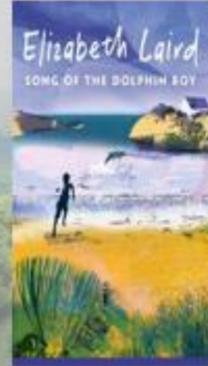


English

We are reading the text, 'Song of the Dolphin Boy' and we will be writing a setting description. We will also be writing instructions.

Writing Focus:
Narrative and instructions

Grammar Focus:
modal verbs
Subordination
Noun phrases



Values & PHSE We will focus on the values of Honesty and Caring. Jigsaw - Relationships. We will be looking at our friendships and trying to solve friendship problems.

Maths

This term, we will focus on properties of shape, fractions decimals and problem solving. We will also focus on times tables. **See Knowledge Organiser for Maths.**

Year 3/4
Term 5 2026

Flowing Through Coleshill

PE

We will follow Get set 4 PE with a focus on Fundamentals and Athletics. We will be using a variety of skills in order to play against one another.

Year 3 children will be going Swimming. **See Knowledge Organiser for PE.**

Reading

Children are rewarded every 20 reads with a new rainbow reading book mark. We expect children to read at least 4 times a week.

Science – Living Things and their Habitats.

This term, we will be learning about living things and their habitats. We will be looking at how and why environments change and look at the impact humans have on the environment. We will also be looking into important issues such as deforestation and pollution. **See the Knowledge Organiser for Science.**

Art:

In Art, we will be focusing on sculpting food. We will learn about different artists and draw a range of foods. Then, we will sculpt and paint our own mini plate of food. We will then evaluate our products.

Geography

We are learning about the River Cole in Coleshill, Wiltshire. We will be focusing on the River Cole in Coleshill, Wiltshire. We will be learning about how rivers work and what wildlife lives along the river bank. We will also look at the water cycle and the use of dams. Later, we will visit Coleshill to investigate the River Cole ourselves and carry out some river studies. **See the Knowledge Organiser for Geography.**

Computing

Information Technology – We will be focussing on handling data. Online Safety: Online relationships.

Flowing Through Coleshill

How Do We Use Rivers?

Leisure e.g. fishing	+	Controlled population of fish
	-	May leave litter and pollute the water
Industry e.g. factories	+	Sections of rivers maintained
	-	Chemicals pollute the water and habitats
Tourism e.g. walking routes	+	Conservation and education about local wildlife
	-	Too many people near wildlife habitats

Dams

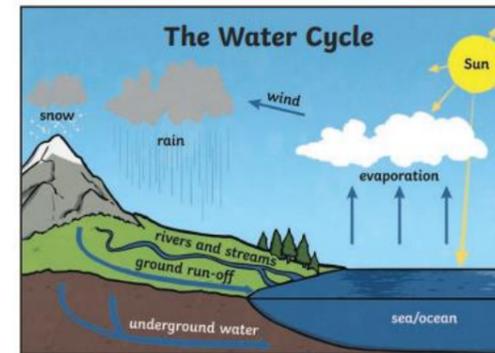
Dams are built to hold water back, usually in a reservoir.

Dams might be built to:

