



## *The Romans & Italy*

*A History & Geography Topic*

## English

**Quality Text:** Escape to Pompeii

**Fiction Outcome:** Diary entry

Fronted adverbials and commas

Appropriate choice of noun or pronoun to avoid repetition.

Inverted commas and other punctuation to indicate direct speech.

Indicating degrees of possibility using modal verbs and adverbs.

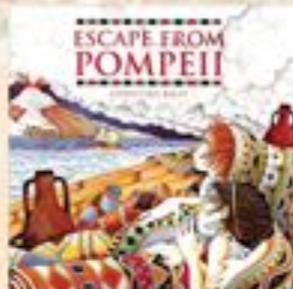
**Non-Fiction Outcome:** Explanation text

Devices to build cohesion in paragraphs

Linking ideas across paragraphs using adverbials of time

Complex sentences with the subordinate clause at the start and end of a sentence and accurate use of commas.

Brackets for parenthesis.



## Maths

**Y4: Multiplication & Division**

Mental methods for multiplication & division.

Multiply 3 digit number by a 1 digit number using a formal written method

Use a formal written method to divide a 3 digit number by a single digit number.

**Geometry**

Acute/obtuse angles and comparing and ordering angles.

**Y5: Fractions, Decimals & Percentages**

Equivalent fractions

Comparing & ordering fractions

Percentage equivalents of fractions

**Measurement: Length, Mass and Capacity**

Converting between measures

Perimeter of composite rectilinear shapes

## RE

**Theme:**

**Easter**

Concept: Salvation

Key Question:

Is forgiveness always possible for Christians?

## History

**The Roman Empire**

This Romans unit will teach children about the impact the Roman empire had on life in Britain. They will learn about the spread of the Roman empire, the invasion of Britain and the eventual conquest. The children will also look in detail at some aspects of the Romanisation of Britain, such as the building of Roman roads and bathhouses. In addition to this, they will have the opportunity to learn about the British resistance of Boudicca and will act in role to look at the events of Boudicca's rebellion from different perspectives. The children will also investigate Hadrian's Wall, examining how, where and why it was built. They will learn about the different features of the wall and use maps to determine its location. A lesson on gods and Roman religion will help the children to understand more about the culture and beliefs of Roman people, and they will play and design games to consolidate their knowledge about the different Roman gods and goddesses.

**Geography**

**Europe: Italy**

Children will use maps and other sources of information to learn about the geography, culture and climate of Italy. They will complete a comparisons between England and Italy as well as between Swindon and Sicily.

**Computing**

**Coding (Scratch)**

Create content that accomplish given goals.

Solve problems by decomposing them into smaller parts.

Write and debug programs that accomplish specific goals

Use sequence, selection and repetition in programs.

Work with variables

**PSHE**

**Jigsaw Piece 4: Healthy Me**

My Friends and Me, Group Dynamics, Smoking, Alcohol, Healthy Friendships, Celebrating my Inner Strength and Assertiveness.

**Values**

March—Humility

April—Honesty

## French

**Weather and the water cycle**

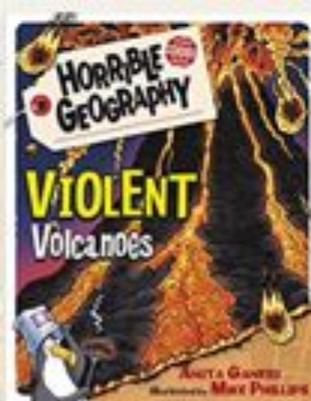
French weather phrases

Compass points, temperature and the water cycle in French

**DT**

**"What Could be Healthier?"**

Focusing on nutrition, children research and modify a traditional Bolognese sauce recipe to make it healthier. They will cook their new and improved versions, making appropriate packaging and also learn about the ethical considerations of farming cattle.



**Music**

**Badgers: Charanga Unit Stop!**

**Otters: Clarinets**

**PE**

**Netball**

I am learning the rules of the game and I am beginning to use them to play honestly and fairly.

I can defend one on one and know when to win the ball.

I can explain what happens to my body when I exercise and how this helps to make me healthy.

I can move to space to help my team to keep possession and score goals.

I can pass, receive and shoot the ball with increasing control.

I can provide feedback using key terminology and understand what I need to do to improve.

