonstrate effective pronunciation of French vocabulary and can ask and answer questions with increasing confidence.	

Year 4

Year 5