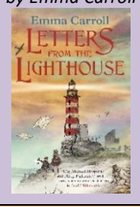
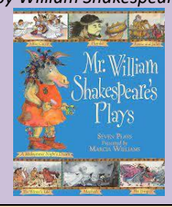
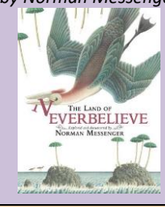
Avonwood Primary School Year 6 Curriculum Map

	AUTUMN		SPRING		SUMMER	
Term	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Big Question(s)	How can we learn to 'think outside the box'?	Can history guide us in making our world a better place?	Do our actions impact the lives of others?	Do the choices we make change who we are?	Should we let the desires of others influence our morals?	How does adapting ensure survival?
Reading Key Text	**The London Eye Mystery** *by Siobhan Dowd* 	**Letters From the Lighthouse** *by Emma Carroll* 	**Frankenstein** *by Mary Shelley* 	**Pig Heart Boy** *by Malorie Blackman* 	**Macbeth** *by William Shakespeare* 	**The Land of Neverbelieve** *by Norman Messenger* 
Earth Charter Links	**Earth** **Future**	**Family** **Past** **Peace**	**Life** **Family** **Love**	**Life** **Peace**	**Interconnected** **Past**	**Past** **Interconnected**
Launch Event	Solve a mystery task	WW2 day	Al Sylvester talk	Exploring orchestra	Shakespeare workshop	Explorer day – Forest schools
Finale Event	Sharing of work	Carols to parents	Fundraising - refugees	Present Moth retellings and artwork	Heart dissection - Cardiac specialist visit	End of year play to parents
Visitors and visits	Sutton Hoo	National Holocaust Museum	Inspirational role models	Crazy Creatures	End of year residential	End of year play to parents
Reading Core text	**The London Eye Mystery** by Siobhan Dowd - give / explain the meaning of words in context - retrieve and record information / identify key details from fiction and non-fiction - summarise main ideas from more than one paragraph - make inferences from the text / explain and justify inferences with evidence from the text - predict what might happen from details stated and implied - identify / explain how information / narrative content is related and contributes to meaning as a whole - identify / explain how meaning is enhanced through choice of words and phrases - make comparisons within the text	**Letters From the Lighthouse** by Emma Carroll - give / explain the meaning of words in context - retrieve and record information / identify key details from fiction and non-fiction - summarise main ideas from more than one paragraph - make inferences from the text / explain and justify inferences with evidence from the text - predict what might happen from details stated and implied - identify / explain how information / narrative content is related and contributes to meaning as a whole - identify / explain how meaning is enhanced through choice of words and phrases - make comparisons within the text	**Frankenstein** by Mary Shelley - give / explain the meaning of words in context - retrieve and record information / identify key details from fiction and non-fiction - summarise main ideas from more than one paragraph - make inferences from the text / explain and justify inferences with evidence from the text - predict what might happen from details stated and implied - identify / explain how information / narrative content is related and contributes to meaning as a whole - identify / explain how meaning is enhanced through choice of words and phrases - make comparisons within the text	**Pig Heart Boy** by Malorie Blackman - give / explain the meaning of words in context - retrieve and record information / identify key details from fiction and non-fiction - summarise main ideas from more than one paragraph - make inferences from the text / explain and justify inferences with evidence from the text - predict what might happen from details stated and implied - identify / explain how information / narrative content is related and contributes to meaning as a whole - identify / explain how meaning is enhanced through choice of words and phrases - make comparisons within the text	**Macbeth** by William Shakespeare - give / explain the meaning of words in context - retrieve and record information / identify key details from fiction and non-fiction - summarise main ideas from more than one paragraph - make inferences from the text / explain and justify inferences with evidence from the text - predict what might happen from details stated and implied - identify / explain how information / narrative content is related and contributes to meaning as a whole - identify / explain how meaning is enhanced through choice of words and phrases - make comparisons within the text	**The Land of Neverbelieve** by Norman Messenger - give / explain the meaning of words in context - retrieve and record information / identify key details from fiction and non-fiction - summarise main ideas from more than one paragraph - make inferences from the text / explain and justify inferences with evidence from the text - predict what might happen from details stated and implied - identify / explain how information / narrative content is related and contributes to meaning as a whole - identify / explain how meaning is enhanced through choice of words and phrases - make comparisons within the text