I can use simple tactics to help my team score or gain possession.

I share ideas and work with others to manage our game.

**Volleyball**

To use the serve with consideration of attacking principles.

To develop the fast catch volley with consideration of attacking principles.

To develop the set shot and use it to pass to a teammate.

To recap the set shot and develop the dig, identifying when to use each.

To use a variety of shots to keep a continuous rally going.

To apply rules, skills and principles to play against an opponent.

**Hand in: 28<sup>th</sup>  
March 2024**

# The Romans & Italy

Make a list of objects that we would use now that the Romans used.	Draw or paint a picture of a scene from the Roman times e.g. a Roman banquet, a chariot race, a Roman household. Write a caption to go with it.	Write a short newspaper article announcing the invasion of Britain.	Write a diary entry from someone in a British village which gets taken over by the Romans.
Find a Roman recipe. Make the recipe and take a photo to show your creation.	Create an outdoor game for Roman children to play.	Make a 3D model of an artefact from Roman times.	Create your own Roman god. Decide what they would be the god of, how people might worship him or her, and draw a picture to match.
Find out about Roman foods and use the information to design a menu for a Roman café.	Draw a Roman gladiator and label all of his equipment.	If you were the Roman Emperor what new laws would you make and why?	Invent a new toy for Roman children. You can only use materials that would be available in Roman times.



3000 is one hundred times greater than 30  
2 multiplied by one hundred is 200

$70 \times 6 = ?$   
If I know  $7 \times 6 = 42$   
then I know  $70 \times 6 = 420$   
because it is ten times greater

$7 \times 6 = 42$

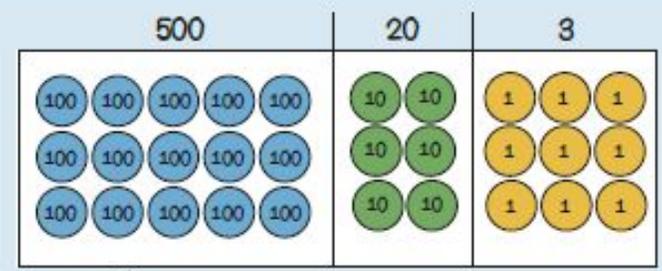


$7 \times 10 \times 6$   
 $= 42 \times 10$   
 $= 420$

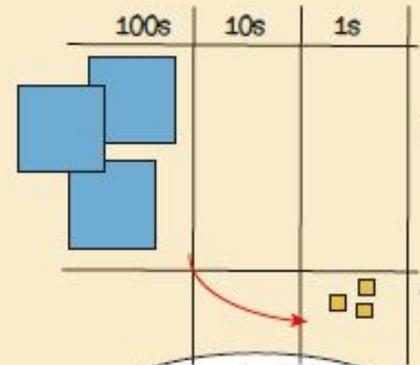
$70 \times 6 = 420$   
 $7 \times 60 = 420$



multiplier  
product  
regroup



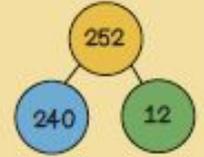
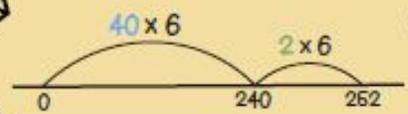
$$\begin{array}{r} 523 \\ \times 3 \\ \hline 1569 \end{array}$$



3 is one hundred times smaller than 300

dividend  
divisor  
exchange  
remainder  
quotient

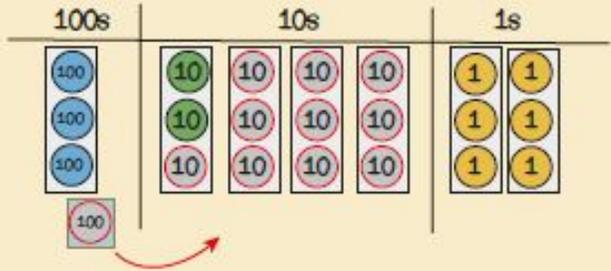
$252 \div 6$   
 $= 240 \div 6 + 12 \div 6$   
 $= 40 + 2$   
 $= 42$



