



## Year 6 Cross Curricular Yearly Plan



**Writing genres to be included across all aspects of work:** Newspaper reports; Narratives; Poetry; Persuasive Letter writing, Diary; Non-Chronological Reports; Descriptive Writing; Third person dual narratives; Suspense narratives; Persuasive adverts.

**Texts studied:** Goodnight Mr Tom; The Highwayman; Rooftoppers; Wonder; Holes; Alma; Skellig

Topic Headings	Science	Computing	History	Geography	R.E.	Art & Design	D.T.	Music	P.E.	RSE/HE/PHMW/PSHE	MFL - French
<b>Autumn 1</b>  Turning Points in British History  Sc/H AF	Light Review my understanding of light and shadow and begin to explore how light travels. Recognise that light appears to travel in straight lines. <b>Report and present findings from an enquiry.</b> Explain that objects are seen because they give out or reflect light into the eye. <b>Record results using scientific diagrams and labels.</b> Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. <b>Report and present findings in written forms such as displays and other presentations.</b> Understand why shadows have the same shape as the objects that cast them. Explain that the size of shadows varies according to the distance between a light source and an object. <b>Plant a scientific enquiry to answer question.</b> <b>Take measurements with increasing accuracy.</b>	6.5 We are advertisers (Creating a short TV advert)	<b>A study of an aspect or theme in British History beyond 1066.</b> . Know what led to the announcement of war in 1939 and what affect this had on Britain. Know the main countries, leaders and events involved in WW2, using a range of sources eg video clips, photos, newspaper, maps. Describe and understand some of the turning points in the war that affected Britain eg Dunkirk, Battle of Britain, D-Day landings. Explore how the war affected life on the home front eg evacuation, blackouts.  <b>Possible trip:</b> Chertsey Museum – The 2 <sup>nd</sup> World war OR Suffragette Emily Davison Votes for Women (or they come to the school)  Museum of London – A Suffragette Story		What do Sikhs believe? Compare how the qualities Guru Nanak teaches Sikhs compares to the religious teaching of another religion. Identify the five k's that a Sikh has when he belongs to the Khalsa and how these inspire and influence them to live out the Sikh values.	Look at wartime propaganda posters and discuss features used. Recreate a wartime propaganda poster using painting techniques using acrylic paint. Focus on mixing paint colours to produce secondary colours, different shades in colour and line, shape and colour blocking.		<b>Wandsworth Music</b> Learn American Spiritual songs. Compose their own song to lyrics. Learn about the musical elements of pitch, rhythm, pulse and meter. Develop their singing voices and listening skills Learn notation for rhythms and how to show pitch using hand-signs and annotations. Sing confidently as a group. Sing in parts/ harmony. Notate simple rhythms and use crotchets, quavers, and crotchet rests correctly. Learn 3 spirituals in a major key. Learn 3 spirituals in a minor key.	<b>Multi-skills</b> (Chelsea) Demonstrate ball control and spatial awareness. Attack keeping possession. Defend keeping possession. Attack and defend. Pass and dribble. Show tactical awareness.  <b>Dance - WW2</b> (Teacher) Perform the Charleston. Perform the Lambeth walk. Perform the Lindy Hop. Plan an alternative dance which tells the story of a wartime event. Perform an alternative dance which reflects an aspect of WW2. Plan and perform a WW2 dance style party.	<b>PSHE:</b> Rules Establish aspects that make up a perfect school. Devise a class charter.  Bullying Understand the difference between direct and indirect bullying.  <b>RSE:</b> Human Reproduction Understand different adult relationships. Understand how babies are made.	<b>Our school</b> What's in the classroom? - Read, listen and respond to vocabulary. Demonstrate my understanding with actions. Ask/answer questions (in short phrases). What's in my pencil case? Read, listen and respond to vocabulary. Demonstrate my understanding with actions. Ask/answer questions (in short phrases). Choose the appropriate indefinite article (un/une) School subjects - Read, listen and respond to vocabulary. Ask/answer questions (in short phrases). Express an opinion. PE lesson – Listen to commands and follow instructions. Around school - Know the French for familiar places. Ask and answer questions. What do you like to do? - Know the French for familiar places. Ask and answer questions.

