



Year 4 Curriculum

Autumn 2 2023 - 2024

Swallowdale Curriculum

Dear Families,

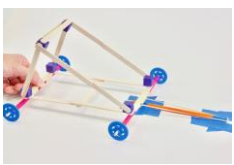
This booklet contains the Long Term Plan, information for English, maths and the knowledge organisers which outline the units of work that your child will be covering in our wider curriculum this half term. These will show you the main elements of learning for your child and we hope you find them useful.

Please note that history and geography, art, and design and technology are taught in alternate half terms.

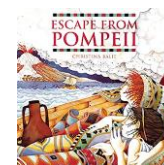
To support your child's learning at home please read with them regularly and sign your child's reading diary.

More information about our curriculum can be found on the school's website.

Thank you for your support.



Year 4 Long Term Plan 2023 – 2024

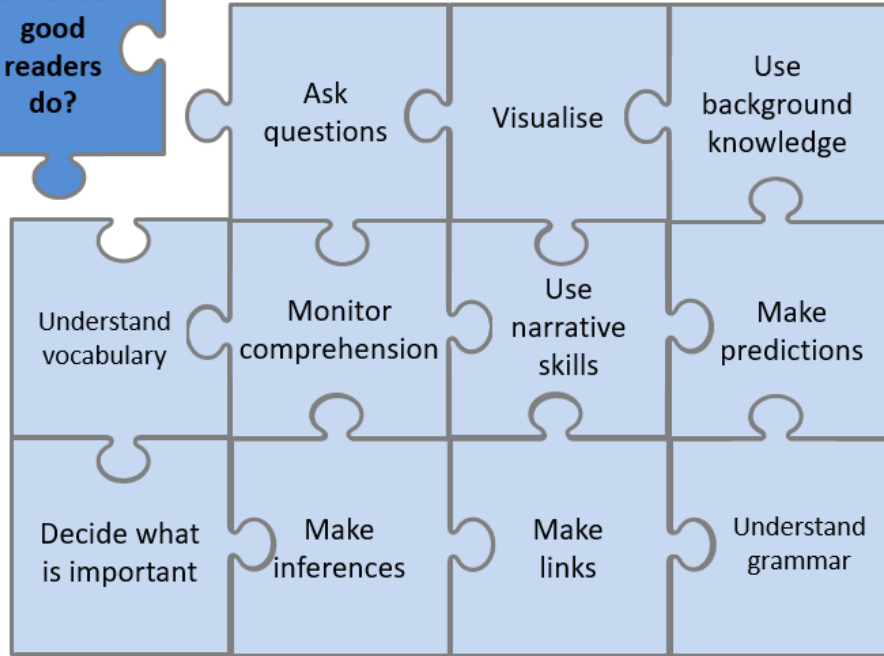


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Reading Writing including grammar, spelling and punctuation	Reading Writing including grammar, spelling and punctuation	Reading Writing including grammar, spelling and punctuation	Reading Writing including grammar, spelling and punctuation	Reading Writing including grammar, spelling and punctuation	Reading Writing including grammar, spelling and punctuation
Maths	Place Value Addition Subtraction	Area Multiplication Division	Multiplication Division Length and Perimeter	Fractions Decimals	Decimals Money Time	Shape Statistics Position and Direction
Science	Living things and their habitats	Animals, including humans	Electricity	Sound	States of matter	States of matter
History and Geography	Rivers	Roman Britain	Natural Resources	Anglo Saxons	Europe	Vikings
Art and Design and Technology	Drawing: Phlegm	Mechanisms: Slingshot Car	Collage: Danielle Vaughn	Construction: Pavilion	Painting: Pablo Picasso	Food and Nutrition: Biscuits
Religious Education	What do Hindus believe God is like?	Are all religions equal?	TBC	TBC	TBC	TBC
PSHE	Being Me In My World	Celebrating Difference	Staying Safe	Healthy Me	Relationships	Changing Me
Computing	The Internet	Audio Production	Repetition in Shapes	Photo editing	Data logging	Repetition in Games
Physical Education	Fitness / Gymnastics	Dance / Basketball	Swimming / Golf	Swimming / OAA	Tennis / Tag Rugby	Cricket / Athletics
Music	Musical Structures	Exploring Feelings When You Play	Compose With Your Friends	Feelings Through Music	Expression Through Improvisation	The Show Must Go On
French	People and Our Bodies		Where I Live		My School	

Year 4 English Reading



What do good readers do?