If I know  $24 \div 6 = 4$   
then I also know  
 $240 \div 6 = 40$

$426 \div 3$

$$\begin{array}{r} 142 \\ 3 \overline{) 426} \end{array}$$



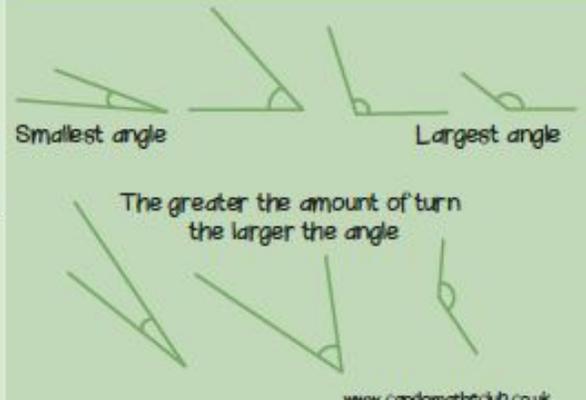
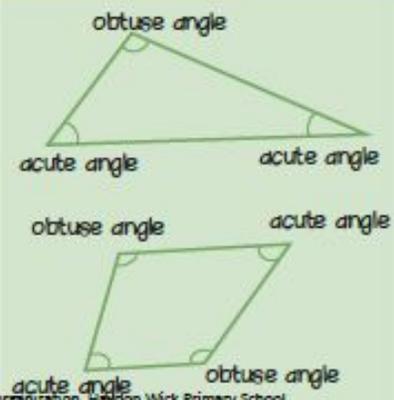
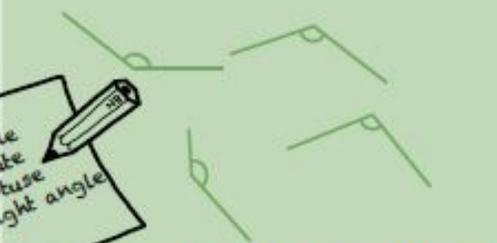
# Year 4 Term 4

An acute angle is smaller than a right angle

An obtuse angle is greater than a right angle



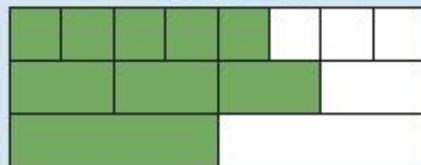
angle  
acute  
obtuse  
right angle



The greater the amount of turn  
the larger the angle

Use equivalence to compare

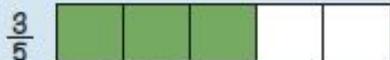
$$\frac{5}{8} \quad \frac{3}{4} \quad \frac{1}{2}$$



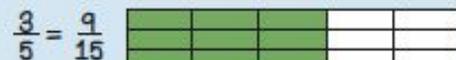
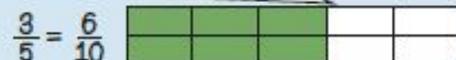
$$\frac{3}{4} = \frac{6}{8}$$

$$\frac{1}{2} = \frac{4}{8}$$

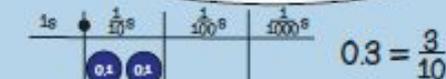
$$\frac{1}{2} < \frac{3}{4} < \frac{5}{8}$$



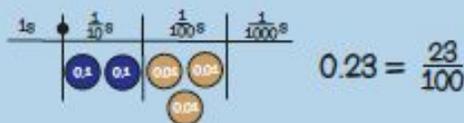
If there are 2 times as many equal parts, then there are 2 times as many shaded parts



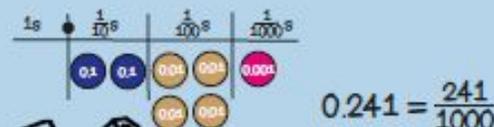
Decimals as fractions



$$0.3 = \frac{3}{10}$$



$$0.23 = \frac{23}{100}$$



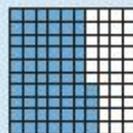
$$0.241 = \frac{241}{1000}$$



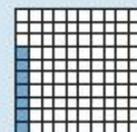
$$\frac{10}{100} = \frac{1}{10}$$

denominator  
numerator  
equivalence  
thousandths  
percentage

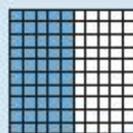
Percentage, decimal, fraction equivalence



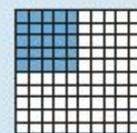
$$\frac{64}{100} = 0.64 = 64\%$$



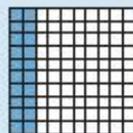
$$\frac{7}{100} = 0.07 = 7\%$$



$$\frac{1}{2} = \frac{50}{100} = 0.5 = 50\%$$



$$\frac{1}{4} = \frac{25}{100} = 0.25 = 25\%$$



$$\frac{1}{5} = \frac{20}{100} = 0.2 = 20\%$$

If I know  $\frac{1}{5} = 20\%$  then I also know... because...



