

## English

We are reading the text, 'The Land of Roar' and we will be retelling the story. Writing

Focus:

Narrative and a Recount

Grammar Focus:

Speech

Subordination

Noun phrases

Adverbs



Values & PHSE We will focus on the values of Happiness and Courage. Jigsaw – Changing Me. We will be looking at how our bodies change as we get older.

## Maths

This term, we will focus on measurement, angles, statistics and problem solving. We will also focus on times tables. **See Knowledge Organiser for Maths.**

Year 3/4  
Term 6 2026

## Settlers and Storytellers

## PE

We will follow Get set 4 PE with a focus on Rounders and OAA. We will be using a variety of skills in order to work as a team.

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.

## DT:

We are learning about adapting recipes and making cookies. We will be focusing on how ingredients can change the taste and texture of food. We will learn how to measure ingredients safely and use kitchen equipment correctly. Later, we will make and evaluate our own cookies.

## Science – Animals including Humans.

We are learning about animals, including humans, and how living things grow and survive. We will be focusing on the different parts of the human body and what they do. We will be learning about healthy eating, exercise, and how to keep our bodies healthy and strong. We will also look at different animals, their habitats, and how they care for their young. Later, we will carry out investigations and observations to help us learn more about animals and humans.

**. See the Knowledge Organiser for Science.**

## Computing

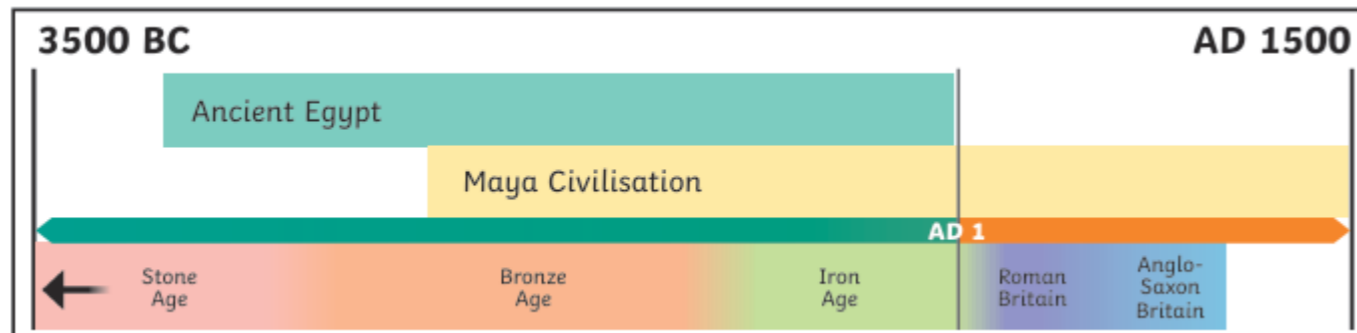
Information Technology – We will be focussing on spreadsheets. Online Safety: Managing Online Information.

## History

We are learning about the Anglo-Saxons and how they lived in Britain long ago. We will be focusing on who the Anglo-Saxons were and how their lives were different from the Celts. We will be learning about Anglo-Saxon homes, food, clothing, and beliefs, and comparing these to the way the Celts lived. We will also look at how the Anglo-Saxons changed Britain and what evidence they left behind. **See the Knowledge Organiser for History.**

# Settlers and Storytellers

## Timeline



## The Romans Leave Britain

By c. AD 410, the last of the Romans had left Britain. This made Britain vulnerable to invasion. The warriors that **invaded** became known as the first Anglo-Saxons. Most of Britain was divided into seven Anglo-Saxon **kingdoms**.

The **Picts** and **Scots** were a constant threat without Roman support.

- 1 Northumbria
- 2 Mercia
- 3 East Anglia
- 4 Wessex
- 5 Essex
- 6 Kent
- 7 Sussex



## Living in Anglo-Saxon Britain

The Romans preferred living in towns but the Anglo-Saxons preferred to live in small villages. Anglo-Saxon influence can be seen in place names in Britain today. Wessex was a place named after the West Saxons who settled there. Sussex was named after the South Saxons. The kingdom of Mercia (which means border people) was named Mercia because it had so many borders with other kingdoms.