- control the flow of a river to prevent flooding.
- generate power



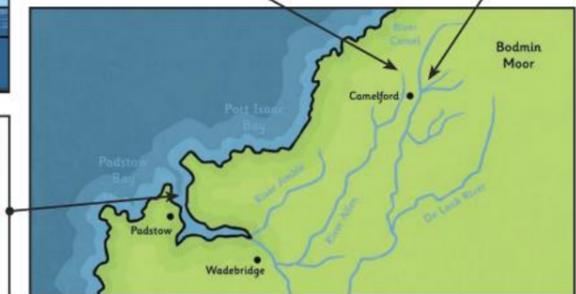
The Water Cycle



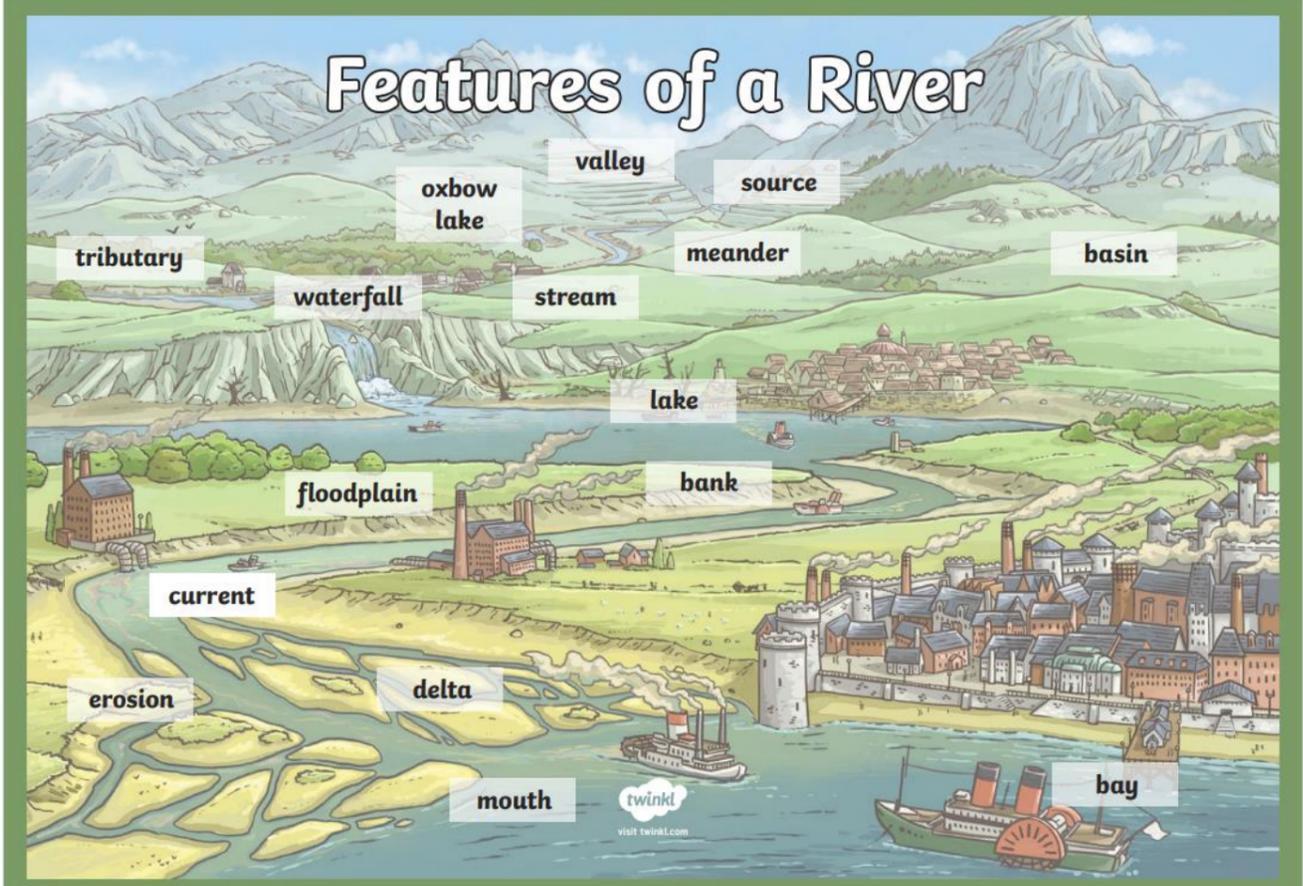
Some rivers join up with other rivers (**tributaries**). The point where they meet is called a **confluence**.

The **source** of most rivers is on high ground or in the mountains.

Rivers in England, at their **mouth**, will flow into either the: North Sea, Irish Sea, English **Channel** or Atlantic Ocean.



Features of a River



Coleshill

Coleshill is a small village near Swindon in the English countryside. It is known for its historic buildings, quiet rural setting, and farmland owned by the National Trust. The village has a long history and is a peaceful place with traditional English character.

River Cole is a small river that flows through the countryside near Swindon. It runs through villages such as Coleshill and continues north towards Oxfordshire. The river supports local wildlife and is surrounded by fields, meadows, and walking paths. It is an important natural feature of the local landscape.



Common bulrush

Typha latifolia



Key Vocabulary

Channel	The course in the ground that a river or water flows through.
Dam	A barrier built to hold back water.
Erosion	Rocks and other river materials are picked up by the water and moved to another place along the river.
Valley	A long ditch in the earth's surface between ranges of hills or mountains.
Mouth	The point where a river ends, typically where it meets the sea.
Flooding	When a river overflows its banks.
Drainage	How water flows away from an area through rivers and streams.

Living Things and Their Habitats

Why Environments Change

How Environments Change



The water people use in their homes comes from nature and must be cleaned up to be returned to nature so it can be used again. This is an important part of our water cycle.

NATURAL CHANGES - different seasons can change habitats. Greenhouse gases cause climate change and climate change has caused our planet to get a lot warmer over a very short period of time. This has caused more extreme weather events like hurricanes, floods and droughts. It has also caused the extinction of many living things.

HUMAN CHANGES - How humans live and what they do can impact habitats both negatively and positively.

Negative ways:

- Deforestation - cutting down trees for a range of reasons
- Littering - dropping rubbish or leaving large objects lying in the environment
- Pollution - introducing harmful substances into the environment.
- Air pollution from cars, e.g., carbon monoxide, and the burning of fossil fuels.
- Water pollution through industrial waste and farm fertilisers that can pollute rivers and streams.
- Rubbish—Plastic and household waste ends up on the streets, in the sea or in rubbish dumps, destroying habitats and wildlife.

Positive ways:

- Protecting endangered species via conservation projects
- Cleaning bodies of water
- Recycling
- Creating nature reserves



Key Vocabulary

migrate	To move from one area to another.
monsoon	Rainy season
deforestation	The cutting down of forests, including rainforests.
emissions	The production or discharge of something, especially gas or radiation.
drought	To mix with a liquid and become part of a liquid.
freshwater	Water that does not contain salt.
camouflage	A way of blending or hiding in your surroundings.
adapted	Changed to suit an environment.

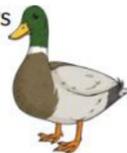
Vertebrate or invertebrate?

Animals can be grouped into one of two main groups: **vertebrates** and **invertebrates**.

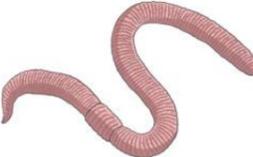
Vertebrate animals have a spine (also known as a backbone). The spine helps to hold the body upright, protects the spinal column and allows the body to move. **Invertebrates** do not have a spine.

