



The Ancient Maya				
Value		Kind		
No Outsiders		Red: A crayon's story		
Educational Visits and Enrichment Experiences		Maya Day		
Subject	Week	National Curriculum Objective	Knowledge	Skills
English	1 2 3 Mystery/Porta l Story	<p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas.</p> <p>Draft and write by: Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). Organising paragraphs around a theme. In narratives, creating settings, characters and plot. In non-narrative material, using simple organisational devices [for example, headings and sub-headings].</p> <p>Evaluate and edit by: Assessing the effectiveness of their own and others' writing and suggesting improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials.</p> <p>Indicate grammatical and other features by: Indicating possession by using the possessive apostrophe with plural nouns. Using and punctuating direct speech.</p>	<p>To know what an adjective is and how it is included in an expanded noun phrase. To know what a fronted adverbial is. To know how to describe settings and characters. To begin to know what inverted commas are and how to use them. To know how to begin to plan their writing. To know how to plan in paragraphs. To know what a dictionary is and how to use it. To know what a thesaurus is and how to use it. To begin to identify different conjunctions and how they can be used. To know how to use the possessive apostrophe for plural nouns.</p>	<p>To use adjectives to describe.  To begin to use expanded noun phrases.  To use fronted adverbials.  To begin to use speech punctuation correctly.  Discuss writing similar to that which they are planning.  To begin to use different conjunctions for cause (because, so, before, after).  To begin to use the possessive apostrophe for plural nouns. To begin to plan their writing efficiently with appropriate detail. To organise paragraphs around a theme. Begin to assess the effectiveness of their own and other's writing and suggest improvements. Use a thesaurus effectively. Begin to propose changes to grammar and vocabulary which would improve their work. Begin to proofread for spelling and punctuation errors.</p>

## Half Termly Planning

Year 4 – Summer I 2023 - 2024

	4 Descriptive Poetry	<p>Plan their writing by:</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discussing and recording ideas.</p> <p>Draft and write by:</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</p> <p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Using fronted adverbials.</p>	<p>To know what an adjective is and how it is included in an expanded noun phrase.</p> <p>To know what alliteration is.</p> <p>To begin to know what a simile is and how to use it.</p> <p>To know how to begin to plan their writing.</p>	<p>To begin to use similes.</p> <p>To use alliteration.</p> <p>To use adjectives to describe.</p> <p>To begin to use expanded noun phrases.</p> <p>To begin to plan their writing efficiently with appropriate detail.</p>
	5.6 Non-Fiction Instructions  Writing Week	<p>To discuss words and phrases that capture the reader's interest and imagination.</p> <p>To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To identifying how language, structure, and presentation contribute to meaning.</p> <p>To be able to use conjunctions, adverbs and prepositions to express time and cause.</p> <p>To plan their writing by discussing and recording ideas.</p> <p>To draft and write.</p>	<p>To know a varied and rich vocabulary.</p> <p>To know how to use paragraphs to sequence more extended narrative structures.</p> <p>To know how to use expanded noun phrases.</p> <p>To know how to use fronted adverbials to vary sentence structure.</p> <p>To know how to use commas after fronted adverbials.</p> <p>To know the standard English forms for verb inflections.</p> <p>To understand how to use plural and possessive s correctly</p> <p>To use inverted commas and other speech punctuation</p>	<p>To use a varied and rich vocabulary</p> <p>To use paragraphs to sequence more extended narrative structures</p> <p>To use expanded noun phrases</p> <p>To use fronted adverbials to vary sentence structure.</p> <p>To use commas after fronted adverbials</p> <p>To use standard English forms for verb inflections.</p> <p>To use plural and possessive s correctly</p> <p>To use inverted commas and other speech punctuation.</p>
SPaG / Phonics	1	Spell words that are often misspelt.	Know different strategies to help spell words from the year 3/ 4 spelling list.	To use different strategies to spell words from the year 3/ 4 spelling list.
	2	Spell words that are often misspelt.	Know different strategies to help spell words from the year 3/ 4 spelling list.	To use different strategies to spell words from the year 3/ 4 spelling list.
	3	Spell words that are often misspelt.	Know different strategies to help spell words from the year 3/ 4 spelling list.	To use different strategies to spell words from the year 3/ 4 spelling list.