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<b>Autumn 2</b>  <b>The Highwayman</b>  <b>G/A AF</b>	<p>Animals including humans Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Possible Visitors: The Science Museum Outreach Service – Glorious Blood (they come to school)</p>	<p>6.2 We are computational thinkers (mastering algorithms for searching, sorting and maths)</p>		<p>Describe and understand climate zones, biomes, vegetation belts e.g. aquatic, desert, forest, grassland, tundra area of the world (classified according to vegetation, weather and their adaptation to that environment)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use atlas to find out about other features of places e.g. highest peak in the world, wettest place in the world.</p> <p>Suggest questions for investigating.</p> <p>Use primary and secondary sources of evidence in their investigations and collect evidence.</p> <p>Analyse evidence and draw conclusions.</p> <p>Begin to draw a thematic map based on given data.</p>	<p>Should every Christian go on a pilgrimage? Explain what a pilgrimage means to a Christian and Identify where they might go. Show that a pilgrimage is both a physical and spiritual journey.</p> <p>How would Christians advertise Christmas? What does Christmas mean today? Suggest why Christmas is portrayed in the way it is in secular Christmas adverts and Christmas songs. Ask questions about the values that different Christmas adverts promote and suggest answers about what they might encourage in different people.</p>	<p>Study of the Pre-Raphaelite art movement – Explore the artwork of Sir John Everett Millais and understand the historical and cultural development of his art. Collect, annotate and sketch ideas and examples in scrapbook. The Lady of Shallot- Understand the practices and techniques used and reproduce replicas and own art using the practices and techniques.</p> <p>Revisit and review ideas collected to inform choices for finished piece.</p> <p>Use charcoal to recreate images from The Highway man. Use light and shade to create dramatic effect. Evaluate own work.</p>		<p><b>Wandsworth Music</b> Learn American Spiritual songs. Compose their own song to lyrics. Learn about the musical elements of pitch, rhythm, pulse and meter. Develop their singing voices and listening skills. Learn notation for rhythms and how to show pitch using hand-signs and annotations. Sing confidently as a group. Sing in parts/ harmony. Notate simple rhythms and use crotchets, quavers, and crotchet rests correctly. Learn 3 spirituals in a major key. Learn 3 spirituals in a minor key.</p>	<p><b>Netball</b> (Chelsea) Replicate 3 types of passing. Pass to a player moving on to a pass. Demonstrate tactical knowledge by moving into space to receive a pass. Control feet when moving in different directions and at speed. Identify the areas for each position in high 5 netball. Demonstrate balance, high release wrist action during shooting with some accuracy.</p> <p><b>Gym Movement</b> (Teacher) Perform a cat leap full turn and a stag leap. Perform a dive forward roll I and a pike backward roll. Perform a straddle over vault. Hurdle step into a cartwheel and a round off. Use a series of similar movements in quick succession, linked together to form a sequence. Work in a large group to choreograph and perform a gymnastics routine in time to music.</p>	<p><b>HE/PH&amp;MW:</b> Drugs, alcohol and tobacco Identify illegal drugs. Classify illegal drugs. Understand the effects illegal drugs have on your body. Know the effect that mixing drugs together can have on your body. Know why people use illegal drugs. Understand what would happen if you were caught using / in possession of illegal drugs.</p> <p><b>HE/PH&amp;MW:</b> Basic First Aid Know what to do in a medicine/illegal drug emergency. Know how to make a clear and efficient call to emergency services if necessary.</p>	

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Spring 1  Africa in the Past  H/DT/Sc AF	<p>Evolution and inheritance Explain the scientific concept of inheritance. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. <b>Report and present my findings from an enquiry including drawing conclusions and displaying my findings.</b> Recognise that living things have changed over time and I understand that fossils have provided evidence for this. Understand the meaning of the term evolution. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <b>Report and present my findings from an enquiry (oral/written).</b> Know that there are a number of factors that can affect a species evolution when living in an extreme environment. <b>Plan a scientific enquiry to answer a given question.