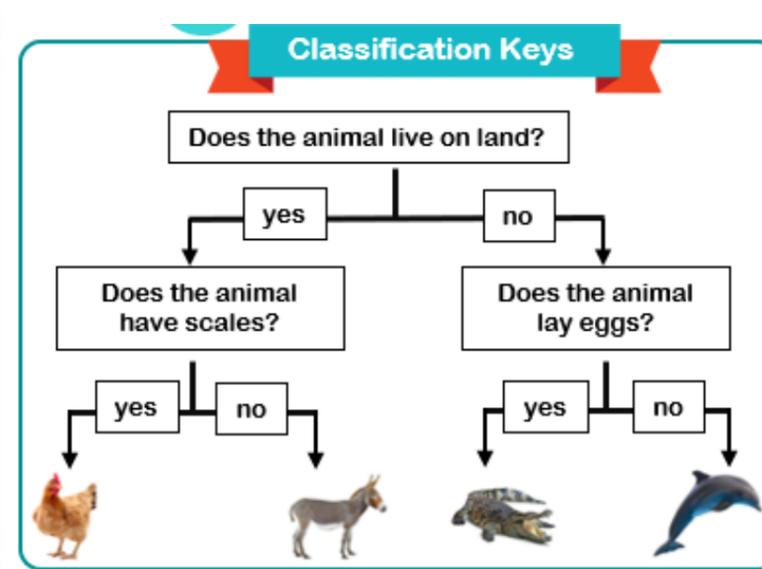
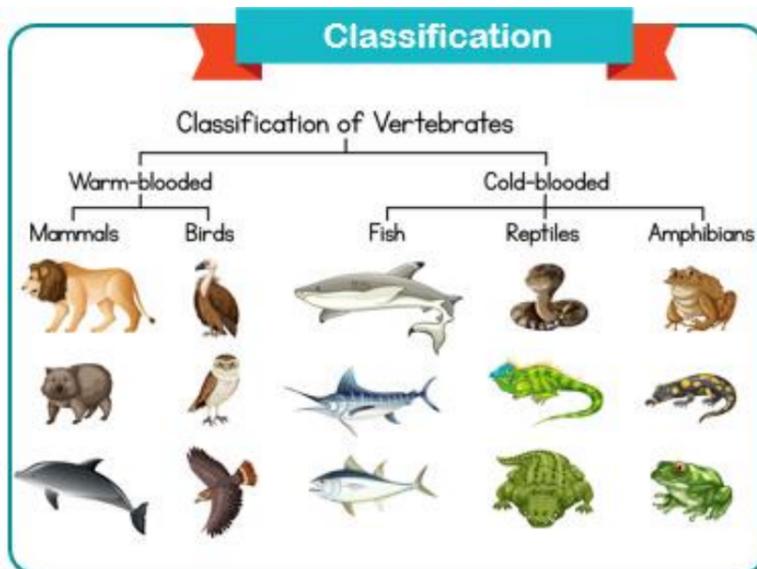


Vertebrates can be sorted into five main groups with their own **characteristics**.

Mammals	Birds	Reptiles
warm-blooded give birth to live young produce milk have hair or fur 	warm-blooded lay eggs have feathers have wings and a beak 	cold-blooded lay eggs have scales 
Amphibians		Fish
cold-blooded lay spawn often undergo metamorphosis 		cold-blooded have scales lay spawn live in water 

Invertebrates can be sorted into many different groups. Here are four of them.

Arthropods	Molluscs
have an exoskeleton have jointed legs include insects, arachnids, crustaceans, myriapods 	have a soft body with a head and a foot region often have a shell 
Annelids	Echinoderms
have no legs have segmented bodies 	have spiny or lumpy skin live in the ocean 





