



Year 4 Cross Curricular Yearly Plan



Writing genres to be included across all aspects of work: Retell, Roman Myths; Newspaper Reports; Persuasive arguments; Diaries; Formal letters, Narratives; poetry; Explanation texts.

Texts studied: Romulus and Remus: Twin boys who founded Rome; Ice Palace; Varjak Paw; The Miraculous Journey of Edward Tulane; The Pebble in My Pocket; Fishing (poem); Charlotte's Web.

Topic Headings	Science	Computing	History	Geography	R.E.	Art & Design	D.T.	Music	P.E.	RSE/HE/PHMW/PSHE	MFL - French
Autumn 1 Romans H/A AF	<p>Sound Identify how sounds are made & know that this often involves something vibrating.</p> <p>Report orally/in writing on findings from an enquiry. Understand that vibrations from sounds travel through a medium to the ear.</p> <p>Set up a simple practical enquiry & ensure it is a fair test. Find a pattern between the pitch of a sound & features of the object that produced it.</p> <p>Make predictions using new scientific knowledge I have gained. Find out how the length, thickness & tightness of a string affects its pitch.</p> <p>Record findings using simple scientific language. Find the pattern between the volume of a sound & the strength of the vibrations that produced it & explain this.</p> <p>Identify differences/similarities/changes related to the volume of sounds. Recognise that sounds get fainter as the distance for the sound source increases.</p> <p>Gather, record & present data in a variety of ways to help in answering questions.</p>	<p>4.1 We are software developers (developing a simple educational game)</p>	<p>The Roman Empire and its impact on Britain. Know who the Romans are and what they did for us. Describe key people in Roman times e.g. Boudica, Julius Caesar, Emperor Claudius and explain who they were and what they did.</p> <p>Know what the Roman Empire was and understand the structure of the army. Know why Hadrian's Wall was built. Explain why the Romans invaded and settled in Britain, and describe some of the changes they made e.g. Hadrian's wall, Roman baths and roads etc.</p> <p>Possible trips: Museum of London- Hands on Romans The British Museum – Ancient Britain OR Ancient Rome Chertsey Museum – The Romans</p>		<p>Who is Jesus? Name some good characteristics of what a good shepherd and a vine are and give some ideas as to why Jesus may have referred himself as to being like these.</p> <p>Create my own 'I am..' statement for Jesus based on my knowledge, understanding and possibly personal feelings and beliefs about him.</p>	<p>Look at and discuss the colours patterns the Romans used to create mosaics. Design a tile based on Ancient Roman mosaics using coloured paper. Create mosaics based on Roman designs using glass tiles and clay.</p>		<p>Wandsworth Music</p> <p>Take part in Wandsworth Schools Singing project that is happening in schools across the borough. Focus on songs with different themes and genres.</p> <p>Learn how to lead choirs as well as sing in harmony. Learn how to read the music and their part of the stave. Perform in a concert at the end of the term.</p> <p>Sing confidently as a group.</p> <p>Sing in parts/harmony. Read music from the Stave. Learn 6 songs for mass performance. Follow signals of the conductor.</p>	<p>Multi-skills (Chelsea)</p> <p>Judge distance and timing. Use footwork and placement. Throw underarm. Throw underarm and catch. Develop striding skills.</p> <p>Swimming (Teacher)</p> <p>Back up unit Dance - Romans</p>	<p>PSHE: Rules Devise a class charter. Understand how laws are made.</p> <p>Bullying Know the importance of a witness.</p> <p>RSE: Changing adolescent body – physical changes (HE/PH&MW) Understand what puberty is and begin to look at changes to the body that occur. Know the importance of personal hygiene particularly with its link to puberty.</p>	

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Autumn 2 Journeys Sc/G AF	<p>States of Matter Compare and group materials together according to whether they are solids, liquids or gases.</p> <p>Ask relevant questions, using different types of scientific enquiries to answer them.</p> <p>Set up simple practical enquiries.</p> <p>Report on findings from enquiries, including oral explanations.</p> <p>Identify and explore the properties of gases.</p> <p>Set up simple practical enquiries, comparative and fair tests</p> <p>Understand that materials change state when they are heated or cooled.</p> <p>I can make predictions for new values, suggest improvements and raise further questions. I can make systematic and careful observations of states changing.</p> <p>Research the temperature in degrees Celsius at which materials change state.</p> <p>Gather, record, classify and present data in a bar chart to help in answering questions.</p> <p>Understand the process of evaporation and condensation.</p> <p>Make systematic and careful observations. I can use scientific evidence to answer questions or to support my findings.