Reading Additional texts	**Science texts** – The history of electricity; Thomas Edison **Geography texts** - How do solar panels work? **Mystery book passages** – Beetle Boy; Simply the Quest	**(Auto)biography** – Charles Darwin and Mary Anning **Non-fiction texts** – Theory of Evolution **Farther (picture book)** *by Grahame Baker-Smith* – link to WW1 **Lion and Unicorn (short story)**	**Science texts** – the light spectrum; sense of sight; My Shadow *by Robert Louis Stevenson* **'Thriller' book passages** – Room 13; Coraline **Myths and Legends** – Medusa **Play script** – Pandora's box	**Science texts** – micro-organisms **(Auto)biography** – Carolus Linnaeus; David Attenborough; Alexander Fleming Evolution book - **Moth** *by Isabel Thomas* **Non-fiction texts** – The Dangers of Smoking	**Science texts** – Circulatory System; The Heart; Preventing Coronary Heart Disease – NHS Advice Healthy Eating; Cloning **Playscripts** - variety **Poem** – The Lady of Shalott *by Alfred Tennyson* **Song** – Be Prepared (*The Lion King 2019 version*)	**Science texts** – chemical reactions; chromatography; Heston's crazy recipes **The Man Who Walked Between the Towers (picture book)** *by Mordicai Gerstein* **Poem** – Caged Bird *by Maya Angelou* (Links to PSHE)

	Non-fiction texts – London landmarks; Tower of London **(Auto)biography** – Arthur Conan Doyle; Nikola Tesla **Poem** – The Listeners *by Walter de La Mere* **Song** – Waving Through a Window (*Dear Evan Hansen*)	*by Shirley Hughes* – link to WW2 **Non-fiction texts** – The Blitz; Evacuees; Battle of Dunkirk **Newspaper report** – WW2 **(Auto)biography** – Winston Churchill; Anne Frank; Alan Turing **Poem** – Dulce et Decorum est *by Wilfred Owen* **Song** – Speechless (*Aladdin*)	**Poem** – The Spider and the Fly *by Mary Howitt* The Raven *by Edgar Allen Poe* **Song** – Both Sides, Now (*Joni Mitchell*)	**'Real life' book passages** – Wonder; Bubble Boy; The Goldfish Boy **Newspaper reports** – Pig Heart Boy newspaper report extract **(Auto)biography** – athlete - Jessica Ennis-Hill; **Poem** - If *by Rudyard Kipling* **Song** – Out There (*The Hunchback of Notre Dame*)	**Variety of past SATs comprehension texts**	**Song** – Colours of the Wind (*Pocahontas*)
English and Grammar *(*in addition to UL)*	**Poetry: *Poetry Please: The Seasons – Various*** **(1 week)** - Basic word families (verbs, adverbs, nouns, adjectives, determiners) - Main clauses - Capital letters, full stops, question marks, exclamation marks - Subjunctive verb form **Creating Narrative - Quest: *How To Train Your Dragon –Cressida Cowell* (2 weeks)** - Cohesive devices within paragraphs - Contractions - Dialogue – direct speech (inverted commas) - Relative pronouns and relative clauses - Verb tenses - Brackets, dashes and commas for parenthesis **Informative Writing - Experimenting with Formality & Voice: *Fantastic Beasts and Where to Find Them – JK Rowling*** **(3 weeks)** - Hyphens and commas to avoid ambiguity - Semi-colons for independent clauses - Modal verbs - Prepositions - Add specific detail using precise adjectives, nouns and prepositional phrases (i.e. expanded noun phrases) - Cohesive devices across paragraphs	**Creating a New Chapter: *SeaBEAN – Sarah Holding* (3 weeks)** - Co-ordinating conjunctions (compound sentence) - Subordinating conjunctions (opener and end – complex sentences) - Subordinate clause openers – SUBWAI, -ed and –ing - Fronted adverbials **Persuasion - Reducing Waste Campaign: tourism leaflets, government posters, products adverts (2 weeks)** - Simple tense – past and present (SVO) - Active and passive voice - Use organisational and presentational devices (bullet points, commas for lists, subheadings) - Brackets, dashes and commas for parenthesis	**Multi-text Storytelling: *The Arrival – Shaun Tan* (4 weeks)** - Hyphenated words - Ellipsis, dash to break off speech - Pronouns and possessive pronouns **Biographies: *Little Leaders - Vashti Harrison*** **(2 weeks)** - Use semi-colons, colons and dashes for independent clauses (singular and double dashes) - Use passive voice to present information in a different