Year 5 Term 4



M	HTh	TTh	Th	100s	10s	1s	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
					1	3	6		
				1	3	6			
		1	3	6	0	0			
						1	3	6	
						0	1	3	6

Ten times greater

Ten times smaller

Converting units by multiplying and dividing by 10, 100 and 1000

$136 \times 10$   
move digits 1 place left

$136 \times 1000$   
move digits 3 places left

$136 \div 10$   
move digits 1 place right

$136 \div 100$   
move digits 2 places right

imperial metric convert  
perimeter  
rectilinear

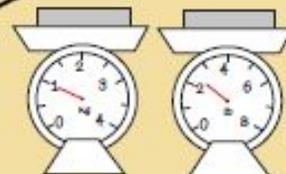
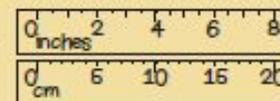


Missing width =  $w = 7 + 6 = 13\text{cm}$

Missing height =  $h = 9 - 4 = 5\text{cm}$

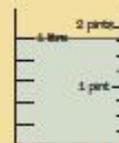
Perimeter  
=  $9 + 7 + h + 6 + 4 + w$   
=  $44\text{cm}$

$2.5\text{cm} = \text{approximately } 1 \text{ inch}$



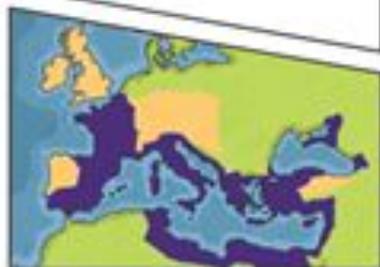
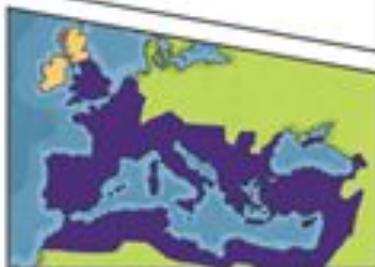
$1\text{kg} = \text{approximately } 2 \text{ pounds}$

$1 \text{ litre} = \text{approximately } 2 \text{ pints}$



## Key Vocabulary

<b>Caledonia</b>	The name used in Roman times for Scotland.
<b>Celts</b>	People living in Britain.
<b>emperor</b>	The ruler of an empire.
<b>Iceni</b>	A tribe of <b>Celts</b> who lived in the east of Britain.
<b>legion</b>	A large section of the Roman army, made up of 5000 soldiers.
<b>Picts</b>	Tribes from <b>Caledonia</b> .
<b>Roman Empire</b>	The name used for the land that was controlled by the Romans, including parts of Europe, Middle East and North Africa.

Map showing the **Roman Empire** in 44 BCMap showing the **Roman Empire** in AD 305

To look at all the planning resources linked to the Romans unit, [click here](#).

**55 BC: The First Raid**  
Julius Caesar wanted to extend his **Roman Empire** so he attempted to invade Britain but the **Celts** fought back and the Romans returned to Gallia (modern-day France).



**54 BC: The Second Raid**  
Julius Caesar tried to take over Britain again. This time, he took bigger and stronger **legions** and had some success. Some British tribes were forced to pay tributes (luxury items, such as gold, slaves or soldiers) in order to carry on living how they were.

**AD 43: Invasion**

The new **emperor**, Claudius, was determined to make more of Britain part of his **Roman Empire** and started a successful invasion. Many **Celts** realised how powerful this Roman army was and agreed to obey Roman laws and pay taxes. Other tribes of **Celts** continued to fight against the Romans, who never gained full control of Britain.