Add fractions with the same denominator within one whole

Subtract fractions with the same denominator within one whole

Find non-unit fractions of an amount

Find non-unit fractions of a number of objects

Year 3

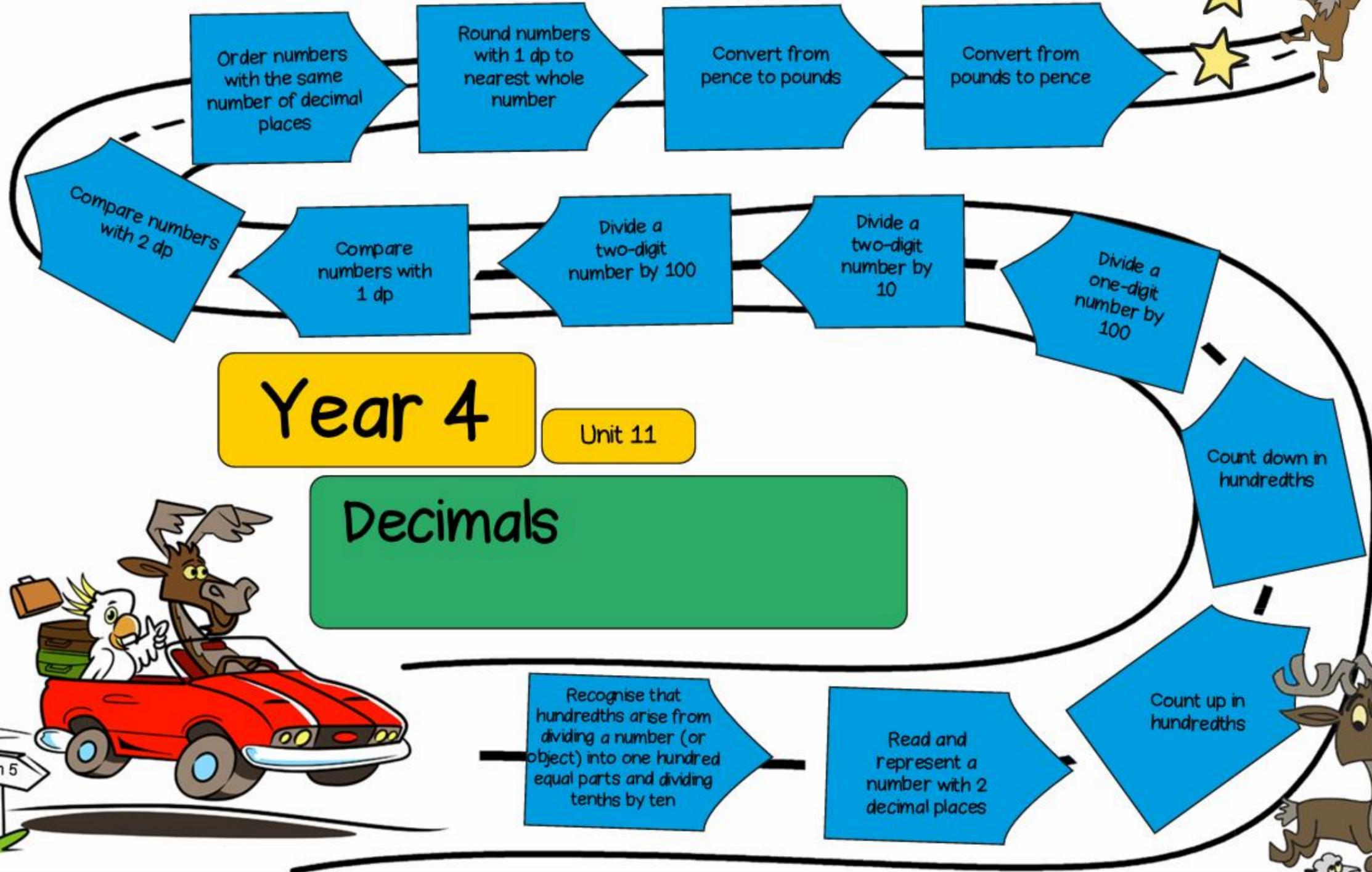
Unit 11

Fractions:
Calculating

Find unit fractions of an amount

Find unit fractions of a number of objects





Year 4

Unit 11

Decimals



Knowledge Organiser

Athletics Year 3

About this Unit

Athletics is the name for a group of physical events that test running, jumping and throwing. In this unit you will use different styles of running, jumping and throwing to try to achieve your best possible time, distance or height. You will need to persevere to achieve your personal best.



Official Athletic Events

Running	Jumping	Throwing
Sprinting 100m, 200m, 400m	Long jump Jump for distance	Discus Fling throw
Hurdles Relay	Triple jump Jump for distance	Shot Push throw
Middle Distance 800m, 1500m	High jump Jump for height	Hammer Fling throw
Long Distance 5,000, 10,000	Pole vault Jump for height	Javelin Pull throw
Steeplechase		

Have you seen any of these events before?



Key Vocabulary

- accuracy:** how close the object is to the given target
- baton:** equipment used in a relay event
- control:** being able to perform a skill with good technique
- event:** the name of different athletic activities
- further:** a greater distance
- personal best:** a target outcome of an individual
- power:** speed and strength combined
- relay:** a team of runners take turns to move the baton from start to finish
- speed:** how fast you are travelling
- strength:** the amount of force your body can use
- technique:** the action used correctly



Ladder Knowledge



Running:
Leaning slightly forwards helps to increase speed. Leaning your body in the opposite direction to travel helps to slow down.

Jumping:
If you jump and land quickly it will help you to jump further.

Throwing:
The speed of the movement helps to create power. So, moving from slow to fast will help you to throw further.

Movement Skills

- sprint
- jump for distance
- push throw
- pull throw

This unit will also help you to develop other important skills.

- Social** collaboration, work safely
- Emotional** determination, perseverance
- Thinking** observe and provide feedback, comprehension, explore technique

Rules

JUMPING EVENTS

- Performers must take off before the line.
- Jumps are measured from the take-off line to the body part closest to the take-off line that touches the ground.

THROWING EVENTS

- Throws must be taken from behind a throw line.
- Throws are measured from the throw line to where the object first lands.

Healthy Participation



In throwing activities ensure you:
 • wait for instruction and check the area is clear before throwing.
 • there is adequate space between throwers.

If you enjoy this unit why not see if there is an athletics club in your local area.



How will this unit help your body?
 agility, balance, co-ordination, speed, stamina, strength

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

It's all About the Pace

What you need: socks and a stopwatch or clock

How to play:

- Mark a track around your home using socks.
- How many times can you run around your track in 30 seconds?
- Can you double the distance if you work for 1 minute? How did that make you feel?
- Can you run your track without stopping for 6 minutes? Pace yourself to maintain a consistent speed.
- How many laps did you complete?

Notice what happens to the distance you complete when the time increases.



www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.

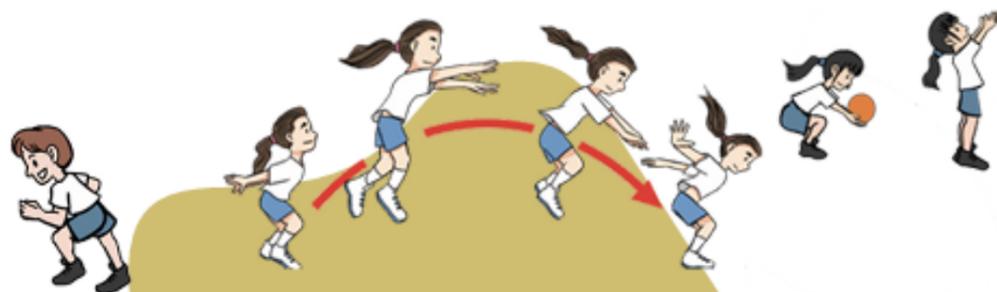
@getset4education136



Knowledge Organiser Athletics Year 4

About this Unit

In this unit you will be set challenges for distance and time that involve using different styles of running, jumping and throwing. You will try to achieve your greatest possible speed, distance or accuracy and learn how to persevere to achieve your personal best. You will learn how to improve by identifying areas of strength as well as areas to develop. You will also be given opportunities to lead when officiating as well as observe and provide feedback to others.



