Hands, feet and hearts that make a difference

Kestrels Class Year 3 & 4 Long Term Overview Cycle A 2023/2024

Big Question	Should we be grateful when difficult things happen?	Should we be compassionate to bullies? (How?)	Should we always tell the truth?	Does justice mean the same as revenge?	If I feel afraid, does that mean I'm not brave?	Should we help people who don't help us?
Values	**Thankfulness**	**Compassion**	**Truthfulness**	**Justice**	**Courage**	**Service**
Theme days	Black History Week	Elf day	E-safety day Number day Children's mental health week	World Book Day Science week	Earth Day	Sports week Sports day
Experiences	School Council elections Zoom call with a historian from Stroud Museum Stone Age sources loan box	Whole school pantomime Nativity Performance	Class trip to the Corinium Museum and amphitheatre Young Voices Concert Zoom call with a historian from Stroud Museum Roman sources loan box	Experience Easter Performance poetry Trip to River Severn and Ruscombe Brook Swimming Lessons	Isingpop	Isingpop concert End of year performance
Special People	Joan Armatrading Joseph Coelho	Montgolfier Brothers Alberto Santos-Dumont	Emperor Claudius and Boudicca Antoni Gaudi	Valerie Bloom Socrates	William Morris Joan Proctor	Mahatma Gandhi Desmond Tutu
High quality engaging texts	Focus text: Stone Age Boy Supporting: Stig of the Dump Until I met Dudley	Focus text: A Dream of Flight: Alberto Santos Dumont Supporting: Anatole Rooftoppers	Focus texts: Escape from Pompeii Supporting: A Roman Story	Focus text: Wind in the Willows (Extracts) Supporting: The Rhythm of the Rain Valerie Bloom poems	Focus texts: The Barnabus Project/Varmints/Last (white rhino) Supporting Texts: The Puffin Keeper Joan Proctor, Dragon Doctor	Focus texts: Hansel and Gretal (Anthony Browne) Supporting Texts: Three Billy Goats Gruff (Jon Klassen)
Writing genres in English	Time-Slip Portal story Instructions	Biography Adventure Journey	Non-Chronological Report Historical Story	Mystery story Poetry Explanation	Dilemma Story Discussion (balanced argument)	Traditional Tales Persuasive writing: adverts and letter writing
Maths Year 3	Place Value Addition and Subtraction	Addition and Subtraction cont. Multiplication and Division	Multiplication and Division cont. Length and Perimeter	Fractions Mass and Capacity	Fractions cont. Money	Time Shape Statistics
Maths Year 4	Place Value Addition and Subtraction	Addition and Subtraction cont. Area Multiplication and Division	Multiplication and Division cont. Length and Perimeter	Fractions Decimals	Decimals cont. Money	Time Shape Statistics Position and Direction
Science:	Sound **Sticky Knowledge** *A sound produces vibrations	Animals including humans – digestion and teeth	States of Matter		Living things and their habitats	Electricity **Sticky Knowledge** ***Many household devices