## Half Termly Planning

Year 4 – Summer I 2023 - 2024

	4	Spell words that are often misspelt.	Know different strategies to help spell words from the year 3/ 4 spelling list.	To use different strategies to spell words from the year 3/ 4 spelling list.
	5	Words with the /j/ sound spelt ch (mostly French in origin)	To know how to spell /sh/ sound  spelled 'ch'	To correctly spell words like 'niche' where the 'sh' sound is spelt like 'ch'.
	6	Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que (French in origin)	To know how to spell words with –gue endings.	To correctly spell words with –gue endings.
Guided Reading	Weekly	<p>To apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.</p> <p>To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>To develop positive attitudes to reading and understanding of what they read.</p> <p>To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To read books that are structured in different ways and read for a range of purposes.</p> <p>To use dictionaries to check the meaning of words that they have read.</p> <p>To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>To discuss words and phrases that capture the reader's interest and imagination.</p> <p>To recognise some different forms of poetry [for example, free verse, narrative poetry].</p> <p>To understand what they read, in books they can read independently.</p> <p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To ask questions to improve their understanding of a text.</p> <p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>To predict what might happen from details stated and implied.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p> <p>To identify how language, structure, and presentation contribute to meaning.</p>	<ul style="list-style-type: none"> <li>• 2a give / explain the meaning of words in context</li> <li>• 2b retrieve and record information / identify key details from fiction and non-fiction</li> <li>• 2c summarise main ideas from more than one paragraph</li> <li>• 2d make inferences from the text / explain and justify inferences with evidence from the text</li> <li>• 2e predict what might happen from details stated and implied</li> <li>• 2f identify / explain how information / narrative content is related and contributes to meaning as a whole</li> <li>• 2g identify / explain how meaning is enhanced through choice of words and phrases</li> <li>• 2h make comparisons within the text</li> </ul> <p>CD: A, B, C, D, E</p> <p>GR: Every other week will focus with other CD (Retrieval/ inference)</p> <p>WCR/ Follow up: Other CD</p> <p>**See additional planning.</p>	

## Half Termly Planning

Year 4 – Summer I 2023 - 2024

		<p>To retrieve and record information from non-fiction.</p> <p>To participate in discussions about both books that are read to them and those they can read for themselves, take turns and listen to what others say.</p>		
Maths	<p>1 2 Decimals</p>	<p>To find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</p> <p>To round decimals with one decimal place to the nearest whole number.</p> <p>To compare numbers with the same number of decimal places up to two decimal places.</p> <p>To solve simple measure and money problems involving fractions and decimals to two decimal places.</p>	<p>To know how to divide a 1 or 2-digit number by 10 and 100.</p> <p>To know how to make a whole from any given number of tenths and hundredths.</p> <p>Know how to compare numbers with the same number of decimal places up to two decimal places.</p> <p>Know how to order numbers with the same number of decimal places up to two decimal places.</p> <p>Know how to round decimals with one decimal place to the nearest whole number.</p> <p>Recognise decimal equivalents to <math>\frac{1}{4}</math> <math>\frac{1}{2}</math> and <math>\frac{3}{4}</math>.</p>	<p>To divide a 1 or 2-digit number by 10 and 100.</p> <p>Make a whole from any number of tenths or and hundredths.</p> <p>Compare numbers with the same number of decimal places up to two decimal places.</p> <p>Order numbers with the same number of decimal places up to two decimal places.</p> <p>Round decimals with one decimal place to the nearest whole number.</p> <p>Write decimal equivalents to <math>\frac{1}{4}</math> <math>\frac{1}{2}</math> and <math>\frac{3}{4}</math>.</p> <p>Solve problems involving decimals.</p>
	<p>3 4 Money</p>	<p>To estimate, compare and calculate different measures, including money in pounds and pence.</p> <p>To solve simple measure and money problems involving fractions and decimals to two decimal places.</p>	<p>Know how many pence are in one pound.</p> <p>Know how to order amounts of money.</p> <p>Know how to round amounts of money.</p> <p>Know how to estimate, compare and calculate different measures, including money in pounds and pence.</p>	<p>Order amounts of money.</p> <p>Round amounts of money.</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence.</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p>
	<p>5 6 Time</p>	<p>To estimate, compare and calculate different measures, including money in pounds and pence.</p> <p>To convert between different units of measure</p> <p>To solve simple measure and money problems involving fractions and decimals to two decimal places</p>	<p>Know how many seconds are in a minute, how many minutes in an hour, how many hours in a day, how many days in a week, how many weeks in a month and how many months in a year.</p> <p>Know how to convert from hours to minutes; minutes to seconds; years to months; weeks to days.</p> <p>Know how to read, write and convert time between analogue and digital 12- and 24-hour clocks.</p>	<p>Convert between different units of time.</p> <p>Read, write and convert time between analogue and digital 12- and 24-hour clocks.</p> <p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p>
Science	<p>1-3 Living Things and their Habitats</p>	<p><b>Living Things and their Habitats</b></p> <p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p>	<p>To know how to use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p>	<p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p>
			<p>To know how to use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p>	<p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p>
	<p>4 – 6 States of Matter</p>		<p>To describe a food chain in detail.</p> <p>To interpret and construct food chains.</p>	<p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p>