way - Brackets, commas and dashes for parenthesis - Reported speech - Apostrophes for possession	**Discussion: *What is Right and Wrong? Who Decides? Where Do Values Come From? And Other Big Questions - Michael Rosen & Annemarie Young* (3 weeks)** - Write sentences with different forms (statement, question, command and exclamation) - Careful use of adverbs and modal verbs - Subjunctive verb form **Narrative non-fiction: Core text: *Moth – An Evolution Story/ Fox – A Circle of Life Story – Isabel Thomas* (2 weeks)** - Embedded clause recap - Commas to avoid ambiguity	**Modern Retelling: Shakespeare *Mr William Shakespeare's Plays - Marcia Williams'* (4 weeks)** - Formality in dialogue to convey character - Progressive tense - Perfect tense - Direct and reported speech - Dashes for cutting off thoughts **Journalism: Critical literacy and bias Variety of current news articles (3 weeks)** - Use organisational and presentational devices (e.g. columns, bullets, tables, headings) - Debate techniques	**Class Anthology: *Book of Hopes – Katherine Rundell* (3 weeks)** **Fact or Fiction – Independent research project: *History's Mysteries - National Geographic Kids*** **(2 weeks)**
	Cross-curricular links/Additional writing pieces: **Persuasive letter/diary extract** – links to topic National Poetry Day	**Cross-curricular links/Additional writing pieces:** **Setting description** - description of air raid bombing and destruction – links to Reading core text - Effective use of show not tell	**Cross-curricular links/Additional writing pieces:** **Suspense writing** - Short sentences - Sentence length to convey suspense and tension	**Cross-curricular links/Additional writing pieces:** **Pere Lachaise (literacy shed) video –** additional suspense/show not tell **Explanatory Text** - circulatory system – links to science	**Cross-curricular links/Additional writing pieces:** **Letter** - complaint to restaurant	**Cross-curricular links/Additional writing pieces:** **Brochure** – encourage public to visit 'The Land of Neverbelieve' – links to Reading core text **Fact file on animal** – The Land of Neverbelieve – links to Reading core text

Spelling	1. Recap regular/irregular verbs 2. Plurals (leaf - leaves) 3. Recap ous (nouns to adjectives) 4. i before e 5. Convert nouns or verbs into adjectives using suffix 'ful' and 'fully' too 6. tious / cious 7. cial / -tial	8. soft and hard ch 9. -able and -ably 10. -Ible and -ibly 11. Words with a 'soft c' spelled 'ce' 12. Homophones1 13. Homophones 2	14. Changing '-ent' to '-ence' and ence 15. -ance 16. Words ending -gue and -que 17. Words ending -sure and -ture 18. Words with 'ou' spelt 'u' 19. Adding suffix to -fer words	20. tion / cian 21. Sion or ssion 22. Recap - silent letters 23. Prefix and meaning (de, dis, mis, re, over, ir, il, im and un)	24. Words with /s/ sound spelled 'sc' 25. Etymology of Shakespearean language 26. Revision and test strategies	27. Etymology (including American and British spelling)
Maths	***Number and Place Value*** • Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit • Round any whole number to a required degree of accuracy • Use negative numbers in context, and calculate intervals across zero • Solve number and practical problems that involve all of the above. ***Addition, subtraction, multiplication and division*** • Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context • Perform mental calculations, including with mixed operations and large numbers • Identify common factors, common multiples and prime numbers • Use their knowledge of the order of operations to carry out calculations involving the four operations • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • Solve problems involving addition, subtraction, multiplication and division • Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. ***Fractions (including decimals and percentages)*** • Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example ⅜]	***Fractions (including decimals and percentages)*** • Use common factors to simplify fractions; use common multiples to express fractions in the same denomination • Compare and order fractions, including fractions > 1 • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, ¼ × ½ = ⅛] • Divide proper fractions by whole numbers [for example, ⅓ ÷ 2 = ⅙] • Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. • Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per 100", and write percentages as a fraction with denominator 100, and as a decimal fraction • Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and fractions with a denominator of a multiple of 10 or 25.	