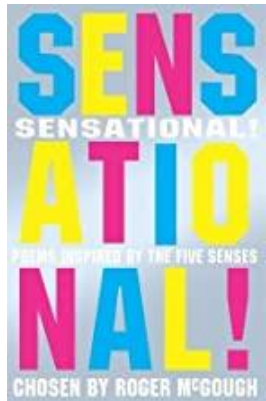
Reading Lessons

Using our school jigsaw, I will consider what good readers do in the moment of reading and after reading, and these skills will be modelled and practised during my lessons. I will practise reading aloud to develop my fluency and prosody. I will read a range of fiction, non-fiction and poetry each term. My reading work will be recorded in my reading journal.

Independent Reading

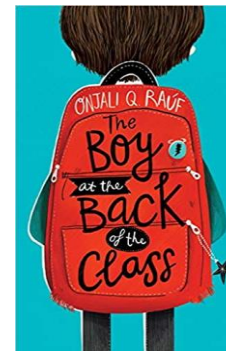
I will have a book linked to my reading level which I may read in school and at home. The reading level of my book is shown by the coloured dot at the back of the book. My reading level is assessed at school using a Benchmarking assessment and this will be checked throughout the year. My reading book should not be too tricky as this book is for me to read fluently and to understand what I have read so I can enjoy it. I may also select a book from the class or school library. I should record my independent reading in my school reading diary each week and show my teacher.

Our Class Poetry Books



Reading for Pleasure - Our Class Book

This is the book we will read and discuss in class each day. We will identify key vocabulary and learn to summarise the key information each time we read.



There used to be an empty chair at the back of my class, but now a new boy called Ahmet is sitting in it. He's nine years old (just like me), but he's very strange. He never talks and never smiles and doesn't like sweets - not even lemon sherbets, which are my favourite! But then I learned the truth: Ahmet really isn't very strange at all. He's a refugee who's run away from a War. A real one. With bombs and fires and bullies that hurt people. And the more I find out about him, the more I want to help. That's where my best friends Josie, Michael and Tom come in. Because you see, together we've come up with a plan. . .

Statutory Spelling Words for Year 3 and Year 4

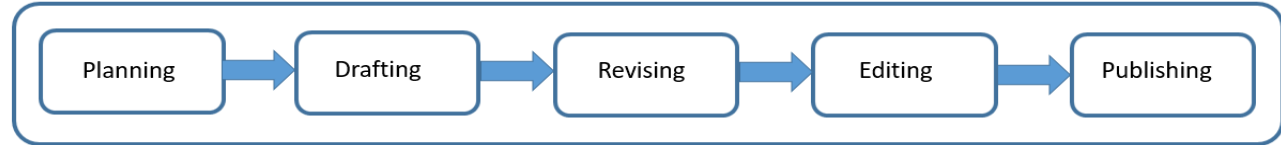
accident	business	eight	guide	medicine	possession	special
accidentally	calendar	enough	heard	mention	possible	straight
actual	caught	exercise	heart	minute	potatoes	
actual	centre	experience	height	natural	pressure	
actually	circle	experiment	history	naughty	probably	
address	complete	extreme	imagine	notice	promise	
answer	consider	famous	increase	occasion	purpose	
appear	continue	favourite	important	occasionally	quarter	
arrive	decide	February	interest	often	question	
believe	describe	forward	island	opposite	recent	
bicycle	different	forwards	knowledge	ordinary	regular	
breath	difficult	fruit	learn	particular	reign	
breathe	disappear	grammar	length	perhaps	remember	
build	early	group	library	position	sentence	
busy	earth	guard	material	possess	separate	



Year 4 English Writing



At Swallowdale, we follow a five-stage process for writing and in Y6 I will write for different purposes: to entertain, to inform, and to persuade.