## Anglo-Saxon Paganism

The religion of the early Anglo-Saxons was Paganism. They worshipped many gods. Festivals and sacrifices were made to the gods and goddesses. Pagans also believed in good and bad omens, lucky charms, spells and magic. They would perform many rituals that they believed would protect them in this life and the next.



## Key Vocabulary

angles	Tribes from an area today known as modern day Denmark that settled in Britain from around AD 450. They were one of the tribes that became known as the first Anglo-Saxons.
Saxons	A tribe from the north coast of Europe, especially Germany, that settled in Britain from around AD 450. They were one of the tribes that became known as the first Anglo-Saxons.
picts	Tribes originally from Scotland who were often feared.
invaders	People who enter an area and take control of it by force.
kingdom	An area ruled by a king or queen.
pagan	Someone who follows the Paganism religion and worships many gods and goddesses.
Christianity	A religion based on the teachings of Jesus Christ.

## Christian Place of Worship

Many Christian places of worship were built at this time. Canterbury Cathedral was founded by Augustine. It was rebuilt from AD 1070 after a fire. A monastery was built on the island of Lindisfarne. This Holy Island was very influential and the monks here were successful at spreading Christianity across the north of England.

## The Anglo-Saxons and Christianity

At the end of this period, Christianity became the main religion in Britain. In AD 597, a Roman monk called Augustine was sent to tell the Anglo Saxons about Christianity. King Ethelbert of Kent was the first to be converted and was baptised along with 10,000 of his people. Over the next 100 years, the rest of the kingdoms converted to Christianity too.

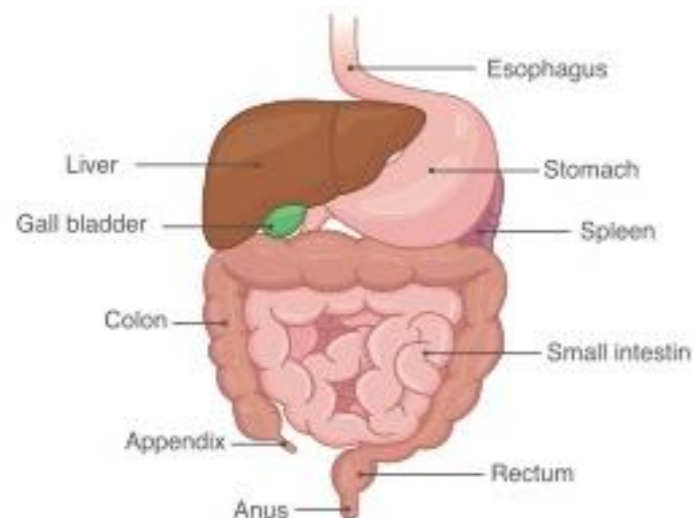


# Animals including Humans

## The Digestive System

The digestive system begins with the mouth and teeth where food is ingested and chewed.

- Saliva is mixed with the food which helps to break it up.
- When the food is small enough to be swallowed, it is pushed down the oesophagus by muscles to the stomach.
- In the stomach, food is mixed further.
- The mixed food is then sent to the small intestine which absorbs nutrients from the food.
- Any leftover broken down food then moves on to the large intestine.
- The food minus the nutrients arrives in the rectum where muscles turn it into faeces (poop). It is stored here until it is pushed out by the anus. This is called excretion.