Official Athletic Events

Running

Sprinting
100m, 200m, 400m
Hurdles
Relay
Middle Distance
800m, 1500m
Long Distance
5,000, 10,000
Steeplechase

Jumping

Long Jump
Jump for distance
Triple Jump
Jump for distance
High Jump
Jump for height
Pole Vault
Jump for height

Throwing

Discus
Fling throw
Shot
Push throw
Hammer
Fling throw
Javelin
Pull throw

Have you seen any of these events before?



Key Vocabulary

accuracy: how close the object is to the given target

distance: how far or how high

heave: throwing with power from low to high

launch: the point where an object is let go

measure: to mark a distance

official: referees who judge events

officiate: to be in charge of the rules

pace: how fast you are running

power: speed and strength combined

record: to make note of

speed: how fast you are travelling

stamina: the ability to move for sustained periods of time

stride: the length of the step

technique: the action used correctly

transfer of weight: movement of body weight from one place to another



Ladder Knowledge



Running:

Pace yourself when running further or for a long period of time. A high knee drive, pumping your arms and running on the balls of your feet will give you power to run faster.

Jumping:

Transferring weight will help you to jump further. Swing your arms forwards and push your hips forward to help you to transfer weight.

Throwing:

Transferring weight will help you to throw further. Move the weight from your back leg to your front leg to help you to throw further.

Movement Skills

- pace
- sprint
- jump for distance
- throw for distance

This unit will also help you to develop other important skills.

Social collaboration, leadership

Emotional perseverance, determination, honesty

Thinking reflection, observing and providing feedback, exploring ideas, comprehension

Rules

JUMPING EVENTS

- Performers must take off before the line.
- Jumps are measured from the take-off line to the body part closest to the take-off line that touches the ground.

THROWING EVENTS

- Throws are measured from the throw line to where the object first lands.

Healthy Participation



In throwing activities ensure you:

- wait for instruction and check the area is clear before throwing.
- there is adequate space between throwers.

If you enjoy this unit why not see if there is an athletics club in your local area.



How will this unit help your body?

agility, balance, co-ordination, speed, stamina, strength

Home Learning

It's all About the Pace



What you need: socks and a stopwatch or clock

How to play:

- Mark a track around your home using socks.
- How many times can you run around your track in 30 seconds?
- Can you double the distance if you work for 1 minute? How did that make you feel?
- Can you run your track without stopping for 6 minutes? Pace yourself to maintain a consistent speed.
- How many laps did you complete?

Notice what happens to the distance you complete when the time increases.



www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



@getset4education136

About this Unit

Fundamental movement skills are the basic movements that you use throughout life. These skills involve different parts of your body and help you do things like running, jumping, and balancing. They're like the building blocks for all the other sports and activities you'll do in your life. So, when you practice these skills, you're getting better at moving your body in different ways, which makes it easier for you to play games and sports, and even just have fun with your friends!

- Agility: if you need to dodge someone in a busy playground.
- Balance: when you put trousers on.
- Co-ordination: when brushing your teeth.
- Speed: when running after a bus.



Can you think of any other examples of when these elements would be useful?

Key Vocabulary



agility: the ability to change direction quickly
balance: the ability to maintain stability when stationary (static balance) or when moving (dynamic balance)
co-ordination: moving two or more body parts at the same time
control: being able to perform a skill with good technique
rhythm: a strong, regular repeated pattern of movement
take off: how you leave the ground e.g. one foot or two feet.
technique: the action used correctly

Ladder Knowledge



Running:
 Leaning slightly forwards helps to increase speed.
 Leaning slightly backwards helps you to slow down.

Agility helps us with everyday tasks.

Balancing:
 Balance helps us with everyday tasks.

Jumping and hopping:
 If you jump and land quickly, you will travel further.

Skipping:
 Turn the rope from your wrists with wide hands to create a gap to step through.

Movement Skills

- balance
- run
- dodge
- hop
- jump
- skip

This unit will also help you to develop other important skills.

Social respect, communication, co-operation, safety

Emotional determination, perseverance, honesty, independence

Thinking comprehension, select and apply, tactics, exploration

Strategy

Try to develop your fundamental movement skills in everyday activities e.g. standing on one foot while brushing your teeth will develop balance and co-ordination. Hopping or jumping to the kitchen will give you a chance to develop these skills.

Healthy Participation



- Move in a safe way both with and without equipment.
- Ensure that all equipment is stored safely when not in use.



If you enjoy this unit why not see if there is an athletics club in your local area.