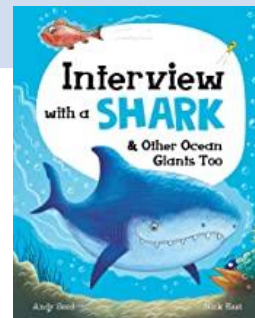


Content to be taught and applied in writing this year

Word	<ul style="list-style-type: none"> The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was)
Sentence	<ul style="list-style-type: none"> Noun phrases expanded by the addition of <ul style="list-style-type: none"> ➤ modifying adjectives ➤ nouns ➤ preposition phrases Fronted adverbials (e.g. Later that day,)
Text	<ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	<ul style="list-style-type: none"> Use of inverted commas and other punctuation to indicate direct speech Apostrophes to mark plural possession (e.g. the girls' names) Use of commas after fronted adverbials
Terminology	<ul style="list-style-type: none"> pronoun, antonym possessive adverbial

Spelling

I will use the Sounds and Syllables approach in my spelling lessons and when I am writing. I will also learn to read and spell the statutory words for LKS2.



What will I be writing?

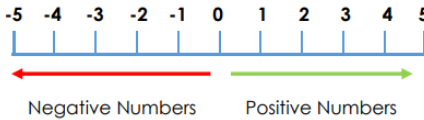
I will be writing a non-chronological report about sharks. I will be learning to construct sentences in different ways and use paragraphs to organise my writing. I will also learn the difference between plural and possessive.

Year 4 Mathematics - Autumn



I will recognise, read and write numbers to 10 000.

TH	H	T	O
4	8	2	5



Place Value

I can round numbers to the nearest 10, 100 and 1000.

Rounding to the nearest 10

To round a number to the nearest 10, you should look at the ones digit. If the ones digit is 5 or more, round up. If the ones digit is 4 or less, round down.

Rounding to the nearest 100

To round a number to the nearest 100, you should look at the tens digit. If the tens digit is 5 or more, round up. If the tens digit is 4 or less, round down.

Rounding to the nearest 1000

To round a number to the nearest 1000, you should look at the hundreds digit. If the hundreds digit is 5 or more, round up. If the hundreds digit is 4 or less, round down.

Addition and subtraction

I can mentally add and subtract a 4 digit number to tens, hundreds and thousands. I can use a formal written method to add and subtract numbers.

$$176 + 147 = 323$$

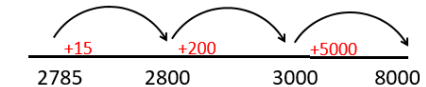
$$\begin{array}{r} 11 \\ + 147 \\ \hline \end{array}$$

$$147$$

$$+ 176$$

$$\hline 323$$

Find the difference by counting up $8000 - 2785 = 5215$

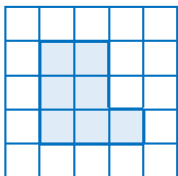


	0	1	3	12
	7	1	4	12
-		2	2	4
		9	1	8

Area

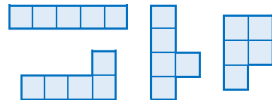
I can find the area of a rectilinear shape by counting squares. I can compare the area of shapes.

We can **count squares** to help us find the **area of rectilinear shapes**.

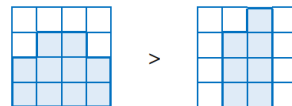
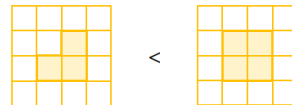
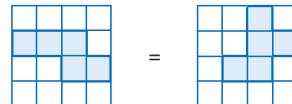


The area of the shape is 7 squares.

We can make a variety of shapes with an area of 5 squares. For example...



We can use the symbols $<$, $>$ and $=$ to **compare** the area of rectilinear shapes.



Multiplication facts

I will know the 2,3,4,5,6,7,8,9,10,11 and 12 times table facts.