## Types of Teeth and their function

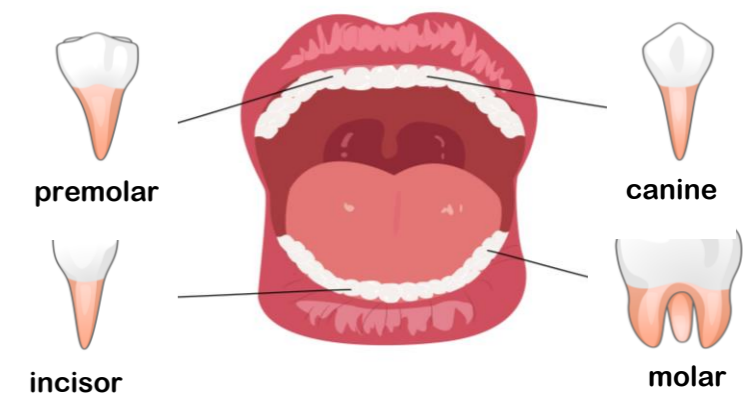
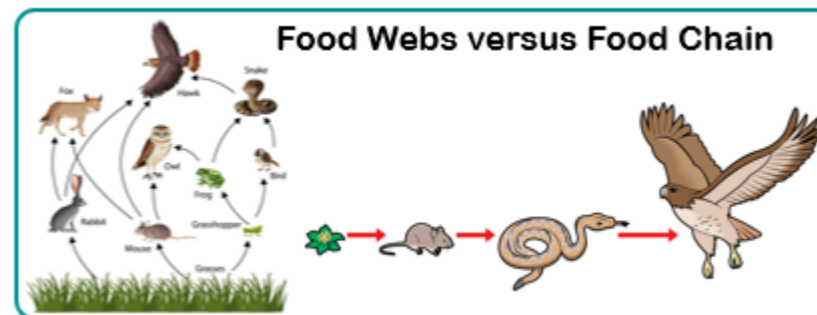
Different teeth have different functions

Teeth of animals are designed for the foods they eat

- **Herbivores** (e.g., horses) have little use for canines and mainly use incisors and molars
- **Carnivores** (e.g., Lion) mainly use canines and incisors, they don't have molars (have premolars - small molars)
- **Omnivores** (e.g., humans) use all three












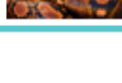
Tooth enamel is the hardest substance in the human body

Humans have two sets of teeth; milk teeth and adult teeth



# Key Vocabulary

## Rocket Words

	digestive system	series of organs that break down food
	oesophagus	tubes running from mouth to stomach
	saliva	a fluid in the mouth which helps break down food
	peristalsis	the movement of food through parts of the digestive system
	incisors	front teeth for cutting food
	molars	wide, flat teeth for grinding food
	enamel	very hard layer covering the tooth
	fluoride	ingredient in toothpaste that helps prevent cavities forming
	consumer	an animal which gets its food from other living things
	predator	an animal that gets its food from killing and eating other animals
	tundra	region found in the Arctic, where the climate is cold and windy
	hide	the skin of an animal