How will this unit help your body?

agility, balance, co-ordination, speed



Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Stick Lunge

What you need: 2 players and stick e.g. a broomstick / mop

How to play:

- Players take it in turns to perform a lunge action.
- Knees low, back straight, chest facing forwards.
- Lift the stick horizontally in front, with arms locked straight.
- The other player attempts to destabilise the lunge by pushing and pulling the stick at the ends.
- The player lunging tries to stay balanced and controlled in their lunge position throughout.
- Count for 30 seconds and switch over.
- Repeat with the opposite leg forward.



www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



@getset4education136

About this Unit

Fundamental movement skills are a specific set of skills that involve different body parts. These skills are the base for more complex skills that you will learn throughout your life. They help us take part in games, sports and everyday activities. We use them when we walk, jump, ride a bike, eat food, get dressed, brush our teeth, sing and dance.

Physical fitness includes many different parts such as agility, balance, co-ordination, speed, stamina and strength. These elements are so important in everyday activities such as these examples...

- Agility is...
- Balance is...
- Co-ordination is...
- Speed is...

Can you finish the sentences?



Key Vocabulary



- accelerate:** speed up
agility: the ability to change direction quickly
balance: the ability to maintain stability when stationary (static balance) or when moving (dynamic balance)
co-ordination: moving two or more body parts at the same time
control: being able to perform a skill with good technique
decelerate: slow down
distance: the measurement of space
momentum: the direction created by weight and power
react: to respond quickly
rhythm: a strong, regular repeated pattern of movement
speed: how fast you are travelling

Ladder Knowledge



Running:

Keep your elbows bent when changing direction to help you to stay balanced.

Balancing:

Squeeze different muscles to help you to stay balanced in different activities.

Jumping and hopping:

Swing your non-hopping foot helps to create momentum.

Skipping:

Keep your chest up to help you to stay balanced.

Movement Skills

- balance
- run
- dodge
- hop
- jump
- skip

This unit will also help you to develop other important skills.

Social respect, collaboration, support and encourage others

Emotional determination, perseverance, honesty

Thinking select and apply, observation, provide feedback, comprehension

Strategy

Identify your areas of strength and your areas for development. Then, think of everyday activities where you could practice e.g. standing on one foot while brushing your teeth will develop balance and co-ordination.

Healthy Participation



- Move in a safe way both with and without equipment.
- Ensure that all equipment is stored safely when not in use.

If you enjoy this unit why not see if there is an athletics club in your local area.



How will this unit help your body?

agility, balance, co-ordination, speed

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk



Change it

What you need: someone to time, four cushions and three socks.

How to play:

- Place the cushions randomly in a space. Place a sock on three of the four cushions, leaving one cushion empty.
- Time one minute.
- Collect one sock from a cushion and place it on top of the empty cushion. Then collect another sock from another cushion and place it on the new empty cushion. How many socks can you move in one minute?
- Play again, can you improve your score?
- Make this harder by moving the cushions further apart.

Knowledge Organiser

Swimming Year 3 and Year 4

About this Unit



Learning how to swim is very important! It's like having a special superpower that helps you stay safe and have lots of fun in the water.

Let's see why:

- Safe swimmer:** when you know how to swim, you can be a safe swimmer and avoid getting into trouble in the water. It's like wearing a magical shield that keeps you safe from water dangers.
- Water hero:** imagine being a water hero who knows how to help someone if they're in trouble in the water.
- Strong and healthy:** swimming is like a workout for your whole body. It makes your muscles strong, your heart happy, and keeps you fit and healthy.
- Awesome adventures:** when you can swim, you can try so many cool things like snorkelling to see colourful fish, surfing on big waves, or even playing fun water games with your friends.
- Believe in yourself:** learning to swim might seem tricky at first, but when you practice and learn, you'll feel very proud of yourself.

Key Vocabulary



- alternate:** one then the other
- backstroke:** a swimming style performed on the back
- breaststroke:** a swimming style performed on the front
- breathing:** when a swimmer chooses to breathe
- buoyancy:** how able an object is to float in water
- crawl:** a type of stroke
- floating:** the ability to stay on the water's surface
- front crawl:** a stroke used in swimming
- glide:** move across the water with a smooth continuous movement
- H.E.L.P position:** Heat Escape Lessening Posture: a position for floating in cold water when wearing a life jacket and awaiting rescue
- handstand:** an inverted balance in which weight is held on hands
- huddle:** a position for two or more people floating in cold water wearing life jackets and awaiting rescue
- rotation:** the circular movement of an object
- sculling:** quick movements of the hands to keep the head above the water
- sidestroke:** a stroke where the swimmer lies on their side, helpful as a lifesaving stroke as it uses less energy
- sinking:** travelling lower than the surface
- stroke:** the style of swimming, there are four competitive strokes: butterfly, backstroke, breaststroke, freestyle
- submerge:** to be underwater
- surface:** where the water ends
- surface dive:** to go beneath the water
- survival:** the act of living
- tactics:** a plan or strategy
- technique:** the action used correctly
- treading water:** a survival technique used to keep the head above the water
- water safety:** actions to keep people safe

Ladder Knowledge



- Strokes:**
- Year 3:** keeping your legs together for crawl helps you to stay straight in the water.
 - Year 4:** keeping your legs together for crawl helps you to stay straight in the water.

Breathing:

- Year 3:** turning your head to the side to breathe will allow you to swim with good technique.
- Year 4:** breathing out with a slow consistent breath enables you to swim for longer before needing another breath.

Water safety:

- Year 3:** treading water enables you to keep upright and in the same space.
- Year 4:** if you fall in the water float.

Movement Skills

- submersion
- float
- glide
- front crawl
- backstroke
- breaststroke
- rotation
- scull
- tread water
- handstands
- surface dives
- H.E.L.P and huddle position

This unit will also help you to develop other important skills.