Multiplication Tables

$1 \times 6 = 6$	$2 \times 6 = 12$	$3 \times 6 = 18$	$4 \times 6 = 24$	$5 \times 6 = 30$	$6 \times 6 = 36$
$7 \times 6 = 42$	$8 \times 6 = 48$	$9 \times 6 = 54$	$10 \times 6 = 60$	$11 \times 6 = 66$	$12 \times 6 = 72$
$1 \times 7 = 7$	$2 \times 7 = 14$	$3 \times 7 = 21$	$4 \times 7 = 28$	$5 \times 7 = 35$	$6 \times 7 = 42$
$7 \times 7 = 49$	$8 \times 7 = 56$	$9 \times 7 = 63$	$10 \times 7 = 70$	$11 \times 7 = 77$	$12 \times 7 = 84$
$1 \times 9 = 9$	$2 \times 9 = 18$	$3 \times 9 = 27$	$4 \times 9 = 36$	$5 \times 9 = 45$	$6 \times 9 = 54$
$7 \times 9 = 63$	$8 \times 9 = 72$	$9 \times 9 = 81$	$10 \times 9 = 90$	$11 \times 9 = 99$	$12 \times 9 = 108$
$1 \times 11 = 11$	$2 \times 11 = 22$	$3 \times 11 = 33$	$4 \times 11 = 44$	$5 \times 11 = 55$	$6 \times 11 = 66$
$7 \times 11 = 77$	$8 \times 11 = 88$	$9 \times 11 = 99$	$10 \times 11 = 110$	$11 \times 11 = 121$	$12 \times 11 = 132$
$1 \times 12 = 12$	$2 \times 12 = 24$	$3 \times 12 = 36$	$4 \times 12 = 48$	$5 \times 12 = 60$	$6 \times 12 = 72$
$7 \times 12 = 84$	$8 \times 12 = 96$	$9 \times 12 = 108$	$10 \times 12 = 120$	$11 \times 12 = 132$	$12 \times 12 = 144$



Year 4 History Knowledge Organiser: Roman Britain

Enquiry Question

How much of our lives today are influenced by the Romans who lived here 2,000 years ago?

Key Historical Threads

Settlement Invasion Empire Invention

Key Vocabulary

aqueduct: a manmade channel used for delivering water to towns

barbarian: A term used by the Romans to refer to people outside the Roman Empire. Someone who is not seen as civilised.

Boudicca: led an uprising against the occupying force of the Roman Empire

conquer: to overcome and take control of a place

emperor: the leader of an Empire

empire: a group of nations or peoples under one ruler or government

settlement: a place where people establish a community

rebellion: people joining together to fight against a certain group

Key Knowledge



- Roman Numerals
- Roman Baths
- Modern Plumbing and Sanitary Management
- Using Arches to Build Structures
- The Aqueducts: one of the Most Advanced Construction of Their Time
- Roman Roads
- Surgical Tools
- Military strategies



What should I already know?

- The Stone Age was when early humans used tools from stone. This is also known as pre-history.
- Villagers lived near rivers for food, water and farming. They were craftsmen and carved their own tools and methods of transportation such as boats.
- I know there are different sources to give us evidence about the past.

What will I know by the end of the unit?

- I will explore invading and settling, and why the Romans wanted to expand their empire to Britain
- I will use different sources to research about Roman Britain and what conclusions can be made from these.
- I will discover why The Roman empire was so successful.
- I will explore Boudicca's rebellion, who she was and the impact it had.
- I will investigate what inventions the Romans made that have influenced our lives today.

55 BCE



Julius Caesar first invades Britain but is forced to return home.

CE 1



Jesus is born.

CE 43



The Roman army lands in England under the rule of Claudius.

CE 61



Boudicca rebels against the Romans.

CE 410



Roman rule in Britain ends.

BCE	Before the common era
CE	Common era

Roman rule in Britain = nearly 400



Year 4 Jigsaw

Unit 2

Celebrating Difference

	I have already learnt to...	Now I will learn to...	Next I will learn to...
PSHE	Describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.	Tell you a time when my first impression of someone changed as I got to know them. Explain why bullying might be difficult to spot and what to do about it if I'm not sure.	Explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.
Social & Emotional	Tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.	Explain why it is good to accept myself and others for who we are.	Explain why racism and other forms of discrimination are unkind. Express how I feel about discriminatory behaviour.