Interpret data in a table

Create a table to show data

Construct a bar chart

Interpret a bar chart

Year 3

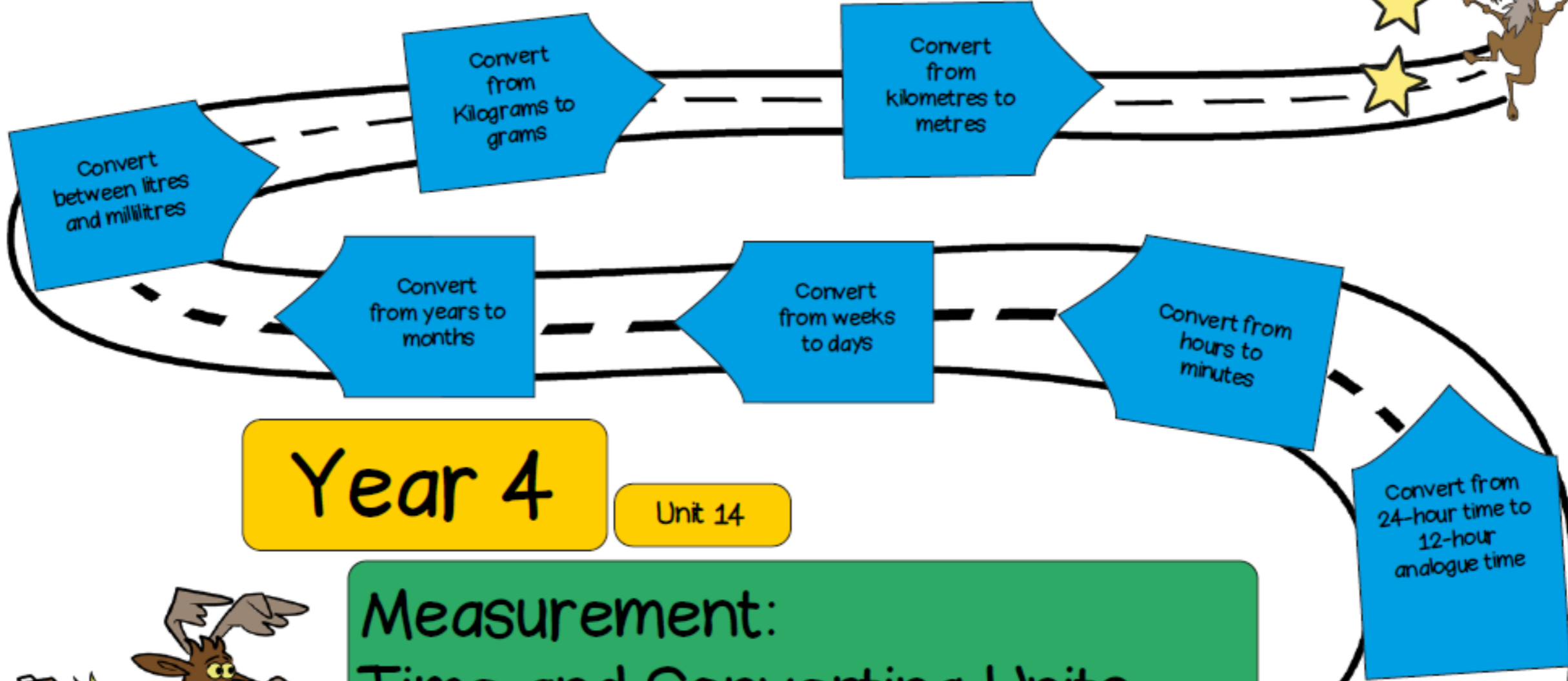
Unit 15

Statistics

Construct a pictogram where the symbol represents multiple items

Interpret a pictogram where the symbol represents multiple items



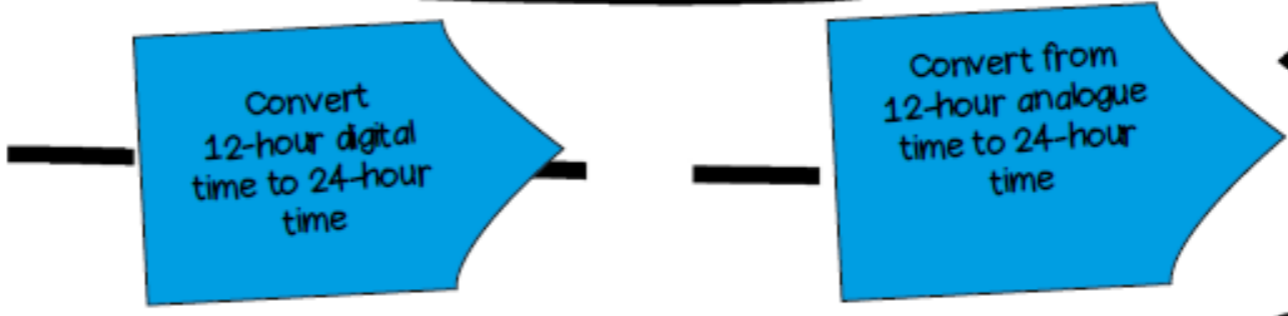


**Year 4** Unit 14

**Measurement:  
Time and Converting Units**



Term 6





Get Set 4 Education

# Knowledge Organiser

## OAA Year 4

### About this Unit

OAA stands for Outdoor Adventurous Activities. These activities can be land based e.g. rock climbing, abseiling, orienteering, they can be water based e.g. kayaking, surfing, sailing or air based e.g. parachuting or paragliding. All of these activities require problem solving, collaboration, decision making and teamwork skills. In this unit, you will learn these skills put them into practise in different orienteering activities.