	which travel through a medium from the source to our ears. *Different mediums such as solids, liquids and gases can carry sound, but sound cannot travel through a vacuum (an area empty of matter.) * The vibrations cause parts of our body inside our ears to vibrate, allowing us to hear (sense) the sound. *Sound travels from its source in all directions and we hear it when it travels to our ears. *Sound travel can be blocked. *Sound spreads out as it travels. *Changing the shape, size and material of an object will change the sound it produces. * Sound is produced when an object vibrates *Sound moves through all materials by making them vibrate. *Changing the way an object vibrates changes its sound. *Bigger vibrations produce louder sounds and smaller vibrations produce quieter sounds. * Faster vibrations (higher frequencies) produce higher pitched sound.	**Sticky Knowledge** *Animals have teeth to help them eat. *Different types of teeth do different jobs. *Food is broken down by the teeth and further in the stomach and intestines where nutrients go into the blood. *The blood takes nutrients around the body. *Nutrients produced by plants move to primary consumers then to secondary consumers through food chains. **Working scientifically** *Ask relevant questions, use different types of scientific enquiries to answer them. *Gather, record, classify and present data in a variety of ways to help in answering questions. *Identify differences, similarities or changes related to simple scientific ideas and processes. *Use straightforward scientific evidence to answer questions or to support their findings. *Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	**Sticky Knowledge** *Solids, liquids and gases are described by observable properties. *Materials can be divided into solids, liquids and gases. -A solid keeps its shape and has a fixed volume. -A liquid has a fixed volume but changes in shape to fit the container. - A liquid can be poured and keeps a level, horizontal surface. A gas fills all available space; it has no fixed shape or volume. - Granular and powdery solids like sand can be confused with liquids because they can be poured, but when poured they form a heap and they do not keep a level surface when tipped. Each individual grain demonstrates the properties of a solid. *Heating causes solids to melt into liquids and liquids evaporate into gases. d) Cooling causes gases to condense into liquids and liquids to freeze into solids. *The temperature at which given substances change state are always the same. - Melting is a state change from solid to liquid. Freezing is a state change from liquid to solid. -The freezing point of water is 0oC. Boiling is a change of state from liquid to gas that happens when a liquid is heated to a specific temperature and bubbles of the gas can be seen in the liquid. Water boils when it is heated to 100oC. - *Evaporation is the same state change as boiling (liquid to gas), but it happens slowly at lower temperatures and only at the surface of the liquid. Evaporation happens more quickly if the temperature is higher, the liquid is spread out or it is windy. -Condensation is the change back from a gas to a liquid caused by cooling. -Water at the surface of seas, rivers etc. evaporates into water vapour (a gas). This rises, cools and condenses back into a liquid forming clouds. When too much water has condensed, the water droplets in the cloud get too heavy and fall back down as rain, snow, sleet etc. and drain back into rivers etc. This is known as precipitation. This is the water cycle.	**Sticky Knowledge** *Living things can be divided into groups (classified) based upon their characteristics/ features. -*Classification keys can be used to identify and name living things. *Environmental change affects different habitats differently. - E.g. through flooding, fire, earthquakes etc. *Different organisms are affected differently by environmental change. *Different food chains occur in different habitats. *Human activity significantly affects the environment - This can be in a good way (i.e positive human impact, such as setting up nature reserves) or in a bad way (i.e negative impact, such as littering). **Working scientifically** *Ask relevant questions and use different types of scientific enquiries to answer them. *Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment, including thermometers and data loggers *Gather, record, classify and present data in a variety of ways to help in answering questions.	and appliances run on electricity. *A source of electricity (mains of battery) is needed for electrical devices to work. *An electrical circuit consists of a cell or battery connected to a component using wires. If there is a break in the circuit, a loose connection or a short circuit, the component will not work. A switch can be added to the circuit to turn the component on and off. *Electricity sources push electricity round a circuit. *More batteries will push the electricity round the circuit faster. * Devices work harder when more electricity goes through them. *A complete circuit is needed for electricity to flow and devices to work. *Some materials allow electricity to flow easily and these are called conductors. - Metals are good conductors so they can be used as wires in a circuit. *Materials that don't allow electricity to flow easily are called insulators. -Non-metallic solids are insulators except for graphite (pencil lead). - Water, if not completely pure, also conducts electricity.

	*A sound insulator is a material which blocks sound effectively. **Working scientifically** *Ask relevant questions and use different types of scientific enquiries to answer them. *Set up simple practical enquiries, comparative and fair tests. *Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment, including thermometers and data loggers *Gather, record, classify and present data in a variety of ways to help in answering questions. *Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables *Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. *Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions *Identify differences, similarities or changes related to simple scientific ideas and processes. *Use straightforward scientific evidence to answer questions or to support their findings.		**Working scientifically** *Ask relevant questions, use different types of scientific enquiries to answer them. *Gather, record, classify and present data in a variety of ways to help in answering questions. *Set up simple practical enquiries, comparative and fair tests. *Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. *Identify differences, similarities or changes related to simple scientific ideas and processes. *Use straightforward scientific evidence to answer questions or to support their findings. *Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. *Use results to draw simple conclusions, make predictions for new values.	*Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. *Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. *Identify differences, similarities or changes related to simple scientific ideas and processes. *Use straightforward scientific evidence to answer questions or to support their findings.	**Working scientifically** *Ask relevant questions and use different types of scientific enquiries to answer them. * Set up simple practical enquiries, comparative and fair tests. *Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. *Reporting on finding from enquires, including oral and written, displays or presentations of results and conclusions. *Identifying differences, similarities or changes related to simple scientific ideas and processes. *Use straightforward scientific evidence to answer questions or to support their findings. *Use results to draw simple conclusions, make predictions for new values.