- Social:** communication, support and encourage others, keep myself and others safe, collaboration,
- Emotional:** confidence, honesty, determination, independence, perseverance
- Thinking:** comprehension, observe and provide feedback, tactics, select and apply skills

Rules

- 1. Stop and think, always swim in a safe place**
When swimming outdoors preferably swim at a lifeguard beach, organised session or a supervised space.
- 2. Stay together, always swim with an adult**
When swimming outdoors you must always stay together. NEVER go alone.
- 3. Float**
If you fall into the water unexpectedly - float on your back until you can control your breathing. Then, either call for help or swim to safety.
- 4. Call 999**
If you see someone in trouble, tell someone or go to the nearest telephone and dial 999.

Healthy Participation



- Always swim with an adult.
- Wait for a qualified lifeguard before entering the water.

If you enjoy this unit why not see if there is a swimming club in your local area.



How will this unit help your body?

- balance,
- co-ordination, flexibility,
- speed, stamina, strength

Home Learning



Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Dolphin Dash



What you need: a swimming pool with a lifeguard, a supervising adult.

How to play:

- Choose a starting and finishing point in the pool. These can be across the width of the pool or from one end to the other.
- Line up at the starting point. Everyone will be a dolphin for this game!
- Swim using your best dolphin strokes by moving your body in a wave like motion with arms and legs straight.
- Every few strokes, do a little dolphin jump by lifting your upper body slightly out of the water. Pretend you're leaping over waves.
- Playing with others? Who can reach the other side first?
- Playing by yourself? How long does it take you to reach the other side?

Y3 PSHE Jigsaw Knowledge Organiser Relationships

Puzzle Outcomes

- To identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.
- To describe how taking some responsibility in my family makes me feel.
- To identify and put into practice some of the skills of friendship.
- To know how to negotiate in conflict situations to try to find a win-win solution.
- To know and use some strategies for keeping myself safe online.
- To know who to ask for help if I am worried or concerned about anything online.
- To explain how some of the actions and work of people around the world help and influence my life.
- To show an awareness of how this could affect my choices.
- To understand how my needs and rights are shared by children around the world and to identify how our lives may be different.
- To empathise with children whose lives are different to mine and appreciate what I may learn from them.
- To know how to express my appreciation to my friends and family.
- To enjoy being part of a family and friendship groups.

Weekly Celebrations

- Week 1- Know how to make friends.
- Week 2 – Try to solve friendship problems when they occur.
- Week 3 – Help others to feel part of a group.
- Week 4 – Show respect in how they treat others.
- Week 5 – Know how to how to help themselves and others when they feel upset and hurt.
- Week 6 – Know and show what makes a good relationship.

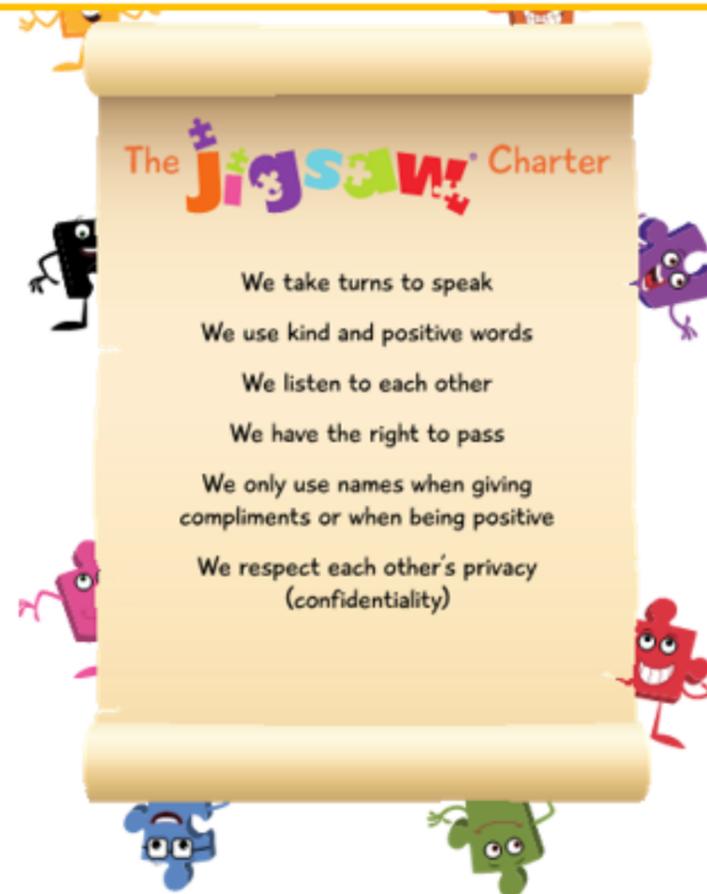
Relationships at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School, it is important that we follow our motto, 'Working together, playing together.' We learn how to establish good friendships and relationships with others.



Our Values of the term:

Honesty and Caring



Key Vocabulary

Stereotype	An assumption about what someone will do or how they will behave.
Role	A part played by a person.
Relationships	Being related or connected.
Friendship	A person that someone likes or knows that can be trusted.
Conflict	A struggle between people – physical or ideas.
Social media	Electronic communication through which people create online communities to share content.
Needs	A need is something you must have to survive; like food, water and a home.
Wants	A want is something that's nice to have, but you can actually live without.
Rights	Children's rights are the basic things children need in order to live with dignity, develop and reach their potential.
Equality	Each individual or group of people is given the same resources or opportunities.