### Map Reading

When orienteering it is important to be able to read a map. Map reading skills help you to figure out where you are and how to get to where you want to go.

Maps show us all of the amazing places on our planet, from towering mountains to sparkling rivers and bustling cities.

Reading a map is like solving a puzzle. A map often has a key which contains an explanation of what the different symbols on the map mean. When you learn to read these symbols, you can unlock the secrets of the map and understand what it is telling you.



### Key Vocabulary



**collaborate:** work jointly with others  
**communicate:** share information  
**effectively:** achieving a desired outcome  
**instructions:** information to guide a task  
**key:** information given to help identify objects on a map  
**leader:** a person who guides others  
**navigate:** to plan or follow a route  
**orientate:** to turn a map so that it always faces the same way as the ground it represents

**reflect:** to think back on the experience  
**role:** the job given to each person  
**solve:** to find an answer  
**symbol:** a sign, shape or object representative of different features on a map e.g. a triangle for a mountain  
**teamwork:** working with others to succeed

### Ladder Knowledge



**Problem solving:**  
Discussing the advantages and disadvantages of ideas will help to guide you to a conclusion about which idea to use.

**Navigational skills:**  
Using a key and cardinal points on a map will help you to orientate it.

**Communication:**  
There are different types of communication that you can use. This could be visual, verbal or physical. This means you can communicate without talking.

**Reflection:**  
Critically reflecting on when and why you are successful at solving challenges will help you to improve in future challenges.

### Movement Skills

- balance
- co-ordination
- run at speed
- run over distance

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

**Social** communication, co-operation, collaboration

**Emotional** determination, resilience, honesty, trust, confidence

**Thinking** problem solving, evaluation, reflection, create, select and apply

### Rules

Working with integrity means following the rules even when no-one else is watching. By having good integrity, we gain trust from others, learn to be dependable and form positive relationships.

### Healthy Participation



- Listen carefully to safety rules for each challenge considering the space, equipment and other people.
- Work safely around others.

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



How will this unit help your body?

balance, co-ordination, speed, stamina

### Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

### At a stretch

**What you need:** Three pieces of paper and a measuring tape (optional).

#### How to play:

- Begin standing on one piece of paper.
- Challenge:** How far away from the paper you are standing on, can you place one of the other pieces of paper?

#### Rules:

- You must remain in contact with the paper you are standing on throughout the challenge.
- You cannot throw or kick any of the paper.
- You cannot touch the floor around you.

Playing against someone else? Who can place the paper furthest away?

**Plan, do and reflect. You have 3 minutes to practise before you measure.**



[www.getset4education.co.uk](http://www.getset4education.co.uk)

### About this Unit

Rounders is a striking and fielding game. The game has one fielding team and one batting team. Batters hit a small ball and score by running around the four bases on the pitch. Rounders is thought to have originated in England as far back as the Tudor period, which was over 500 years ago.

#### Striking and Fielding Games Key Principles

attacking	defending
score points	limit points
placement of an object	deny space
avoid getting out	get opponents out



Can you think of any other striking and fielding games that share these principles?



### Key Vocabulary



- accuracy:** how close the object is to the given target
- bowler:** a player on the fielding team
- caught out:** fielder catches a batted ball before it touches the ground
- collect:** to pick up
- no ball:** a bowled ball deemed to be outside of the rules
- score:** the total points for each team
- short barrier:** creating a barrier with hands in front of feet to stop a ball travelling at slow speed
- strike:** to hit
- stump:** touching a base with the ball
- stumped out:** when a fielder touches the ball to get the batter out
- tactics:** a plan or strategy
- tournament:** a competition of more than two teams
- umpire:** a person who makes sure the rules are followed

### Ladder Knowledge



- Striking:** Striking to space away from fielders will help you to score.
- Fielding:** Look at where a batter is before deciding what to do. Communicate with teammates before throwing to them.
- Throwing:** Being balanced before throwing will help to improve the accuracy of the throw.
- Catching:** Move your feet to the ball.