</p> <p>Understand that water is constantly travelling in a cycle and I can identify the part that evaporation and condensation play in it.</p> <p>Make systematic and careful observations.</p> <p>Possible Visitors: The Science Museum Outreach Service – Slime Time (they come to school)</p>	<p>4.2 We are toy designers (prototyping an interactive toy)</p>		<p>A study of the wider UK. Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (rivers, mountains, coasts and hills) and land use patterns and understand how some of these aspects have changed over time.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate the UK and its counties physical features and describe features studied.</p> <p>Ask and respond to questions and offer their own ideas.</p> <p>Analyse evidence, draw conclusions and make comparisons between the main cities of the UK in relation to their physical and human features and or from photos and pictures.</p> <p>Use 4 compass points well.</p> <p>Begin to use 8 compass points.</p> <p>Use letter/number co-ordinates to locate features on a map.</p> <p>Make a scale drawing on squared paper of a house made from geometric shapes.</p> <p>Begin to recognise symbols on an OS map.</p> <p>Know why a key is needed on a map.</p> <p>Locate places on a large scale map.</p> <p>Identify significant places and environments on maps</p> <p>Possible trip: Museum of London Docklands – The River Thames, trade through time</p>	<p>Why is Remembrance important? Use religious words to describe some of the ways in which people show their beliefs about Remembrance. Link things that are important to me and other people about remembering with the way I think and behave.</p> <p>Is peace the most important message at Christmas? Make a connection between the Christmas story and the Christmas values of joy, peace, happiness and sharing.</p> <p>Explore the question of: ‘how is peace a gift?’ in reference to Jesus being the light of the world and the Prince of Peace.</p>	<p>Discuss and investigate different artworks using collage with mixed media. Mixed media winter pictures. Make effective use of materials to create texture, line, shape, colour and form (pastels, paint, chalk, cotton wool, glitter, foil).</p> <p>Look at the paintings of David Hockney landscapes, discuss how the paintings take you on a journey with the pathways he creates within them. Discuss the fact that as the roads and pathways get further away from view point the more narrow they become. Understand this is known as perspective. Create own artworks of landscapes that take you on a journey using perspective. Compare David Hockney landscapes with other landscape artists. Express an opinion on the work of David Hockney referring to the techniques and effects he creates.</p>		<p>Christmas Production</p> <p>Wandsworth Music Take part in Wandsworth Schools Singing project that is happening in schools across the borough. Focus on songs with different themes and genres. Learn how to lead choirs as well as sing in harmony. Learn how to read the music and their part of the stave. Perform in a concert at the end of the term.</p> <p>Sing confidently as a group. Sing in parts/harmony. Read music from the Stave. Learn 6 songs for mass performance. Follow signals of the conductor.</p>	<p>Netball (Chelsea) Demonstrate how to chest pass and develop catching skills. Demonstrate and use different passing techniques (bounce and overhead). Demonstrate the footwork rule and how to pivot. Demonstrate how to dodge and mark opponent. Demonstrate the correct shooting techniques and the importance of using space. Understand the different positions in netball to play a game.</p> <p>Swimming (Teacher) Back up unit Gym - Movement</p>	<p>Respectful relationships Understand the meaning of peer pressure and know there are different types of peer pressure. Know that you can resist peer pressure and recognise when a friendship is making them unhappy or uncomfortable. Know how to be assertive in order to avoid negative peer pressure.</p> <p>Caring friendships Know who to trust and how to manage situations and how to seek help.</p> <p>PSHE: Financial Education – Consider saving, spending and budgeting in known contexts. Understand that individuals and families may need or choose to spend their money in different ways. Consider savings, spending and budgeting in known contexts. Begin to understand risk in relation to finances. Know that you can plan for future spending and how to save. Know that making comparisons between costs, is important in managing your money</p>	