</b> Understand how humans have evolved over time through natural selection/survival of the fittest.</p> <p>Possible Trip: Natural History Museum – Evolution OR Mary Anning Victorian fossil hunter (fossilisation &amp; adaptation)</p>	<p>6.3 We are publishers (creating a yearbook or magazine)</p>	<p>Non-European contrasting Society that provides contrast with British history - Benin (West Africa) cAD900-1300 Know when and where the Benin kingdom existed. Know that the Edo people created an Empire that lasted over a period of time. Know how the Benin society was organised that led it to flourish during these years eg kings, chiefs, trade, slaves, crafts. Know that Benin society members were able to specialise in their work, which led to skilled bronze craftwork. Research artefacts from the Benin culture. Make deductions about the lifestyle of the people of Benin from their artefacts.</p> <p>Possible Trip: British Museum – Africa – School Presentation: People of Benin</p>		<p>What does it mean to be a Sikh? Explain what the term Gurdwara, Guru Granth Sahib, Chaur(i), Rumala mean and the role they play in the Sikh faith and I can identify the similarities and differences they have with the Christian equivalents (church, Bible, lectern etc). Role play being a Sikh in a hot seating activity and answer questions about my beliefs and practices.</p>		<p>Research from pictures types of jewellery worn in Benin. Draw on market research by asking teachers design preferences for necklace lengths and size of pendants to inform design produced. Produce design criteria from research to demonstrate typical Benin jewellery. Create own design criteria having done market research for design. Use annotated sketches, cross-sectional planning and exploded diagrams for Benin jewellery design. Explain how parts of the design will work and how they are fit for purpose. Create, follow and adapt a step by step plan for Benin jewellery design. Identify the unique feature of the design that will appeal to user having done market research. Make a list of resources needed to make Benin jewellery design. Select resources from a range produced to suit purpose and explain choices. Make the product attractive and strong. Use wire cutters precisely. Evaluate jewellery against criteria set and explain how the product will appeal to the audience. Test and evaluate final product considering how well its been made, use of materials, is it fit for purpose. Use Amazon to research the cost of necklaces and resources to make them and suggest suitable price to sell if it was going to market. Discuss possible ways to best sell the product if it was mass produced and went to market. Research and discuss how sustainable the resources are that the jewellery was made from eg metal, plastic, wood. Discuss the impact of the product they have made beyond their intended purpose.</p>	<p><b>Wandsworth Music</b> 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 perform these with expression and style. Learn the role of the conductor. Sing in harmony. Learn how to understand notation. Discuss the effects of tempo, tonality, instrumentation, and other characteristics of music. Take part in a public concert at the end of term.</p> <p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance Perform more advanced repertoire with sympathy to phrasing, accurate pitching and appropriate style. Sing three-part rounds, partner songs, and songs with a verse and a chorus. Perform and describe various metres and time signatures. Perform a steady beat with others, changing the speed of the beat as the tempo of the music changes. Describe tempi and dynamics using music specific vocabulary. Describe the intended effect of music with reference to musical elements.</p>	<p><b>Football</b> (Chelsea) Dribble and control a ball. Pass a ball using my side foot. Pass and move off the ball. Attack and outwit an opponent. Use the correct technique to shoot. Play a competitive game of football.</p> <p><b>Gym - Shape and Balance Rivers &amp; Mountains</b> (Teacher) Link shapes and movement using rhythmic gymnastics to represent the course of a river. Create one, two, three and four-point balances to represent mountains. Combine a range of body shapes and balances with a partner to represent different features of a mountain. Combine shapes and balances to make a group formation that represents different mountain ranges. Link shape, movement and balances to plan a group sequence that communicates information about rivers and mountains.</p>	<p>Bullying Know that bullying can be committed by an individual or a group of people and the effect of this power</p> <p><b>PSHE:</b> Radicalisation Know what the British values are. Understand the meaning of Democracy. Understand the meaning of Rule of Law. Know the meaning of Tolerance and Respect as British Value. Know what Radicalisation means. To understand extremism. Understand how being Radicalised goes against British Values.</p>	