### Movement Skills

- underarm and overarm throw
- catch
- bowl
- track a ball
- bat

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

- Social:** communication, collaboration, co-operation, respect
- Emotional:** honesty, confidence, determination
- Thinking:** comprehension, tactics, rules

### Rules

#### OUTS

A player will be called out if they are:

- Caught out: fielder catches a batted ball
- Stumped out: fielder stumps the post that the batter is running towards

### Tactics

Using simple tactics will help your team to achieve an outcome e.g. we will spread out as fielders to cover more space.

#### HOW TO SCORE

- One rounder = batter runs to 4th
- A half rounder = batter gets to 2nd
- A half rounder = two consecutive no balls

### Healthy Participation



- Backstops must stand 2m behind the batter.
- Batters must take their bat with them when they run.
- Always keep a safe distance between yourself and a batter.

### Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

### Home Rounders

**What you need:** a ball, five markers, 2+ players

#### How to play:

- Create your rounders pitch with the markers. One bowling marker placed in the middle.
- Take turns to be the fielder/bowler and the batter.
- Bowler underarm bowls to the batter.
- Batter strikes the ball with the palm of their hand and runs around the bases.

#### Batter scores:

- One rounder for getting to the 4th marker.
- Half a rounder for getting to the second marker.

Batter must stop running if the bowler has the ball and is standing at the bowling cone.

#### Batter is out if:

- The fielder catches the batted ball before it touches the ground.
- The fielder stumps the marker that the batter is running towards.



[www.getset4education.co.uk](http://www.getset4education.co.uk)

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



How will this unit help your body?

agility, balance, co-ordination, speed.

Head to our youtube channel to watch the skills videos for this unit. @getset4education136



Get Set 4 Education

# Knowledge Organiser Rounders Year 4

## About this Unit

Rounders is a striking and fielding game. The game has one fielding team and one batting team. Both teams will play one round, called an 'innings', as fielders and once as batters. Batters hit a small ball with a bat that has a rounded end. They score by running around the four bases on the field.



Can you think of any other striking and fielding games that share these principles?



### Striking and Fielding Games Key Principles

attacking	defending
score points	limit points
placement of an object	deny space
avoid getting out	get opponents out

## Ladder Knowledge



### Striking:

Using the centre of the bat will provide the most control and accuracy.

### Fielding:

It is easier to field a ball that is coming towards you than away, so set up accordingly.

### Throwing:

Being balanced before throwing will help to improve the accuracy of the throw.

### Catching:

Track the ball as it is thrown to catch more consistently.

## Movement Skills

- underarm and overarm throw
- catch
- bowl
- track a ball
- field and retrieve a ball
- bat

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

- Social** collaboration, communication, co-operate, support and encourage others
- Emotional** honesty, fair play, confidence, determination
- Thinking** comprehension, select and apply skills, tactics, make decisions

## Rules

### OUTS

A player will be called out if they are:

- Caught out: fielders catches a batted ball
- Run out: their teammate runs to the same post as them
- Stumped out: fielder stumps the post that the batter is running to
- They run inside the bases

## Tactics

Applying attacking tactics will help to score points and avoid getting out.  
Applying defending tactics will help to deny space, get opponents out and limit points

## Healthy Participation



- Backstops must stand 2m behind the batter.
- Batters must take their bat with them when they run.
- Always keep a safe distance between yourself and a batter.

## Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

## Key Vocabulary

- accuracy:** how close the object is to the given target
- batter:** a player on the batting team
- compete:** take part in a contest
- cushion:** take the power out of an object
- decision:** select an outcome
- limit:** to reduce
- no ball:** a bowled ball deemed to be outside of the rules
- pressure:** to add challenge
- retrieve:** to collect
- short barrier:** creating a barrier with hands in front of feet to stop a ball travelling at slow speed
- strike:** to hit
- stumped out:** when a fielder touches the ball to get the batter out
- tactics:** a plan or strategy
- technique:** the action used correctly
- tournament:** a competition of more than two teams
- two-handed pickup:** fielding technique where a fielder can scoop the ball with two hands
- umpire:** a person who makes sure the rules are followed



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

How will this unit help your body?

agility, balance, co-ordination, speed.