The Jigsaw! Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Hello
I'm Jigsaw Jaz

I can answer these reflective questions...

How do we know if it is bullying or not?

Is it okay to judge someone on what they look like?

I will understand this vocabulary...	
assumption	Something that is accepted as true or as certain to happen without proof.
judgement	The ability to make considered decisions or come to a sensible conclusion.
opinion	A view or judgement formed about something, not necessarily based on fact or judgement.
attitude	A settled way of thinking or feeling about something.
bullying	Behaviour that is repeated, intended to hurt someone either physically or emotionally.
cyber bullying	The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
deliberate	Done consciously and intentionally.
witness	A person who sees an event. Typically a crime or incident take place.
bystander	A person who is present at an event or incident but does not take part.

Religious Education Knowledge Organiser

Year 4 - What does it mean to be a Hindu in Britain today?



By the end of this unit, I will be able to:

- Describe how Hindus show their faith within their communities in Britain
- Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean
- Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society

Dharma

In Hinduism, 'dharma' means duty, religion, virtue and morality. It is a central part of a Hindu's daily life. Hindus believe that there are right and wrong ways to behave so they must behave correctly, follow the moral law and take their duties seriously. For example, a pupil's dharma is to work hard at school and the dharma of the police is to protect others. At different times in a Hindu's life, their dharma will change.



Key Vocabulary

mandir: Hindu place of worship

Puja: a ritual in honour of the gods, performed either at home or in the mandir

bhajans: the singing of devotional songs and hymns

deities: the word in English often used for Hindu gods and goddesses. Deity means god.

murtis: the statues or images of the Hindu deities. Hindus believe that during worship, the spirit or presence of God comes into the murti.

diva lamp: a lamp with a flame, which is used during worship.

aarti: light, which removes darkness (ratri)

Diwali

Diwali is one of the most important Hindu festivals. In Leicester, Diwali is celebrated with lights along the Golden Mile for two weeks before Diwali day itself. The celebrations in Leicester are thought to be some of the largest outside of India. They often include fireworks, lots of food and a funfair.





What should I already know?

- how to create, save and edit work
- about information sharing and copyright rules
- how to evaluate work and make improvements

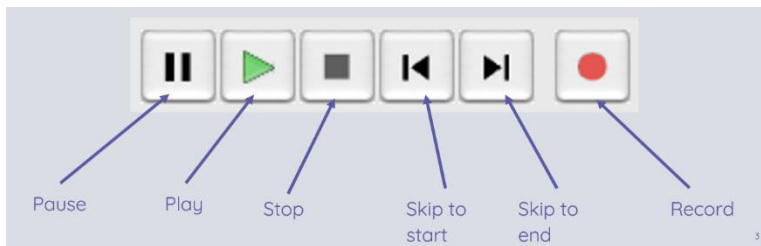
What will I learn?

- to examine devices capable of recording digital audio and identifying the input device (microphone) and output devices (speaker or headphones)
- to use Audacity to produce a podcast
- to give feedback to peers

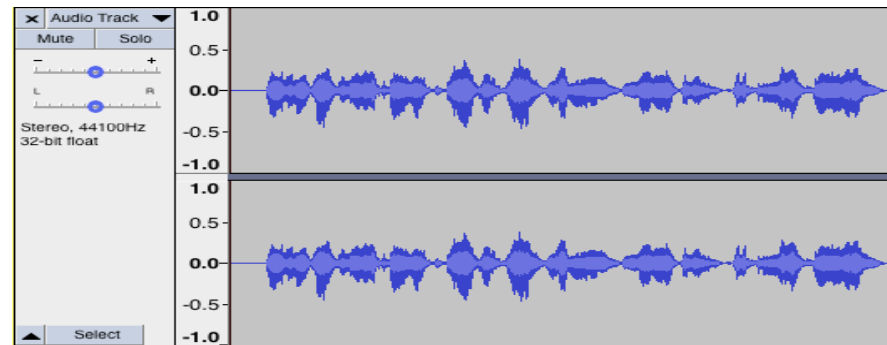
Key Vocabulary

audio	sound including music, sound effects and podcasts
podcast	an audio file that can be downloaded and listened to
input	information put into a computer
output	the output of a computer is the information that is displayed or heard
microphone	an input device that change sounds into electrical signals.