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RE:	**Unit: L2.1 What do Christians learn from the Creation story?**	**Unit: L2.10 How do festivals and family life show what matters to Jewish people?**	**Unit: L2.2 What is it like for someone to follow God? (People of God)**	**Unit: L2.9 How do festivals and worships show what matters to a Muslims?**	**Unit: L2.4 What kind of world did Jesus want? [Gospel]**	**Unit: L2.12 How and why do people try to make the world a better place? (Christians, Muslims, non-religious)**
History:	Changes in Britain from the Stone Age to the Iron Age **Key skills:** **Understanding chronology** Understand the concept of change over time, representing this, along with evidence, on a timeline. **Investigate and interpret the past** Use a range of historical sources to ask questions and find answers to questions about the past. Suggest causes and consequences of some of the main of some of the main events and changes in history. **Build an overview of world history** Give a broad overview of life in Britain from ancient until medieval times. **Communicate historically** Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology **Sticky knowledge** The Stone Age came first and lasted for many thousand years. It is divided into three periods:		**The Roman Empire and its impact on Britain** **Key skills:** **Understanding chronology** Place events, artefacts and historical events, artefacts and historical figures on a time line using dates. **Investigate and interpret the past** Use a range of historical sources to ask questions and find answers to questions about the past. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history **Build an overview of world history** Describe the characteristic features of the past, including ideas, beliefs, attitudes and features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Describe changes that have happened in the locality of the school throughout history. Compare some of the times studied with those of other areas of interest around the world		**Bronze Age - chronology, innovation, daily life and hierarchy** **Key skills:** **Understanding chronology** Use a range of historical sources to ask questions and find answers to questions about the past. Place events, artefacts and historical figures on a time line using dates. **Investigate and interpret the past** Suggest causes and consequences of some of the main events and changes in history. Suggest suitable sources of evidence for historical enquiry **Build an overview of world history** Describe changes that have happened in the locality of the school throughout history. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Give a broad overview of life in Britain from ancient until medieval times	

	Palaeolithic, Mesolithic and Neolithic. Palaeolithic people were hunter gatherers who roamed. Britain became an island in Mesolithic times following the last Ice Age. Neolithic people started farming crops and animals and lived in permanent settlements. In the Bronze Age, The Beaker People and other migrants brought new technology. Bronze was discovered which made for much better tools and weapons. Some Bronze Age people lived in roundhouses but, many were still nomadic. In the Iron Age, people lived in permanent settlements. Because there were wars between tribes, some people lived in hillforts.		**Communicate historically** Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology **Sticky knowledge** Emperor Claudius lead a successful invasion of Britain. He also expanded the Roman Empire into parts of Africa and the Middle East. Boudicca was a queen of the British Celtic Iceni tribe who led an uprising against the occupying forces of the Roman Empire, she was eventually defeated. The Romans invaded Britain in 43AD and ruled for around 400 years. Roman soldiers were strong and tough. They had to carry their equipment such as tents, weapons, cooking pots as well as wearing their armour. The impact of the Romans invading Britain - creating straight roads; a written language (which was Latin); introducing coins, laws and a legal system.		**Communicate historically** Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. **Sticky knowledge** The Bronze age was between 4000BC and 2000BC. Britain entered it between 2100BC until around 650BC. The Bronze Age was in the middle of the Stone Age and the Iron Age. ... People combined tin and copper to make bronze. Metals were found by people mining for them. The wheel was invented! The first forms of writing started. Bronze age people lived in round houses.	
Geography:		**France – comparison with a European country** **Investigate places** Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features. Use a range of resources to identify the key physical		**Rivers and water cycle** **Investigate places** Ask and answer geographical questions about the physical and human characteristics of a location. Use fieldwork to observe and record the human and physical features in the local area using a range of		**World countries, focus on Europe – environmental regions, countries, major cities** **Investigate places** Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features.

		and human features of a location. Name and locate the countries of Europe and identify their main physical and human characteristics. **Investigate patterns** Name and locate the Equator, Northern Hemisphere, Southern Hemisphere. Describe some of the characteristics of these geographical areas. **Communicate geographically** **physical geography**, including: rivers, mountains **human geography**, including: settlements and land use **Sticky knowledge:** The equator is an imaginary line around the earth. The equator divides the Earth into the Northern and Southern hemisphere. France is located in Europe and its capital city is Paris. Countries that border France are Italy (capital Rome), Spain (capital Madrid), Germany (capital Berlin) France's physical geography includes the mountain ranges of the Alps in the South West and the Pyrenees in the South. France's longest river is the Loire. The River Seine runs through Paris.		methods including sketch maps, plans and graphs and digital technologies. Name and locate rivers. **Investigate patterns** Describe how the locality of the school has changed over time. **Communicate geographically** Describe key aspects of: • **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle. **Sticky knowledge:** Name and locate rivers on a map : the Severn, Frome, Thames, Nile, Amazon, Danube, Mississippi, Ganges. Know why most cities are located by a river. Know and label the main features of a river. Know the name of, and locate, a number of the world's longest rivers. Explain the features of a water cycle.		Use a range of resources to identify the key physical and human features of a location. Name and locate the countries of Europe and identify their main physical and human characteristics. **Investigate patterns** Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries. **Communicate geographically** Describe key aspects of: • **physical geography**, including: rivers, mountains, volcanoes and earthquakes • **human geography**, including: settlements and land use. Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. **Sticky knowledge:** Know the names of, and locate, at least eight European countries.