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Spring 2  Circuits  Sc/DT AF	<p>Electricity Recap knowledge of electricity and circuits. <b>Construct simple series circuits to help answer questions about what happens when trying different components.</b> Recognise and use scientific symbols to represent components of a circuit. <b>Record data using scientific diagrams.</b> Understand the impact of changing the number and voltage of cells on the brightness of a lamp or lamps. <b>I can observe and explain the effects of differing volts in a circuit.</b> Understand the impact of changing the number and voltage of cells on the volume of a buzzer. <b>Plan and record findings of an investigation in detail.</b> Carry out and evaluate and experiment to see how changing the wire in a circuit affects the brightness of a bulb. <b>Plan a scientific enquiry, involving controlling variables to answer a question.</b> Review and assess my understanding of circuits. <b>Possible Visitors: Solar Science – Solar Circuits (they come to school)</b></p>	<p>6.4 We are connected (developing skills for social media)</p>			<p>How do Bishops in action help lead the Anglican Church in the Christian faith today? Describe what a Bishop wears and the symbolic significance. Say what parish (Holy Trinity), deanery (Wandsworth), archdeaconry (Wandsworth), Episcopal area (Kingston) and diocese (Southwark) our school and Holy Trinity Church belong to. I can use the correct vocabulary to describe how the leaders of the Anglican Church are ranked from Parish to Diocese (Vicar, bishop, Archbishop, Archbishop of Canterbury)</p> <p>How does the Christian festival of Easter offer hope? Suggest how the concept of resurrection, as depicted in the Easter Story, offers hope to Christians. Reflect on the value of hope and its place in life and death.</p>		<p>Investigate and analyse a range of existing products that have an electrical circuit e.g. The game operation. Research how to make classroom games and activities using circuits e.g. moving clown, wire loop game, birthday cards, and a quiz. Use annotated sketches, cross-sectional planning and exploded diagrams for electrical circuit game. Create, follow and adapt a step by step plan. Design and make a product that incorporates an electrical circuit e.g. wire loop game, toy car, quiz, birthday card. Incorporate a buzzer/motor/switch in their product. Produce a step Think of the benefits adding a circuit to their product creates. <a href="https://www.bbc.co.uk/bitesize/clips/z28b4wx">https://www.bbc.co.uk/bitesize/clips/z28b4wx</a>  <a href="https://www.instructables.com/How-to-Build-an-Electric-Toy-Car/">https://www.instructables.com/How-to-Build-an-Electric-Toy-Car/</a></p>	<p><b>Wandsworth Music</b> 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 perform these with expression and style. Learn the role of the conductor. Sing in harmony. Learn how to understand notation. Discuss the effects of tempo, tonality, instrumentation, and other characteristics of music. Take part in a public concert at the end of term.</p> <p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance Perform more advanced repertoire with sympathy to phrasing, accurate pitching and appropriate style. Sing three-part rounds, partner songs, and songs with a verse and a chorus. Perform and describe various metres and time signatures. Perform a steady beat with others, changing the speed of the beat as the tempo of the music changes. Describe tempi and dynamics using music specific vocabulary. Describe the intended effect of music with reference to musical elements.</p>	<p><b>Rugby</b> (Chelsea) Evade and tag opponents. Pass and receive a pass at speed. Pass and receive a pass at speed in a game situation. Refine attacking and defending skills. Develop tactics as a team. Apply learned skills in a game of tag rugby.</p> <p><b>Dance - Electricity</b> (Teacher) Respond to stimuli, improving freely using a range of controlled movements. Perform a range of dance techniques with accuracy and consistency. Work with a group to create appropriate dance movements to fit with different musical stimuli. Represent objects and actions through a dance phrase. Select and use a range of movements to create a dance phrase that demonstrates my ideas. Suggest and make improvements to my groups dance phrase, based on peer feedback.</p>	<p>Online Relationships Understand the meaning of digital footprint. Know how information and data is shared and used online. Understand that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. <b>HE/PH&amp;MW:</b> Internet safety and harms Understand and know why social media, some computer games and online gaming are age restricted. Consider the effect of their online actions on others and know how to recognize and display respectful behavior online. Know that the internet can be a negative place where online abuse, trolling, bullying and harassment can take place. Know where and how to report concerns and get support with issues online. <b>PSHE:</b> Cyber bullying Understand and recognise cyber bullying. Understand the bystander effect.</p>	