## Half Termly Planning

Year 4 – Summer I 2023 - 2024

		<b>States of Matter</b> Compare and group materials together, according to whether they are solids, liquids or gases.	To know whether materials are solids, liquids or gases.	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.  Identifying differences, similarities or changes related to simple scientific ideas and processes.
		Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	To know that some materials change state when they are heated or cooled.	Setting up simple practical enquiries, comparative and fair tests.  Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.  Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.  Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.  Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.  Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.  Using straightforward scientific evidence to answer questions or to support their findings.
RE Hinduism	1		Explain how a Hindu may view God	I can make links between the beliefs of different religious groups.
	2		Explain how a Hindu may view God	I can describe and compare practises and experiences that are involved in belonging to different religious groups.
	3		Retell some Hindu stories and explain their significance for a Hindu.	I can explain religious beliefs using a range of religious vocabulary used by believers and suggest what they mean.
	4		Retell some Hindu stories and explain their significance for a Hindu	I can discuss moral decisions I and other people make. I can suggest what might happen as a result of different decisions, including those made with
	5		Analyse a Hindu's journey of life and significant events along	

## Half Termly Planning

Year 4 – Summer I 2023 - 2024

			the way	reference to religious beliefs / values.
	6		Analyse a Hindu's journey of life and significant events along the way	
PE	1	<b>Rounders and Netball</b>	<b>Rounders</b>	<b>Rounders</b>
	2	To use running, jumping, throwing and catching in isolation and in combination.	To understand the rules of rounders.	I can show confidence in using ball skills in various ways, and can link these together. e.g. throwing, bouncing, catching.
	3		To be able to work as a team.	I can use skills with co-ordination, control and fluency
	4			I can use running, jumping, throwing and catching in isolation and combination.
	5	To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	<b>Netball</b>	I can take part in competitive games with a strong understanding of tactics and composition
	6	Take part in outdoor and adventurous activity challenges both individually and within a team.	Pupils will be able to apply a secure understanding of passing, moving and shooting in order to score points against another team. Pupils will demonstrate a growing understanding of the difference between attack and defence by making effective decisions and creating simple tactics. Pupils will develop life skills such as trust and cooperation as they collaborate with others and apply the rules of the game. Pupils will continue to develop and apply life skills such as resilience and self-motivation as they strive to improve their own performance and understanding.	I can apply basic skills for attacking and defending. I can create my own games using knowledge and skills. I can work well in a group to develop various games. I can compare and comment on skills to support creation of new games. I can make suggestions as to what resources can be used to differentiate a game.
Geography and History	1	A non – European society that provides contrasts with British history – one study chosen from: early Islamic civilization, Mayan civilization or Benin.	Mayan Workshop to understand different aspects of the Maya Civilisation.	Place events from period studied on time line
	2		To know when and where the Mayan civilization settled To understand BC and AD	Use terms related to the period and begin to date events
	3		To understand the social structure of the Mayan society To know what Mayan people wore	Use evidence to reconstruct life in time studied
	4		To know some features of Mayan education To recall some of the Mayan number system To recall some of the Mayan alphabet	Explain how events in the past have influenced current events
	5 (DT)		To know what the Mayan civilization produced and ate	Offer a reasonable explanation for some events
	5/6		To name some of the Mayan Gods and their significance To understand that the Mayans believed in Gods and the afterlife.	Summarise the evidence available Evaluate the usefulness of different sources Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions

## Half Termly Planning

Year 4 – Summer I 2023 - 2024

Art and Design (1 full afternoon fortnightly)	2	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>- to create sketch books to record their observations and use them to review and revisit ideas</li> <li>- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history</li> </ul>	<p>Clay –</p> <p>To name a wider range of tools I can use.</p> <p>To demonstrate how to construct a structure in linear or soft media before then covering the surface to make a form</p> <p>To know how to build in clay a functional form using two/three building techniques and some surface decoration</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> <p>Clay –</p> <p>Make informed choices about the 3D technique chosen.</p> <p>Show an understanding of shape, space and form.</p> <p>Plan, design, make and adapt models.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed.</p>
	4			
	6			
Design Technology	Day 1	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>To be able to generate ideas and write the purposes for my designs</p> <p>To know that making labelled drawings from different views, sharing specific features and details are part of the planning process</p> <p>To know how to plan how to make the item of clothing using equipment and process details</p> <p>To have an awareness of alternative methods</p> <p>To know how to evaluate products and identify criteria</p>	<p>Select appropriate tools and techniques for making their product</p> <p>Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</p> <p>Join and combine materials and components accurately in temporary and permanent ways</p> <p>Measure, tape or pin, cut and join fabric with some accuracy.</p>