**AD 60: Boudicca's Rebellion**

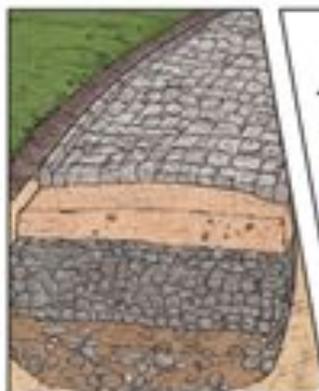
The Romans decided that the **Iceni** tribe needed to start paying taxes but Queen Boudicca, the ruler of the tribe, refused to let this happen and formed an army to fight the Romans. Thousands of people died in these battles but the Romans eventually won.



The Romans built elaborately designed Roman baths where people would go to relax and socialise. Some of these impressive buildings still remain today.

**AD 122: Hadrian's Wall**

The **Caledonian** tribes fought battles against the Romans who had tried to take their land. The Romans wanted a way to separate their land from the **Picts** so the Roman **emperor**, Hadrian, ordered a wall to be built to protect the Romans' land. The wall was 117km long with castles, guarded turrets, major forts, barracks, bathhouses and even hospitals.



The Romans were famous for building long, straight roads to transport **legions**, supplies, trading goods and messages from the **emperor**. You can still see some Roman roads today, 2000 years after they were built.



Early in Roman times, the Roman people believed in many different gods and goddesses whom they believed controlled different aspects of their lives, such as time, love and the seas.



# Italy



twinkl

## Italy

**Population:** Approximately 60 million (2019)

**Capital City:** Rome

**Language:** Italian, although French and German are spoken in the far north by many people.

**Continent:** Europe

**Currency:** Euro

**Government:** Unitary constitutional parliamentary Republic

**National Day:** 2 June 1946

**Religion:** Mainly Christian

**Famous Italians:** Giuseppe Mazzini, politician; Michelangelo Bonarroti, painter; Galileo Galilei, scientist; Leonardo Da Vinci, artist and inventor; Rita Levi Montalcini, Nobel Prize in Medicine

**Flag:**



**Climate:** Four seasons (spring, summer, autumn and winter).

Conditions on the coastal areas can be very different from the interior's higher ground and valleys, particularly during the winter months when the higher altitudes tend to be cold, wet, and often snowy. The coastal regions have mild winters and warm and generally dry summers, although lowland valleys can be quite hot in summer.

## Italy Knowledge Organiser

Map	Human Features			Vocabulary
	<p style="text-align: center;">Colosseum</p> 	<p style="text-align: center;">Cathedral of Santa Maria del Fiore</p> 	<p style="text-align: center;">Trevi Fountain</p> 	<p><b>climate</b>- weather conditions in an area</p> <p><b>source</b>-the original point from which the river flows</p> <p><b>meander</b>-following a winding course</p> <p><b>tributary</b>-a river or stream flowing into a large river or lake</p> <p><b>population</b>-the total number of humans currently living</p> <p><b>volcano</b>-a mountain or hill, having a vent through which lava, ash and hot gases are ejected during an eruption.</p> <p><b>earthquake</b>- a sudden violent shaking of the ground</p> <p><b>lake</b>-a body of water surrounded by land</p> <p><b>economy</b>-how society uses its resources</p> <p><b>erosion</b>-the process which rock or soil is destroyed by wind, rain or sea</p> <p><b>transportation</b>-moving someone or something</p> <p><b>mountain range</b>- a series of mountains that are close together</p>
	<p style="text-align: center;">Leaning Tower of Pisa</p> 	<p style="text-align: center;">Roman Forum</p> 	<p style="text-align: center;">Piazza Navona</p> 	
<p style="text-align: center;">Fact File</p> <p>Population: 60,359,546</p> <p>Official Language: Italian</p> <p>Government: Unitary parliamentary republic</p> <p>Currency: Euro</p> <p>Area: 301,340km</p> <p>Capital City: Rome</p> <p>Other cities: Florence, Venice, Naples, Turin, Pompeii, Milan, and Pisa.</p>	Physical Features			
<p style="text-align: center;">Alps</p>	<p style="text-align: center;">Apennine Mountains</p>	<p style="text-align: center;">The Dolomites</p>		
<p style="text-align: center;">Mount Vesuvius</p>	<p style="text-align: center;">Mount Etna</p>	<p style="text-align: center;">Lake Garda</p>		
<p style="text-align: center;">River Tiber 406 km (252 mi)</p>	<p style="text-align: center;">River Arno 241 km (150 mi)</p>	<p style="text-align: center;">River Po 652 km (405 mi)</p>		