Recording sound using Audacity



Recorded sound in wave form

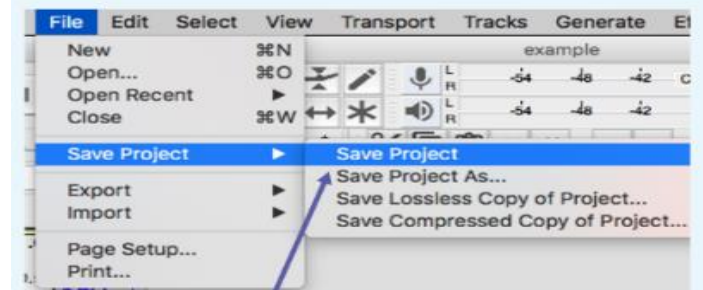


Recording new tracks

Diagram illustrating the steps to record a new track in Audacity:

1. Add a new track
2. Name the new track
3. Enter a suitable name (e.g. 'Topic 1')
4. Click into the new track's window to select it
5. Press **Record** to begin recording sound within the new track

Saving your work



Save Project overwrites your previous work and keeps the same file name



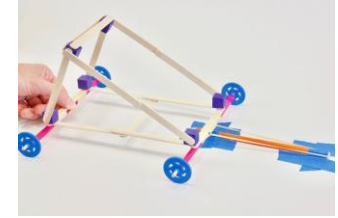
Year 4 Design and Technology Knowledge Organiser: Mechanisms



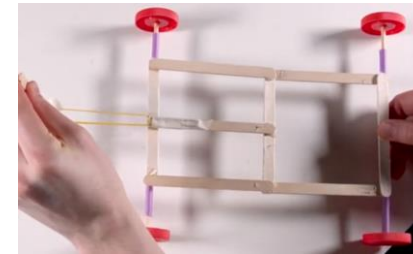
Key vocabulary

plan	decide what you are going to do
design	to make, draw or write plans for something
design criteria	a set of rules to help designers focus their ideas and test the success of them
evaluate	decide if something is good or bad, then think about how you could improve it
aesthetic	how an object or product looks
air resistance	the level of drag on an object as it is forced through the air
chassis	the body of a car
function	the purpose of an object (for example a chair needs to hold a person when sitting down); or how the product works (for example a torch needs to provide light in a dark space)
graphics	images which are designed to explain or advertise something
kinetic energy	the energy that causes an object to move
mechanism	the parts of an object that move together as part of a machine
net	a flat 2D shape, that can become a 3D shape once assembled
structure	something that has been made and put together that can usually stand on its own.
dowel	wood in the shape of a cylinder

Design, make and evaluate a slingshot car.



Your slingshot car will work by storing **kinetic energy** in the elastic band.



Skill to learn



using a glue gun

Key facts



front view



bird's-eye view



side view

Which vehicle has the least air resistance?





Knowledge Organiser Basketball Year 3 and Year 4

About this Unit

Basketball is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

Basketball was invented in 1891 by an American PE teacher called James Naismith. The game was created so that his students could play indoors in the winter. The first game of basketball used peach baskets as the hoops which is why it is known as basketball!



Invasion Games Key Principles	
attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession
move the ball towards goal	

Can you think of any other invasion games that share these principles?



Key Vocabulary

- accelerate:** speed up
- accurate:** successful in reaching the intended target
- accurately:** hit with aim
- attack:** the offensive action of trying to score goals or points
- communicate:** share information
- decision:** select an outcome
- deny:** to prevent an action happening
- gain:** get possession of the ball
- intercept:** to gain possession of the ball
- invasion:** a game of two teams who invade each other's space to score goals
- possession:** to have
- pressure:** to add challenge
- protect:** to look after
- receiver:** the person collecting or stopping the ball
- referee:** the person who makes sure the rules are followed
- teamwork:** working with others to succeed
- tournament:** a competition of more than two teams
- track:** to move your body to get in line with a ball that is coming towards you



Ladder Knowledge



Sending & receiving:

Year 3: point your hands to your target when throwing to help to send the ball accurately.