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<p>Spring 1</p> <p>Ancient Civilisations</p> <p>H/DT AF</p>		<p>4.3 We are musicians (producing digital music)</p>	<p>The achievements of earliest civilisation – Ancient Sumer. Know when and where the Ancient Sumerian civilization first appeared. Learn about the Ancient Sumer city states and what it was like to live in one. Describe the characteristics of a city, the home and lives of the people who live in them. Understand how and why the Ancient Sumerian people made an impact on the world with their inventions and technologies. Know that the first types of writing called Cuneiform began in Ancient Sumer. Learn about the religious beliefs of the people of Ancient Sumer. Say what the Ancient Sumerian lives were like from looking at artefacts they left behind. Investigate Ancient Sumerian farming techniques and methods.</p> <p>Possible trip: The British Museum – Mesopotamia (room 56)</p>		<p>What do the Miracles of Jesus teach? Say what the lesson from a chosen miracle studied is and how it might impact a Christian's life. Give an example of a tough situation somebody may face in their life and say how the lessons learned from the Calming of the Storm Miracle might help a Christian in these situations.</p>		<p>Research patterns used on the tiles of the squares from the ancient board game: The Royal Game of Ur. Produce design criteria, as a class, needed to make the tile. Design own clay tile in the style of one of the squares from the ancient board game: The Royal Game of Ur. Produce an annotated sketch in the ordered plan of activities needed to be carried out and explain it to others and say how realistic the plan is. Make a clay tile in the style of one of the squares from the ancient board game: The Royal Game of Ur. Explain how their one tile will work with the others tiles made to form the board game. Work through the plan in order adjusting it if necessary. Measure carefully, mark out, cut and shape materials with some accuracy using wire clay cutter. Apply a varnish as a finishing technique and a strengthening technique and discuss its advantage in this product. Select suitable clay tools to shape the clay to get the desired effect. Evaluate the tile produced against the design criteria and show the design meets the range of requirements and is fit for purpose. Explain alterations that were made to the planned order. Design and Make a clay counter based of research of original counters from the ancient board game: The Royal Game of Ur.</p> <p>Discuss how Ancient Sumerians would have used levers to move materials to build cities.</p>	<p>Wandsworth Music Start to learn the ukulele. Learn about chords and using the instrument to accompany their singing. Develop in ensemble playing. Learn to play songs in different parts and sections.</p> <p>Sing a range of unison songs of varying styles and structures with a pitch range of at least do–so, tunefully and with expression and dynamic contrast. Sing rounds and partner songs indifferent time signatures (2, 3 and 4 time). Demonstrate technical facility in the basic skills of ukulele performance. Perform major chords (C, F, and G). Identify key parts of the instrument including tuning pegs, string names/pitches, body, fret board and frets. Define what a chord is and perform examples on pitched instruments (ukulele). Perform simple, chordal accompaniments to familiar songs. Perform a steady beat with others, changing the speed of the beat as the tempo of the music changes. Improvise on a limited range of pitches. Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation.</p>	<p>Football (Chelsea) Keep control of ball while travelling. Accurately pass a football. Pass the ball whilst moving. Understand how to defend in football. Use attacking skills in a game situation. Competitive football games .</p> <p>Gym – Shape & Balance Ancient Egypt (Teacher) Create shapes and 3 and 4 point balances to represent icons from Ancient Egypt. Work with a partner to create hieroglyphic shapes within a gymnastics routine. Use shape, movement and balance to create an Ancient Egyptian festival or funeral routine. Use shape, movement and balance to create a gymnastics showcase based on Ancient Egypt.</p>	<p>Bullying: Understand how it can make you feel to be a witness or a target of bullying.</p> <p>HE/PH&MW: Drugs, alcohol and tobacco Understand how drugs can be categorised into legal and illegal. Understand why alcohol and nicotine are drugs. Know the legal limits around alcohol and nicotine. Understand why people choose to drink alcohol or smoke nicotine. Understand the laws associated around nicotine and alcohol. Understand how to be safe around alcohol and smoking</p>	<p>Getting to know you Hello - Greet people in different way. What's your name? - Exchange names in French. How are you? - Discuss how I am feeling. Goodbye - Choose appropriate phrases for the situation. No. 0-10 - Recognise and repeat sounds and words accurately. Use songs to support my learning. How old are you? - Apply my knowledge to make sentences. Listen and respond to someone's question.</p>