### Lesson Sequence



1. Learn about the digestive system



2. Explore the digestive system in humans



3. Know about your teeth



4. Understand how to care for your teeth



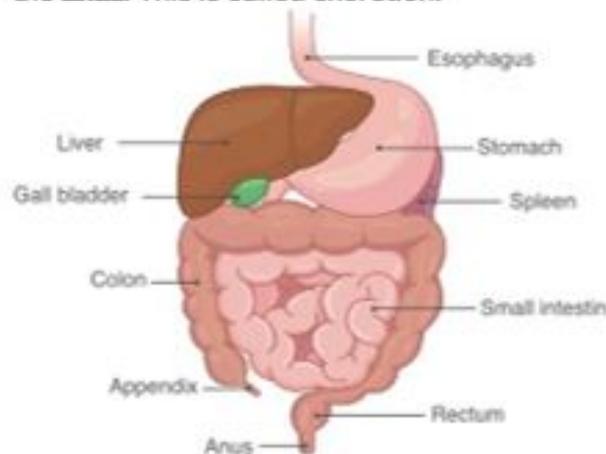
5. Investigate food chains



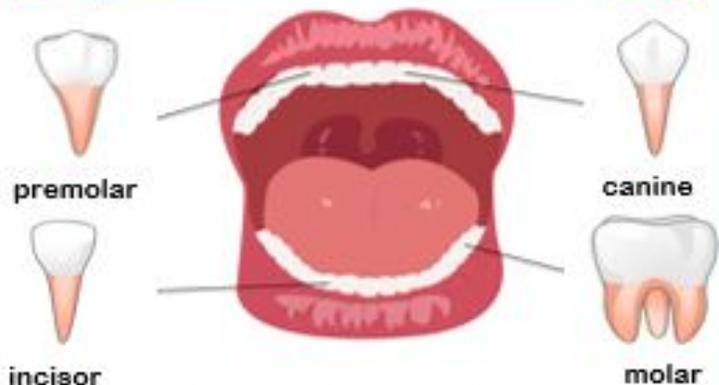
6. Explore food webs

### 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 (poo). It is stored here until it is pushed out by the **anus**. This is called excretion.



### Types of Teeth and their function



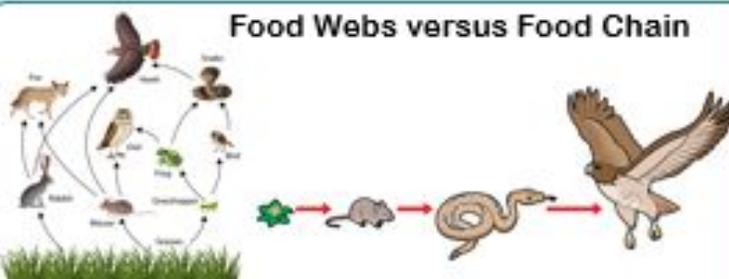
Different teeth have different functions

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

### Food Webs versus Food Chain





### 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



## Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

### Key Skills: Physical

- Passing
- Catching
- Footwork
- Intercepting
- Shooting
- Dodging

### Key Skills: S.E.T

- Social: Working safely
- Social: Communication
- Social: Collaboration
- Emotional: Honesty and fair play
- Emotional: Perseverance
- Thinking: Planning strategies and using tactics
- Thinking: Observing and providing feedback

### Key principles of invasion games

Attacking	Defending
Score goals	Stop goals
Create space	Deny space
Maintain possession	Gain possession
Move the ball towards goal	



## Key Rules

- **Footwork:** The first foot to touch the ground when a player receives the ball is known as the landing foot. If both feet are already on the ground, a player can choose their landing foot. The landing foot must remain on the ground, the other foot may be moved in any direction, pivoting on the landing foot.
- **Held ball:** In 5-a-side a player has 4 seconds to pass or shoot, otherwise a free pass is awarded to the opposing team.
- **Contact:** A player is not allowed to contact an opponent.
- **Obstruction:** A defender must be 1m away from the ball carrier before they put their arms up, otherwise a penalty pass is awarded to the opposing team.