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<b>Summer 1</b>  The Science of Survival  <b>Sc/G AF</b>	<p>Living things and their habitats Give reasons for classifying animals based on their similarities and differences. Sort and group animals based on their features. <b>Use a classification key to sort animals.</b> Understand the importance of the work of Carl Linnaeus. Explain how living things are classified using the Linnaean system. <b>Use a classification key to identify, classify and describe living things.</b> Describe how animals are classified into groups based on their similarities and differences. Give reasons for classifying animals based on specific characteristics. Understand what micro-organisms are and how they can be grouped. <b>Report and present findings from enquiries, including conclusions and causal relationships.</b> Classify plants according to their characteristics. <b>Present findings from enquiries in oral and written forms.</b></p> <p>Possible trip: The Natural History Museum – The Variety Show (classification)</p>			<p>Geography of the Wider World and Wider Europe. Locate wider European countries (from Germany and Italy to Russia) and some further world countries and their capitals using, digital /computer mapping. Identify the position and significance of latitude, longitude, equator, hemispheres, tropic of Cancer and Capricorn, Arctic, Antarctic. The Prime/Greenwich Meridian and time zones (including day and night). Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use 8 compass points confidently and accurately. Use 4 figure coordinates confidently to locate features on maps. Begin to use 6 figure grid references to identify positions on maps. Use latitude and longitude on atlas map. Use/recognise OS map symbols. Use atlas symbols to identify features on maps Locate places on a world map. Use a scale to measure distances. Draw a plan view map accurately. Identify significant places and environments. Use OS maps. Confidently use an atlas. Recognised world map as a flattened globe.</p>	<p>Understanding faith in... Say some ways in which the different faith communities have had an impact on our local community. Give examples of how people of faith within my community link with those that have no religious faith e.g. outreach, church coffee morning, and church school with multi faith groups etc.)</p>		<p>Understand what floor robots are and how they are programmed and controlled. Generate and develop ideas through discussion to design a game. Research how different materials affect the movement and control of floor robots. 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 by planning an adventure map. Use appropriate materials according to their functional properties and aesthetic qualities to create an adventure map using materials selected for their properties. Apply their understanding of computing to program, monitor and control their products by programming and monitoring floor robots on finalised adventure map.</p> <p>Explore different types of cams. Know what cams are and what they do. Create an animal cam toy.</p>	TBC	<p><b>Athletics</b> (Chelsea) Practise and refine fundamental movement skills needed for athletics. Work as a team to competitively perform a sprint relay. Control running pace over a range of distances. Refine hurdling techniques. Practise and refine jumping techniques. Throw for distance using a heave throw technique.</p> <p><b>Outdoor &amp; Adventurous activities</b> (Teacher) Work systematically and as part of a team to solve a range of problems. Demonstrate positivity, perseverance and effective teamwork when completing a range of challenges. Use a range of communication methods effectively during problem solving activities and challenges. Demonstrate effective leadership skills. Work together effectively to achieve a common goal. Work effectively with others to complete a range of challenges. Work effectively with others to plan and carry out a game plan. Follow a short route on an OS map and describe features on the map. (Geog link)</p>	<p>Bullying Know a range of strategies to manage my feelings and problem solve when I am part of a bullying situation</p> <p><b>PSHE:</b> Financial Education Know there are a range of salaries for different jobs. To know what is deducted from earnings and why? Consider degrees of risk and possible consequences of taking financial risk. Understand value for money. Recognise that resources are limited and we need to make choices. Know that individual and community rights and responsibilities need to be taken into account when making decisions.</p>	