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<p>Spring 2</p> <p>On the Move</p> <p>Sc/G AF</p>	<p>Electricity Identify and sort common appliances that run on electricity. Classify and present data in a variety of ways. Construct a simple electrical circuit, identifying and naming its basic parts including: cells, wires, bulbs, buzzer and motor. Record findings using simple scientific language, drawings, labelled diagrams and keys. Identify whether or not a lamp will light in a simple series circuit. Report on finding from enquiries using oral explanations to draw conclusions. Recognise some common conductors and insulators and associate metals with being good conductors. Set up a simple practical enquiry and record my findings using a table. Recognise some common conductors and insulators and associate metals with being good conductors. Set up a simple practical enquiry and record my findings using a table. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Use results to draw simple conclusions and suggest improvements. Recall what I know about electricity.</p> <p>Possible trip: Science Museum – Wonderlab Electricity</p>	<p>4.4 We are HTML editors (editing and writing HTML)</p>		<p>Describe and understand key aspects of the water cycle. Describe and understand key aspects of rivers and the distribution of water. Collect and record evidence in relation to water and the water cycle (rainfall).</p> <p>Locate North and South America in relation to Europe. Map the American States and their capitals in the core text of The Miraculous Journey of Edward Tulane. Use 4 compass points well. Begin to use 8 compass points. Use letter/number co-ordinates to locate features on a map.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate North and South America and describe features studied.</p> <p>Possible trip: Teddington Lock</p> <p>Wetlands Centre Barnes -What happens to my water</p>	<p>What are the Beatitudes and what do they mean to Christians? Say what some of the Beatitudes are and what they mean and explain how they are connected to a Christian's life. Order the Beatitudes in importance to me and justify my reasons for the top Beatitude and the ones at the bottom.</p> <p>How does Holy Communion build a Christian community? Use the right religious words to describe the practice and experiences involved in the act of Holy Communion. Say some of the shared values that are important to me and my community and how this affects the way we act within it</p>		<p>Investigate the purpose of cat's eyes or traffic lights and how they work and how they are fit for purpose. Collate inventions that have helped shape the world of transport such as traffic lights, cat's eyes, motor cars & electric cars. Understand how the inventions or individuals have helped shaped the world we live in today. Discuss by whom, when and where the products/ inventions of cat's eyes and 3-point traffic lights were designed. Know about the inventors Percy Shaw and Garrett Morgan.</p>	<p>Wandsworth Music Start to learn the ukulele. Learn about chords and using the instrument to accompany their singing. Develop in ensemble playing. Learn to play songs in different parts and sections.</p> <p>Sing a range of unison songs of varying styles and structures with a pitch range of at least do-so, tunefully and with expression and dynamic contrast. Sing rounds and partner songs in different time signatures (2, 3 and 4 time). Demonstrate technical facility in the basic skills of ukulele performance. Perform major chords (C, F, and G). Identify key parts of the instrument including tuning pegs, string names/pitches, body, fret board and frets. Define what a chord is and perform examples on pitched instruments (ukulele). Perform simple, chordal accompaniments to familiar songs. Perform a steady beat with others, changing the speed of the beat as the tempo of the music changes. Improvise on a limited range of pitches. Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation.</p>	<p>Handball (Chelsea) Throw and catch. Develop throwing and catching. Pass and shoot. Develop passing and shooting. Move with and without the ball.</p> <p>Dance – Water (Teacher) Respond to stimuli creating movement phrase using specific skills. Create own movement phrases to represent rivers and seas. Link and combine movement phrases and patterns. Perform a short dance phrase with expression. Respond to changing stimulus. Use a range of dance techniques to create a movement sequence.</p>	<p>RE: Online Relationships Understand the same principles apply to online relationships as to face to face relationships. Know how to recognise risks, harmful content and contact, and how to report them. Understand that people sometimes behave differently online, including pretending to be someone they are not. Be aware that not everyone they meet online is automatically trustworthy. Know what to do if they find something inappropriate online and how to report them. HE/PH&MW: Internet safety and harms Know that for most people the internet is an integral part of life that has many benefits. Know the importance of keeping personal information private. Consider the effect of their online actions on others. Understand the SMART online rules and principles for keeping safe online. Know that passwords help to keep information safe and secure and that they should not be shared. HE/PH&MW: Physical health and fitness Know that inactive lifestyle can lead to these serious risks. Understand there is not a "perfect body" Understand the health implications of being severely overweight or underweight. HE/PH&MW: Healthy eating Know the characteristics of a poor diet and risks associated with unhealthy eating (including obesity).</p>	