## Key Vocabulary:

Encourage pupils to use this language in your lessons.  
\*Year 4 would use Year 3 and Year 4 vocabulary

### Year 3

- Footwork
- Receiver
- Possession
- Attack
- Pivot
- Landing foot
- Interception
- Defence

### Year 4

- Opponent
- Rebound
- Contact
- Opposition
- Obstruction
- Mark

## Teacher Glossary

- Interception:** catching a pass made by an opposing player
- Possession:** when a team has the ball they are in possession
- Marking:** when a player defends an opponent
- Getting free:** when an attacking player moves to lose their defender
- Rebound:** is when a player attempts to shoot a goal but the ball hits the goalpost and bounces back into play



# Knowledge Organiser

## Volleyball Year 5

### About this Unit

Volleyball is a net and wall game. The aim of the game is to hit the ball over the net landing into the court area on your opponent's side.

Volleyball was invented by William G. Morgan in 1895, and took inspiration from other sports such as badminton and tennis, but it did not become an Olympic sport until 1964.

A single player may jump as many as 300 times in a volleyball match. The record for most consecutive passes in volleyball is 110, achieved in the United States, on February 5, 2010.



#### Net and Wall Games Key Principles

attacking	defending
score points	limit points
create space	deny space
placement of an object	consistently return an object



Can you think of any other net and wall games that share these principles?

#### Ladder Knowledge



#### Shots:

**Year 5:** use a dig if the ball is low and a set if the ball is high.

#### Serving:

**Year 5:** use a serve to start a game or rally.

#### Rallying:

**Year 5:** using the correct shot will help you to keep a rally going.

#### Footwork:

**Year 5:** know that using small, quick steps will allow me to adjust my stance to play a shot.

#### Movement Skills

- throw
- catch
- jump
- serve
- set
- dig
- rally

#### Social

This unit will also help you to develop other important skills: communication, respect, support and encourage others

#### Emotional

perseverance, honesty, determination

#### Thinking

using tactics, select and apply skills, identify strengths and areas for development, reflection

#### Rules

##### Winning a point:

- The ball is not returned over the net within three hits.
- The receiving team lets the ball hit the ground.
- The returned ball lands outside the court area.

##### Serving rules:

- One team starts with service and uses an underarm serve.
- Teams swap service every point.
- Players rotate who serves each time.

#### Tactics

##### Attacking:

- Look at where your opponents are and try to place the ball away from them.
- Use a set to give your teammates time to see where to place the ball on the next hit.

##### Defending:

- Recover quickly to a ready position after striking the ball.
- Spread out as a team to cover the most space possible.

#### Healthy Participation



Make sure unused equipment is stored in a safe place

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

How will this unit help your body?

agility, balance, co-ordination, speed

### Key Vocabulary

**co-operatively:** working with others on a set outcome or task

**communicate:** share information

**cushion:** take the power out of an object

**dig:** defensive shot used when the ball is low

**opposition:** the team or person you are playing against

**serve:** used to start a game

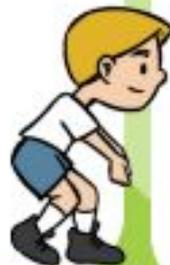
**set:** used to place the ball high

**situation:** the specific challenge or task presented in the game

**sportsmanship:** play fairly, respect others and be gracious in victory and defeat

**tactics:** a plan that helps you to attack or defend

**volley:** to play the ball before it bounces



### 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)

#### Balloon volleyball

**What you need:** 1 balloon  
**People:** 2 or more  
**Play:** inside or outside

##### Ways to play:

1. Everyone must be seated. Together, try to see how many times you can volley the balloon to each other.

OR

2. Play 10 or 20. Create a net, you could use a skipping rope or chain. Play against each other over the net.

- If the balloon hits the floor on your side, the other team win a point.
- If you hit the balloon and it doesn't go over the net, the other team get a point.
- Each side is allowed up to three touches on their own side of the net before the balloon must go over.

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

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

## Food - What could be healthier?

Beef	Meat that comes from a cow.
Cross-contamination	Cross-contamination is how bacteria can spread. It happens when liquid from raw meats or germs from unclean objects touch cooked or ready-to-eat foods.
Farm	Land or water used to produce crops or raise animals for food.
Method	Following a process or list of instructions.
Packaging	The packet which holds a product safe, ready to be sold and has information on about the product.
Research	The collecting of information about a subject.
Welfare	The health and happiness of a person or animal.