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



@getset4education136

## Kick Rounders

**What you need:** four markers, one ball two players.

### How to play:

- Mark out a square with the four markers.
- One player (the kicker) begins at one of the markers.
- The other player (the fielder) rolls the ball to the kicker who kicks the ball as far as they can.
- The kicker then runs around the outside of all four markers scoring one point every time they return to their start marker.
- The fielder must retrieve the ball and place it on the start marker to stop the kicker running.
- Three turns then change over.



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# 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](http://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?

## Puzzle Outcomes

- To understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.
- To express how I feel when I see babies or baby animals.
- To understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow.
- To express how I might feel if I had a new baby in my family.
- To understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.
- To identify how boys' and girls' bodies change on the outside during this growing up process.
- To recognise how I feel about these changes happening to me and know how to cope with those feelings.
- To identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up.
- To recognise how I feel about these changes happening to me and how to cope with these feelings.
- To start to recognise stereotypical ideas I might have about parenting and family roles.
- To express how I feel when my ideas are challenged and be willing to change my ideas sometimes.
- To identify what I am looking forward to when I move to my next class.
- To start to think about changes I will make next year and know how to go about this.

## Weekly Celebrations

Week 1- Understand that everyone is unique and special.

Week 2 – Can express how they feel when change happens.

Week 3 – Understand and respect the changes that they see in themselves

Week 4 – Understand and respect the changes that they see in other people.

Week 5 – Know who to ask for help if they are worried about change.

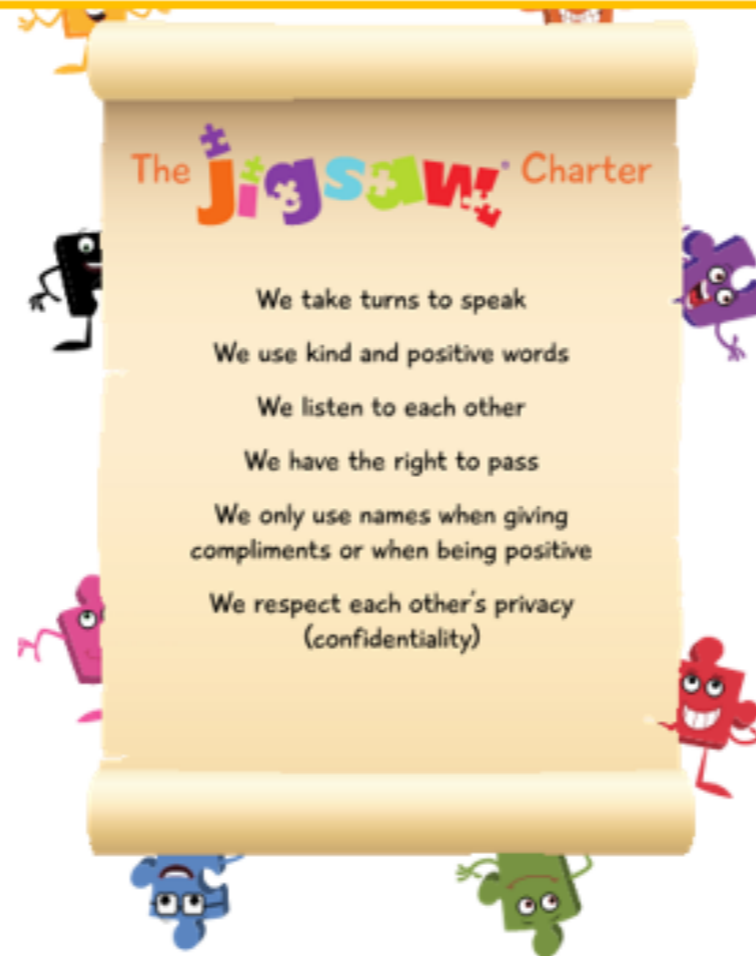
## Y3 PSHE Jigsaw Knowledge Organiser Changing Me

### Changing Me at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School, we know that it is important to learn about our bodies and how they change as we grow up. We recognise that we should value our amazing bodies and feel good about ourselves.