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Summer 1 Insects and Minibeasts Sc/A AF	<p>Living things and their habitats Understand that living things can be grouped/classified according to their characteristics. <i>Group/classify living things.</i> <i>Identify differences and similarities related to simple scientific ideas.</i> Group/classify living things in a range of ways. Generate criteria to sort living things. <i>Record findings using drawings and labelled diagrams.</i> Create a classification key to help group animals. <i>Record findings using keys.</i> <i>Ask relevant questions.</i> Use a classification key to help identify and name living things from my local environment. <i>Make systematic and careful observations.</i> <i>Ask relevant questions and use different types of scientific enquiries to answer them.</i> Recognise ways in which environments can change both naturally and as a result of human impact. <i>Report on findings from enquiries including oral explanations.</i> Understand that changes that occur in the environment can pose dangers to living things. <i>Report on findings from enquiries including written explanations.</i></p> <p>Possible trip: Wetlands Centre Barnes – How do animals live in a pond OR What affects a pond</p>	<p>4.6 we are meteorologists (presenting the weather)</p>			<p>What does it mean to be a Muslim? Use the correct religious words when I talk about welcoming babies, praying, places of worship, Holy book e.g. Qu’ran, Mosque, Adhaan, Salah, Wudu. Talk about the moral decisions in one of the stories read and suggest what might have happened as a result of different decisions being made.</p>	<p>Look at the work of Matisse particularly The Cut outs work and understand the practices and techniques he uses. Create and produce own cut out design of an insect or mini-beast.</p>	<p>Understand what pneumatics are and what in real life they are used for.</p> <p>Use pneumatics in the form of a balloon to make a minibeast open and close its mouth.</p>	TBC	<p>Athletics(Chelsea) Practise existing running, jumping and throwing skills. Improve running technique for sprinting including a sprint finish. Practice relay running. Jump for distance. Learn the pull throw technique. Refine running, jumping and throwing skills. Dance – Carnival of the Animals (Teacher) Improvise movement patterns inspired by Carnival of the Animals. Show precision and control in response to carnival of the Animals. Vary the dynamics of a dance inspired by Carnival of the Animals. Demonstrate rhythm in a longer dance sequence inspired by Carnival of the Animals. Compose longer dance sequences using a range of dance vocabulary to describe and improve work.</p>	<p>RSE: Families and people who care for me. Know that all families look different and may be different to their own family and should be respected and all are characterised by love and care. Understand that all children are conceived from a caring relationship. Understand that couples make decisions about their relationship status and that marriage is a legal commitment of 2 people, which is intended to be lifelong. Identify the key characteristics of a healthy family and the importance of spending time together and sharing each other’s lives. Know the importance of these characteristics even through difficult times. Recognise if family relationships are making them feel unhappy or unsafe and how to seek help.</p> <p>Bullying :Understand why it might be difficult for a victim or witness to inform someone and take the right action.</p>	<p>All about me Classroom instructions - Listen and respond to instructions. My body - Read, listen and respond to vocabulary. Demonstrate my understanding with actions. Actions - Understand and respond to action words. Colours - Listen to and copy pronunciation of colour words accurately. Clothes 1: What’s in your wardrobe? - Ask and answer what is ‘there’. Recognise masculine and feminine clothing nouns. Clothes 2: What are you wearing? - Use simple conjunctions to link vocabulary for clothes and accessories. Have a simple conversation about clothes.</p>