### Key facts

A balanced diet consists of measured amounts of different foods to keep us healthy. Use the [NHS Eatwell Guide](#) to see how much you should eat from each food group.

The different food groups are **dairy**, **fruits and vegetables**, **protein**, **carbohydrates**, **fats** and **sugars**.

Eating the right mix of nutrients will help your body grow and develop, many foods have labels which tell you the amount of each nutrient it has.

It is important to know how to avoid cross-contamination to keep safe when preparing and cooking different foods.

In farming, it is important that the animals are cared for properly during their lifetime. There are ethical rules which ensure that the animals receive a good level of welfare.



Always ask an adult's permission before cooking in the kitchen. Remember to wear an apron and wash your hands.

## The Farm to Fork Process



1. Food production  
(e.g. animals or plants)



2. Processing  
(e.g. factory)



7. Waste



3. Packaging



6. Customers purchase  
and consume



4. Transport to the shop  
(e.g. lorry)



5. Shop shelves

## Puzzle Outcomes

- To recognise how different friendship groups are formed, how I fit into them and the friends I value the most.
- To identify the feelings I have about my friends and my different friendship groups.
- To understand there are people who take on the roles of leaders or followers in a group, and to know the role I take on in different situations.
- To be aware of how different people and groups impact on me and to recognise the people I most want to be friends with.
- To understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.
- To recognise negative feelings in peer-pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others.
- To understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.
- To recognise when people are putting me under pressure and can explain ways to resist this when I want.
- To identify feelings of anxiety and fear associated with peer-pressure.
- To know myself well enough to have a clear picture of what I believe is right and wrong.
- To tap into my inner strength and know how to be assertive.

## Weekly Celebrations

Week 1 - Have made a healthy choice.

Week 2 - Have eaten a healthy, balanced diet.

Week 3 - Have been physically active.

Week 4 - Have tried to keep themselves and others safe.

Week 5 - Know how to be a good friend and enjoy healthy relationships.

Week 6 - Know how to keep calm and deal with difficult situations.

## Y4 PSHE Jigsaw Knowledge Organiser Healthy Me

### Healthy Me at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School, it is important that we care for our own health and well-being. We are also aware of the well-being of others in our school and work together to support each other to be healthy and happy.



### Our Values of the term:

#### Humility and Honesty



### Key Vocabulary

Friendships	Familiar and liking of each other's mind.
Emotions	A person's inner feeling.
Healthy	Being sound and well - not unwell.
Roles	A part played by a person.
Leader	Someone whom other people will follow.
Follower	A person who believes in, studies, or supports the ideas of someone.
Assertive	Someone who knows how to stand up for themselves (and others) without being hurtful or mean.
Smoking	The act of inhaling and exhaling the fumes of burning tobacco.
Pressure	A force or influence that cannot be avoided.
Peers	A person of the same year group.
Anxiety	A feeling of unease, such as worry or fear.



il fait beau  
it's nice weather



il fait mauvais  
it's bad weather



il fait chaud  
it's hot



il fait froid  
it's cold



il pleut  
it's raining



il neige  
it's snowing



il y a du vent  
it's windy



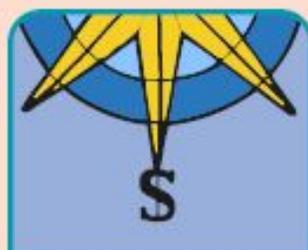
il y a des nuages  
it's cloudy



le nord  
the north



l'est  
the east



le sud  
the south



l'ouest  
the west



Quel temps fait-il ?

Il pleut !

What's the weather like?

It's raining!

Dans le + compas point + weather

weather + dans le + compas point

Il fait trente degrés.

Dans le nord, il fait chaud

In the north, it is hot

Il est 30 degrees

Il fait quinze degrés

Il y a des nuages dans l'ouest.

In the west, it is cloudy

It is 15 degrees

dix	vingt	trente	quarante	cinquante	soixante	soixante-dix	quatre-vingts	quatre-vingts-dix	cent
10	20	30	40	50	60	70	80	90	100