						Use maps to locate European countries and capitals. Know where the equator, tropic of Cancer, Tropic of Capricorn and the Greenwich meridian are on a world map. Know at least five differences between living in the UK and a Mediterranean country.
Art:	***Can you sketch a mystery?*** Mixed-media landscapes (Stonehenge) **Artist:** Van Gogh **Medium:** Paint and oil pastel **Style**: Post-impressionist **Topic and cross-curricular links:** Art this term further enriches children's learning in their history topic about prehistory. Children will have the opportunity to explore images of prehistoric monuments and art. **Technical Skills (Drawing)** • Use different hardness of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas.		***What have the Romans ever done for us?*** Animal paper mosaics **Artist:** Antoni Gaudi **Medium:** Collage **Style**: Modernist **Topic and cross-curricular links:** Art this term further enriches children's learning in their history topic about the Roman Empire. Children will have the opportunity to compare architecture and mosaic. **Technical Skills (Collage)** • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation and mosaic.		***Does decoration matter?*** Habitat wallpaper **Artist:** William Morris **Medium:** Printing **Style**: Arts and Crafts **Topic and cross-curricular links:** Art this term further enriches children's learning in their Science topic about animals and habitats. Children will research a specific animal and its habitat for their wallpaper. **Technical Skills (Printing)** • Use layers of two colours. • Replicate patterns observed in natural or built environments • Make printing blocks (e.g. from coiled string glued to a block).	

	• Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. **Evaluating** • Draw comparisons between our own work and that of other artists. • Comment on the choices of material and techniques and the effect they create. **Creative and Expressive Skills** • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. **Artist Vocabulary:** Van Gogh, Dutch, Post-impressionist, oil paint, impasto, Starry Night 1889 **Skills Vocabulary:** hardness, tone, line, texture, annotate, shading, hatching, cross hatching		**Evaluating** • Draw comparisons between our own work and that of other artists. • Comment on the choices of material and techniques and the effect they create. **Creative and Expressive Skills** • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. **Artist Vocabulary:** Antoni Gaudi, Spanish, modernist, architect, mosaic, Park Guell 1990 **Skills Vocabulary:** select, arrange, precise, coil, overlap, tessellation, layer, mosaic,		• Make precise repeating patterns **Evaluating** • Draw comparisons between our own work and that of other artists. • Comment on the choices of material and techniques and the effect they create. **Creative and Expressive Skills** • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. **Artist Vocabulary:** William Morris, British, Arts and Crafts, textile designer, Strawberry Thief 1883 **Skills Vocabulary:** layers, replicate, collagraphs, multi-colour printing, printing plate, overprint,	