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<p>Summer 2</p> <p>Down on the Farm</p> <p>Sc /DT AF</p>	<p>Animals, including humans Identify the different types of teeth in humans and identify their simple functions. <i>Ask relevant questions and using different types of scientific enquiries to answer them</i> <i>Use straightforward scientific evidence to answer questions or to support their findings.</i> Explore different ways to keep teeth healthy. <i>Find out what damages teeth and how to look after them.</i> Compare human teeth to animals' teeth. Identify differences between the teeth of animals that are carnivores and herbivores and suggest reasons for their differences. <i>Make comparisons and suggest reasons for these.</i> <i>Use evidence to answer questions.</i> Construct and interpret a variety of food chains, identifying producers, predators and prey. <i>Ask relevant questions and using different types of scientific enquiries to answer them</i> Investigate how the digestive system works. <i>Ask relevant questions and use different types of scientific enquiries to answer them</i> <i>Set up simple practical enquiries, comparative and fair tests</i> Describe the functions of the basic parts of the digestive system. <i>Can record data.</i></p> <p><i>Possible trip: The Natural History Museum – Cutting edge workshop (teeth related to diet)</i> <i>Possible trip: Science Museum – It Takes Guts</i></p>				<p>How and why do Muslims uphold their faith by giving commitment to Allah? Name the 5 pillars of Islam and say what practices Muslims do to fulfil them. Explain the reasons why Muslims partake in Ramadan and say how they believe this influences the world around them and makes them feel.</p>	<p>Make a scene from Charlotte's Web. Create a clay model of an animal. Build a 3D scene of a barnyard using a variety of media for their colour, shape, form and texture. Use a range of shaping techniques and tools to create a clay sculpture of an animal.</p>	<p>Cooking and Nutrition: Identify types of food that can be grown or reared on a farm and establish the different types of farms there are eg arable farming (crops), pastoral farming (animals), mixed farming (crops and animals). Know types of produce that is produced on farms and foods this goes on to make. Understand the difference between fresh, pre-cooked and processed and name some foods that fit each category. Discuss that farms produce different foods in the different seasons and thus begin to understand seasonality. Look at some farming calendars and see how the crops grown change according to the season. Identify principles of a healthy and varied diet. Prepare some vegetable-based dishes eg coleslaw, potato salad, stir fry using different techniques eg boiling, chopping, frying, slicing, grating, mixing. Use the skills of frying and boiling to prepare foods and know the difference. Prepare and cook some dishes safely and hygienically. Think about presenting products in interesting/attractive ways.</p>	TBC	<p>Cricket (Chelsea) Catch with accuracy. Use an overarm throw to hit a target with accuracy. Strike a ball in an intended direction. Work cooperatively to field a ball. Use striking and fielding skills in a game. Outdoor and Adventurous Activities (Teacher) Work together in small groups, developing problem solving skills. Describe how the body reacts at different times and how this affects performance whilst showing leadership skills. Navigate around a space with growing confidence. Read a map with increasing accuracy and confidence and within a time limit. Create symbols that are effective for map reading. Follow a map with increasing accuracy and confidence. Follow a route on a large scale map (link with Geog).</p>	<p>HE/PH&MW: Healthy eating Understand that food labels are required by law. Know why it is important to list ingredients including allergen information on food products. Know the importance of weight, use by, best for, preparation, place of origin information on the food label. Know that food label contain nutritional information about the food and expected daily consumptions of particulars. Use what I know about food labels to produce a healthy product.</p> <p>HE/PH&MW: Health and Prevention (allergies) Know there are 14 food allergens. Know there are non-food allergens. Know the symptoms of an allergic reaction.</p>	<p>Family and friends Meet my family! - Present a picture of family members using possessive adjectives. Pets - Develop strategies for remembering new language. Match subject and verb correctly when talking about pets. Alphabet - Recognise and repeat sounds and words with increasing accuracy. Use songs or rhymes to help me remember new language. What's his name? - Make links between known and new structures. Use a range of vocabulary to create different sentences. How do you spell? - Use French pronunciation of the alphabet to spell words. My home - Make new sentences about homes by substituting different vocabulary.</p>