Year 4: cushioning a ball will help you to control it when catching it.

Dribbling:

Year 3: dribbling is an attacking skill which helps you to move towards a goal or away from defenders.

Year 4: protecting the ball when you dribble will help you to maintain possession.

Space:

Year 3: spreading out as a team will help to move the defenders away from each other.

Year 4: moving into space will help your team keep possession and score goals.

Attacking and defending:

Year 3: as an attacker you need to maintain possession and score goals. As a defender you need to stop the opposition and gain possession.

Attacking and defending:

Year 4: as an attacker shoot when close to goal or if there is a clear path. Pass when a teammate is free and in good space. As a defender mark a player to stop them from being an option. Try to intercept the ball as it is passed.

Movement Skills

- run
- jump
- throw
- catch
- dribble
- shoot

Social

This unit will also help you to develop other important skills.
working safely, collaboration, support and encourage others

Emotional

honesty, determination, perseverance

Thinking

exploration, identify areas of strength and areas for development, decision making, use tactics, reflection

Rules

- Double dribble:** dribbling the ball with two hands at the same time and / or dribbling the ball, catching it and then dribbling again.
- Travelling:** moving with the ball without dribbling it.
- Foul:** you cannot push, hold or make contact with an opponent that stops their movement.

If a rule is broken, the opposing team get a free pass.

Tactics

Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals.

Healthy Participation



- Make sure any unused equipment is stored in a safe place.

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



How will this unit help your body?

agility, 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



Body Parts

What you need: A ball

How to play:

- Explore dribbling the ball. Can you dribble it so that it bounces high? And low? Can you use one hand then the other?
- Keeping your ball bouncing all the time, can you touch the following body parts to the floor?
 - Hands
 - Knees
 - Bottom
 - Stomach
 - Back
 - Forehead

Top tips:

- Use soft, ball shaped hands and keep the ball close to you.



www.getset4education.co.uk

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



@getset4education136



Get Set 4
Education

Knowledge Organiser

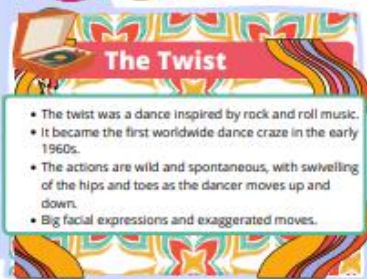
Dance Year 4

About this Unit

This unit is inspired by lots of different themes. Here are some that you may explore...



States of Matter				
	actions	dynamics	space	relationships
solid	kick, lunge, stamp, step, slide	strongly, heavily, robotically	same level, straight pathways	unison, side by side, in contact, matching
liquid	slide, wave, twist, ripple, extend	smoothly, fluidly, gently, gracefully	curved pathways, varied directions	some performers, in contact, canon
gas	spin, leap, roll, jump, kick	smoothly, gently, fluidly	varied directions, pathways, levels	random timing, not in contact, spaced



Key Vocabulary

action: the movement a performer uses e.g. travel, jump, kick
action and reaction: one movement has an effect on another movement e.g. push/pull, up/down, forward/backward
canon: when performers complete the same action one after the other
dynamics: how an action is performed e.g. quickly, slowly, gently
expression: actions or gestures used to share thoughts or feelings
flow: actions that move from one to another easily
formation: where performers are in the space in relation to others
match: to perform the same action as someone else
mirror: reflecting the movements of another person as if they are a reflection
order: the sequence of actions
performance: the complete sequence of actions
phrase: a short sequence of linked movements
relationship: the ways in which dancers interact; the connections between dancers
represent: to stand for something
rhythm: a strong, regular repeated pattern of movement
space: the 'where' of movement such as levels, directions, pathways, shapes
structure: the way in which a dance is ordered or organised
timing: moving to the beat of the music
unison: two or more people performing the same movement at the same time



Ladder Knowledge



Actions: Some actions are better suited to a certain character, mood or idea than others. Think carefully about the actions you choose to help you show your dance idea.