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D&T:		Shell structures: Suitcases and travel boxes		Levers and linkages: river guide book		Simple circuits and switches: Light box signs for witches house
Computing:	**Information Technology - Podcasting Y3** • I can create and edit purposeful compositions using music software to create mood or a certain style • I can experiment with live loops to create a song. **Word processing/typing** • I can combine digital images from different sources, objects, and text to make a final piece of a variety of tasks: posters, documents, eBooks, scripts, leaflets. **Video** • I can write and record a script using a teleprompter tool. **Sound** • Edit sound effects for a purpose. • I can record a radio broadcast or audiobook. **Vocabulary** Media, interactive, audio, edit, rhythm, Input, output, selection, mix	**Information Technology - Presentation Digital Poster Y4** • I can combine digital images from different sources, objects, and text to make a final piece of a a variety of tasks: posters, documents, eBooks, scripts, leaflets. • Confidently and regularly use text shortcuts such as cut, copy and paste and delete to organise text • Use font sizes appropriately for audience and purpose.\Use spell check and thesaurus including through Siri and other AI technology **Presentation** I can create an interactive quiz eBook introducing hyperlinks. **Vocabulary**	**Computer Science Animation Y3** • I can create animations of faces to speak in role with more life-like realistic outcomes. • I can improve stop motion animation clips with techniques like onion skinning. • I can use animation tools in presenting software to create simple animations. **Computational Thinking** ● I can create algorithms for my programming projects ● I can decompose projects (such as an animation) into steps to create an algorithm **Coding/Programming** ● I can design a program ● I can create a program using a design ● I can create a sequence of code ● I can work with a variety of outputs ● I can evaluate my program **Vocabulary** Micro:bit, program, code, algorithm, problem, decompose, sequence, LED, output	**Information Technology - Video Creation - Voice Over Imovie** • I can sequence clips of mixed media in a timeline and record a voiceover • I can trim and cut film clips and add titles and transitions • I can independently create a green screen clip. • I can create my own movie trailer. **Video Creation** • I know how to sequence clips of mixed media in a timeline and record a voiceover **Vocabulary** Project, media, image, video, timeline, split, record, replay, soundtrack, volume, filter.	**Computer Science AR Invent a toy Y4** • I can create my own 360 video. • I can use the camera to create a 360 image. • I can add multiple objects into my surroundings through AR to explain a concept.	**Information Technology Y4- AI Teachable** • I can train an AI model and investigate how more data can make it more accurate • I know about big data and how it can be used to inform decision-making and improve machine learning algorithms **Artificial Intelligence** I can train an AI model and explore how more data makes it more accurate **Computational Thinking** ● I know how to use abstraction to focus on what's important in my design ● I know how to write more precise algorithms for use when programming ● I know how to use simple selection and repetition in algorithms ● I know how to use logical reasoning to detect and correct errors in programs **Vocabulary** Data, train, model, image, class, pattern

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PE:	**Tag Rugby**	**Handball**	**Principles of Play**	**Dodgeball** **Swimming**	**Cricket**	**Athletics**
PSHE:	**Me and my Relationships**	**Valuing Difference**	**Keeping Safe**	**Rights and Respect**	**Being my Best**	**Growing and Changing**
	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Music:	**Let your spirit fly**	**Glockenspiel stage 1**	**Three little birds**	**The dragon song**	**Bringing us together**	**Reflect rewind and replay**
MFL (French)	**French Greetings with Puppets** **Key Skills** Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day. **Key Knowledge** To know that in French there are formal and informal greetings and when it is appropriate to use each one. To know that different greetings are used at different times of the day. To know that tone of voice can indicate a question. To know that a cedilla is the tail mark under the ç and that it changes the pronunciation of the c from a hard sound to a soft 's' sound. To know that French words are pronounced differently to the way they are spelt.	**French adjectives of colour, size and shape** **Key Skills** Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates and practising language skills. **Key Knowledge** To know that a cognate is a word that is the same in both French and English e.g. un triangle. To know that a near-cognate is a word that is very similar but not identical in French and English e.g. un cercle. To know that adjectives of size are positioned in front of the noun in French e.g. un grand cercle. To know that adjectives of colour are positioned after the noun in French e.g. un cercle bleu.	**Playground games - numbers and age** **Key Skills** Counting in French from one to twelve, asking how old someone is and answering the same question, comparing sentence structures in French and English. **Key Knowledge** To understand that I can use known vocabulary, cognates and near cognates as clues to help me understand a text in French. To know that sentences are often structured differently in French and English. To know the sounds the common phonemes 'eu', 'oi', 'ou' and 'ui' make in French. To know the names of some Parisian landmarks. To know some French playground games.	**In a French classroom** **Key Skills** Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either 'masculine' or 'feminine.' **Key Knowledge** To know that, in French, a space is needed before and after ? and ! To understand some of the similarities and differences between school in France and schools in the UK. To understand that every French noun is either masculine or feminine. To know that gender affects the form of the word un or une (the indefinite article). To know that when we turn the statement j'ai un/une (I have a…) into a negative je n'ai pas de (I don't have a…) then we change the article from un/une to de.	**Bon appetit!** **Key Skills** Counting in French up to thirty-one, expressing opinion about different foods, asking to buy produce. Understanding that French nouns have articles and recognising their plural form. **Key Knowledge** Coming soon!	**Shopping for French food** **Key Skills** Counting in French up to sixty, writing and performing an original version of a familiar story. Recognising key phonemes in written form and choosing the correct article according to the gender of a French noun. **Key Knowledge** Coming soon!

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