Our Values of the term: Happiness and Courage



### Key Vocabulary

Birth	The act of bringing a new baby or baby animal into the world.
Womb	The part inside a woman's body where a baby grows before it is born.
Uterus	The part inside a woman's body where a baby grows before it is born.
Ovaries	The organ in a female animal that produces eggs and certain hormones.
Vagina	The inside passageway to the cervix and uterus.
Puberty	The process of physical changes through which a child's body matures into an adult body capable of sexual reproduction.
Penis	The male sexual organ.
Testicles	The two sex glands between a man's legs that produce sperm.
Sperm	The male reproductive cells.

## Puzzle Outcomes

- To understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.
- To appreciate that I am a truly unique human being.
- To correctly label the internal and external parts of male and female bodies that are necessary for making a baby.
- To understand that having a baby is a personal choice and express how I feel about having children when I am an adult.
- To describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.
- To know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.
- To know how the circle of change works and can apply it to changes I want to make in my life.
- To be confident enough to try to make changes when I think they will benefit me.
- To identify changes that have been and may continue to be outside of my control that I learnt to accept.
- To express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.
- To identify what I am looking forward to when I move to a new class and reflect on the changes I would like to make next year and can describe how to go about this.

## Weekly Celebrations:

- Week 1- Understand that everyone is unique and special.
- Week 2 – Can express how they feel when change happens.
- Week 3 – Understand and respect the changes that they see in themselves.
- Week 4 – Understand and respect the changes that they see in other people.
- Week 5 – Know who to ask for help if they are worried about change.
- Week 6 – Are looking forward to change.

## Y4 PSHE Jigsaw Knowledge Organiser Changing Me

### Changing Me at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School, we help others to have a positive self-image and self-esteem. We understand that changes can be difficult but we are aware of the changes that happen as we grow up.



Our Values of the term: Happiness and Courage



### Key Vocabulary

Unique	Being the only one of its kind.
Characteristics	a distinguishing feature of a person or thing.
Vagina/ vulva	The inside passageway to the cervix and uterus.
Womb/uterus	The part inside a woman's body where a baby grows before it is born.
Ovaries	The organ in a female animal that produces eggs and certain hormones.
Fallopian tubes	Tubes that connect the ovaries to the uterus.
Puberty	The process of physical changes through which a child's body matures into an adult body capable of sexual reproduction.
Conception	The process in which a woman's egg is fertilised and she becomes pregnant.
Fertilise	A sperm from the male joins with the egg, causing a baby or young animal to begin.
Menstruation	The process in a woman of discharging blood and other material from the lining of the uterus at intervals of about one lunar month.
Sexual intercourse	The physical act of sex between two people.

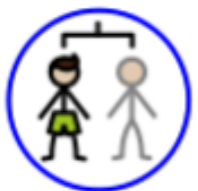
# Family and the life cycle



Mere



Pere



Frere



Soeur

## Vocabulary and pictures

- une mère – a mother
- un père – a father
- une sœur – a sister
- un frère – a brother
- un bébé – a baby
- un enfant – a child
- un adulte – an adult
- une grand-mère – a grandmother
- un grand-père – a grandfather

## Life cycle

■ → ■ → ■ → ■

bébé → enfant → adulte → personne âgée



Grand-pere



Grand-Mere



Bebe



Enfant



Adolesente



Adulte



retraités

# Family and the life cycle



## Sentence structure and phrases

Model sentence	Dans ma famille, il y a quatre personnes – In my family, there are four people
Questions	Qui est-ce ? – Who is it? C'est ma sœur – It is my sister
Family	J'ai une sœur – I have a sister J'ai deux frères – I have two brothers
Age	J'ai huit ans – I am eight years old Il/Elle a ... ans

Grammar: Avoir	J'ai – I have Tu as – You have Il/Elle a – He/She has
Language detective ■	Cognates help us guess meanings: adulte = adult adolescent = adolescent

1 Un	2 Deux	3 Trois
4 Quatre	5 Cinq	6 Six
7 Sept	8 <u>Huit</u>	9 <u>Neuf</u>
10 Dix	11 <u>Onze</u>	12 <u>Douze</u>