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<b>Summer 2</b>  <b>Changes</b>  <b>A AF</b>		6.6 We are AI developers (learning about artificial intelligence and machine learning)			<p>Who decides/ transition unit</p> <p>Identify similarities and differences in the messages and values within a number of different religious creeds.</p> <p>Give reasons as to why I have chosen these values to be incorporated in my creed.</p>	<p>Look at the ancient craft of Islamic clay pottery, use of shape form, pattern and colour.</p> <p>Collect, annotate and sketch ideas and examples in scrapbook.</p> <p>Design own clay pot and tile, noting down ideas and inspiration from a range of Islamic pottery.</p> <p>Revisit and review ideas collected to inform choices for finished piece.</p> <p>Clay modelling, create own clay pottery pots and tiles taking inspiration from designs and techniques observed.</p>	<p>Cooking and Nutrition: See staffshare file DT</p> <p>Seasonal cooking</p> <p>Explain what seasonality means and know when different fruit and vegetables are in season in the United Kingdom. Explain where, when and how a variety of ingredients are reared, caught and processed. Learn about food processing methods. Taste and evaluate seasonal foods and recognise that sometimes we need to try a new food a few times to find out if we like it. Explain the importance of protein as a proportion of a healthy varied diet and know the foods that are high in protein. Explain how to correctly store and handle meat and fish. Work as a group to generate, evaluate and refine recipe ideas. Understand a recipe can be adapted by adding/substituting ingredients. Plan a meal to cook at home identifying techniques that are going to be used e.g. boiling, peeling, chopping, slicing, grating. Prepare, cook and evaluate a healthy seasonal meal (children to this at home). Prepare loaves of bread by kneading and baking (cooking to be done at home, kneading at school.)</p> <p>Use Tinker card (free web programme) to explore how you can use a computer to produce a computer generated designs. Create own computer generated design (User guide in the link below)  <a href="https://www.youtube.com/watch?v=gOs6Mdj7y_4">https://www.youtube.com/watch?v=gOs6Mdj7y_4</a></p>	<p>End of year musical production</p> <p>TBC</p>	<p><b>Rounders</b> (Chelsea)</p> <p>Develop fielding skills in rounders. Develop batting skills in rounders. Develop bowling technique in rounders. Use the short barrier fielding technique. Use all skills in a class rounders game.</p> <p><b>Cricket</b> (Teacher)</p> <p>React quickly and catch balls thrown at different heights and angles. Attack the ball using effective fielding techniques. Throw the ball accurately over a large distance. Strike a bowled ball over a large distance into space. Bowl a ball overarm at a target. Apply striking and fielding skills to complete a circuit of activities</p> <p><b>Swimming to replace Cricket for 2023 as catch up.</b></p>	<p>Being Safe</p> <p>Know that there are boundaries that friends should have between them both in person and online. Understand the concept of privacy and how this should be compromised if safety is at risk. Know your body belongs to you and the differences between appropriate and inappropriate and unsafe physical contact. Know how to ask for advice or help for themselves or others, and to keep trying until they are heard. Know how to report concerns or abuse, and the vocabulary and confidence needed to do so. Know where to get advice e.g. family, school and/or other sources.</p> <p>Caring Friendships</p> <p>Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>	<p><b>All in a day</b></p> <p>O'clock, half past, quarter past, quarter to - Say and write a sentence to tell the time.</p> <p>Am and pm - Tell the time using French phrases to describe a.m. and p.m. times.</p> <p>Follow a pattern to conjugate verbs.</p> <p>5 minute intervals - Say and write a sentence to tell the time.</p> <p>24 hour times - Say and write a sentence to tell the time.</p> <p>At the airport - Read and interpret information charts written in French.</p> <p>The school week - Read and interpret a school's weekly timetable.</p> <p>.</p>