Y4 PSHE Jigsaw Knowledge Organiser Relationships

Puzzle Outcomes

- To recognise situations which can cause jealousy in relationships.
- To identify feelings associated with jealousy and suggest strategies to problem-solve when this happens.
- To identify someone I love and express why they are special to me.
- To know how most people feel when they lose someone or something they love.
- To tell you about someone I know that I no longer see
- To understand that we can remember people even if we no longer see them.
- To recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.
- To know how to stand up for myself and how to negotiate and compromise.
- To understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older.
- To understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend.
- To know how to show love and appreciation to the people and animals who are special to me.
- To know that I can love and be loved.

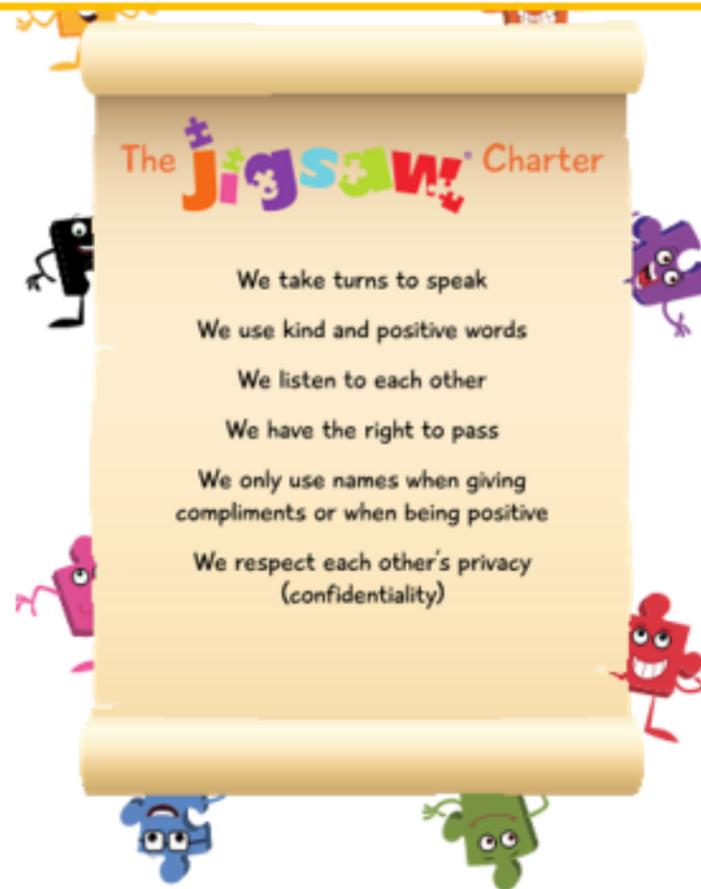
Relationships at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School, it is important that we follow our motto, 'Working together, playing together.' We learn how to establish good friendships and relationships with others.



Our Values of the term:

Honesty and Caring



Key Vocabulary

Relationship	The state of being related or connected.
Jealousy	An emotion that generally refers to the thoughts or feelings of insecurity, fear, concern, and envy
Loss	Distress that comes from losing something or someone.
Memories	Remembering experiences.
Memorial	A ceremony or something built in memory of a person, event, or special deed.
Compromise	To settle by agreeing that each side will change or give up some demands.
Boyfriend	A man or boy involved in a romantic relationship.
Girlfriend	A girl or woman involved in a romantic relationship.
Attraction	A feeling of interest in something or someone - a romantic attraction.
Appreciation	To understand and accept the worth of someone or something.

Weekly Celebrations

- Week 1- Know how to make friends.
- Week 2 – Try to solve friendship problems when they occur.
- Week 3 – Help others to feel part of a group.
- Week 4 – Show respect in how they treat others.
- Week 5 – Know how to how to help themselves and others when they feel upset and hurt.
- Week 6 – Know and show what makes a good relationship.

French: Year 4 - Food miam miam

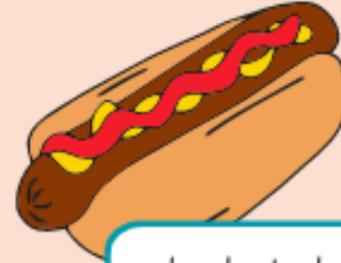
Vocabulary and pictures



la soupe
the soup



la pizza
the pizza



le hot-dog
the hot-dog



le hamburger
the hamburger



la baguette
the baguette



le croissant
the croissant



une crêpe
a pancake



le fromage
the cheese



un
croque-monsieur
a cheese
toasty



une limonade
a lemonade



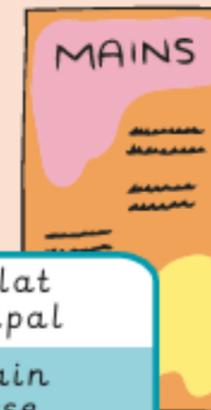
un jus
d'orange
an orange
juice



un cola
a cola



une entrée
a starter



un plat
principal
a main
course



une boisson
a drink

French: Year 4 - Food miam miam

Sentence structure and phrases



s'il vous plaît	please
merci	thank you
l'addition s'il vous plaît	bill please

The currency in France is the Euro - the euro symbol is €

French shops



les magasins	the shops
la boulangerie	the bakery
la pâtisserie	the cake shop
la chocolaterie	the chocolate shop
l'épicerie	the grocer's shop
le marché	the market
le supermarché	the supermarket

Cognates:

A cognate is a word that is exactly the same in both French and English. A near cognate is very similar!

Being a good "language detective" and spotting cognates can help us work out the meaning of French words.

Key phrases