## Half Termly Planning

Year 4 – Summer I 2023 - 2024

	Day 2	<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p>	<p>that can be used for own design</p> <p>To know the appropriate tools and techniques to make my product</p> <p>To know how to measure, mark out, cut and shape a range of materials, tools and a range of techniques</p> <p>To know how to join and combine materials in temporary and permanent ways</p> <p>To name a range stitches in my product</p> <p>To know how to evaluate my product against a design criteria</p> <p>To know how to evaluate during and at the end</p> <p>To know how to plan and carry out appropriate tests to evaluate my product</p>	<p>Evaluate their work both during and at the end of the assignment</p> <p>Evaluate their products carrying out appropriate tests</p>
PSHE I Decision Working World	1	Working World – Chores at Home	To know where the money comes from to pay for all of the services that keep us healthy, safe and educated. To know what Tax and VAT is. Be able to identify ways in which we can help those who look after us.	Explain the difference between Tax and VAT.
	2			
	3			
	4	Growing and Changing- Relationships	Know that relationships change as we grow. To know that relationships can be healthy and unhealthy. To know strategies for asking for help if needed.	Be able to identify how relationships can be healthy and unhealthy. To use strategies for asking for help if needed.
	5			
	6			
Music Expression and Improvisation	1	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes .</p> <p>Use and understand staff and other musical notations.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory .</p> <p>Appreciate and understand a wide range of high-quality recorded music drawn from different traditions and from great composers and musicians.</p>	<p>To understand some formal, written notation which includes crotchets, minims and paired quavers and their equivalent rests on a stave.</p> <p>To understand simple time signatures.</p> <p>To know what legato, staccato, piano and forte mean.</p>	<p>To copy increasingly challenging rhythms using body percussion and untuned instruments.</p> <p>To perform with an understanding of simple time signatures</p> <p>To sing songs that have different simple time signatures</p> <p>To use an instrument to improvise on a limited range of notes.</p> <p>To improvise, demonstrating use of articulation (legato/staccato) and dynamics (piano/forte)</p> <p>To improvise within a major scale, using one to five notes.</p>
	2			
	3			
	4			
	5			
	6			
Computing Animation and Effective Searching	1	<p><b>Animation</b></p> <p>To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,</p>	<p><b>Animation</b></p> <p>To know coding vocabulary.</p> <p>To know what decomposition and abstraction are in computer science.</p>	<p><b>Animation</b></p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating</p>
	2			
	3			



## Half Termly Planning

Year 4 – Summer I 2023 - 2024

		evaluating and presenting data and information.		physical systems; solve problems by decomposing them into smaller parts. Design and write programs that accomplish specific goals. Debug programs Solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Create algorithms that involve sequence, selection and repetition. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Using logical reasoning explain how some simple algorithms work. Detect and correct errors in algorithms and programs.
	4	<b>Effective Searching</b> To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	<b>Effective Searching</b> To recall how to use search effectively to find out information. To know how to assess whether an information source is true and reliable.	<b>Effective Searching</b> Explain how credible a webpage is and the information it contains. Explain how to search effectively.
	5			
MFL	1	To engage in conversations; ask and answer questions; express opinions and respond to those of others	To recap on language learned so far including the verb <b>aimer</b> and vocabulary for animals	Pupils manipulate language by changing a single element in a sentence.
	2	Pupils read carefully and show understanding of words, phrases and simple writing	To recap on how to express our preferences – saying if we like or dislike certain animals	S: Pupils express simple opinions.
	3	Pupils engage in conversations; ask and answer questions	To recap on how to express our preferences – saying if we like or dislike certain animals	R: Pupils understand and use negative statements.
	4	Pupils listen attentively to spoken language and show understanding by joining in and responding	To learn some vocabulary for sports To express if we like or dislike certain sports	W: Pupils remember simple structures and apply in new contexts.
	5	Pupils broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	To revise vocabulary for sports and to continue to express our preferences	W: Pupils begin to join simple sentences using <i>et/mais</i> .
	6	To engage in conversations; ask and answer questions; express opinions and respond to those of others	To use “et” and “mais” ( <b>and</b> and <b>but</b> ) to express preferences about animals and sports	Pupils understand and use statements.