Dynamics: Some dynamics are better suited to a certain character, mood or idea than others. Think carefully about the dynamics you choose to help you show your dance idea.

Space: Space can be used to express a certain character, mood or idea.

Relationships: Some relationships are better suited to a certain character, mood or idea than others. Think carefully about the relationships you choose to help you show your dance idea.

Movement Skills

- actions
- dynamics
- space
- relationships

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

Social co-operation, communication, inclusion, collaboration

Emotional confidence, empathy, determination

Thinking observe and provide feedback, select and apply skills, creativity, comprehension

Strategies

Being aware of other performers in your group will help you to move in time. You can select from a range of dance techniques to help translate your dance idea such as actions, space, dynamics and relationships.

Healthy Participation



You should be bare foot for dance.

Ensure you always work in your own safe space when working independently.

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



How will this unit help your body?

balance, co-ordination, flexibility.

Home Learning

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

Family Fun Dance

How to play:

- Think of the typical gestures and movements some of your family members do all of the time.
- Decide on two or more typical movements for each person.
- Link these into a dance performance and add some music to your dance.
- Perform to your family.
- If you have a brother or sister, you could create the dance with them about your parents.

You could even use your pets for ideas.

www.getset4education.co.uk

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



@getset4education136

Knowledge Organiser - Unit 2 Year 4



Musical Spotlight: Exploring Feelings When You Play

Name:


Social Question: How Does Music Connect Us With Our Past?

Class:

Understanding Music

Tempo:	Andante — at a walking pace (97 bpm)
Time signature:	2/4 — there are two crotchet beats in a bar
Key signature:	F major — there is one flat in the key signature (♭)
Rhythmic patterns using:	Minims, dotted crotchets, crotchets, quavers and semiquavers


Improvise Together

Time signature:	4/4
Key signature:	C major
Notes:	C, D, E, G, A (C pentatonic) 

SONG 1
Looking In The Mirror
Style: Pop

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: C major — there are no flats or sharps in the key signature



Circle the part you played:


Part 1: C, D, E, G
Part 2: C, D, E, G
(Recorder): E, F, G
Part 3: C, D, E, G
(Recorder): E, F, G
Part 4: C
(Recorder): G

Circle the notes you improvised with:
C, D, E, G, A

SONG 2
Take Time In Life
Style: Folk

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: G major — there is one sharp in the key signature



Circle the part you played:


Part 1: G, A, B, C, F#
Part 2: G, A, B, C, F#
Part 3: G, A, B, C, F#
(Recorder): G, A, B, C
Part 4: G
(Recorder): G, A

Circle the notes you composed with:
G, A, B, C, D, E, F#

SONG 3
Scarborough Fair
Style: Folk

Time signature: 3/4 — there are three crotchet beats in a bar

Key signature: C minor — there are three flats in the key signature



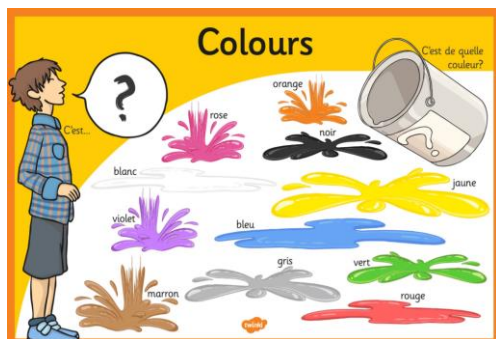
Discuss together what this song was about. Write down three words about the song:



Prior Learning

I will already know:

- how to use C'est and Ce Sont
- how to use il y a
- the colours in French



Grammar

- J'ai- I have
- Tu as- You have
- Je suis- I am

Key Vocabulary

Et	and
la jambe	leg
le doigt	finger
le pouce	thumb
les dents	teeth
petit	small
grand	big
<i>marron</i>	brown
<i>gris</i>	grey
<i>blanc</i>	white
<i>noir</i>	black

Key Learning

I will:

- name most of the body parts in French
- use my knowledge of numbers and colours to describe myself and others

Les parties du corps