***Ratio and proportion*** • Solve problems involving the relative sizes of two quantities, where missing values can be found by using integer multiplication and division facts • Solve problems involving the calculations of percentages (e.g. Of measures) such as 15% of 360 and the use of percentages for comparison • Solve problems involving similar shapes, where the scale factor is known or can be found • Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples ***Algebra*** • Use simple formulae • Generate and describe linear number sequences • Express missing number problems algebraically • Find pairs of numbers that satisfy an equation with two unknowns • Enumerate possibilities of combinations of two variables. ***Measurement*** • Recognise that shapes with the same areas can have different perimeters and vice versa • Recognise when it is possible to use formulae for area and volume of shapes • Calculate the area of parallelograms and triangles • Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3].	***Measures*** • Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places • Convert between miles and kilometres ***Geometry (Missing angles)*** • Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. • Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • Draw given angles, and measure them in degrees (o) • Identify: angles at a point and 1 whole turn (total 360o); angles at a point on a straight line and half a turn (total 180o); other multiples of 90o • Use the properties of rectangles to deduce related facts and find missing lengths and angles • Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. ***Geometry - Properties of Shape*** • Draw 2-D shapes using given dimensions and angles • Recognise, describe and build simple 3-D shapes, including making nets • Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons • Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius ***Geometry - Position and Direction*** • Describe positions on the full coordinates grid (all four quadrants) • Draw and translate simple shapes on the coordinates plane, and reflect them in the axis	***Statistics*** • Interpret and construct pie charts and line graphs and use these to solve problems • Calculate and interpret the mean as an average. • complete, read and interpret information in tables, including timetables. ***Revise all areas.*** **SATs week**	***Preparation for secondary school*** • Algebra – more complex equations, simplifying. X + y etc. • Statistics – mean, mode, median, range. • Creating surveys and analysing data. • Investigations

	• Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places • Multiply one-digit numbers with up to two decimal places by whole numbers • Use written division methods in cases where the answer has up to two decimal places					
RE	**THEOLOGY** **Christianity** *Why is the resurrection significant for Christians?* Different gospel narratives, truth claims, salvation	**THEOLOGY** **Christianity** *Are religion & science in conflict?* Creation, interpretation, diversity of opinion	**SOCIAL SCIENCES** **Hindu Dharma** *In what diverse ways do Hindus build a sense of community?* Festivals & Pilgrimage	**PHILOSOPHY** *What do philosophers teach us about life's purpose?* Self & Soul	**SOCIAL SCIENCES** **Christianity/Hindu Dharma/Islam/Humanism/Sikhi** *How is an understanding of life's purpose reflected in people's lives?* (local choice) Diverse expression of purpose in lived worldviews	
PSHE	**Being Me in My World** My Year Ahead Being a Global Citizen The Learning Charter Our Learning Charter Owning Our Learning Charter	**Celebrating Difference** Am I Normal? Understanding Disability Power Struggles Why Bully? Celebrating Difference	**Dreams and Goals** Personal Learning Goals Steps to Success My Dream for the World Helping to Make a Difference Recognising Our Achievements	**Healthy Me** Food Drugs Alcohol Emergency Aid Emotional and Mental Health Managing Stress	**Relationships** My Relationship Web Love and Loss Power and Control Being Safe with Technology	**Changing Me** My Self Image Puberty Girl Talk/Boy Talk Babies – Conception to Birth Attraction Transition to Secondary School
PE	**Outdoor:** Cross country ***(Bikeability)*** **Indoor:** Gymnastics	**Outdoor:** Invasion games: Basketball **Indoor:** Yoga	**Outdoor:** Volleyball **Indoor:** Dance	**Outdoor 1:** Hockey **Outdoor 2:** Invasion games: Tag Rugby	**Outdoor:** Athletics track and field **Outdoor:** OAA	**Outdoor 1:** Batting and fielding: cricket ***(Bikeability)*** **Outdoor 2:** Tennis
Science	**Electricity** *Physics* Circuit symbols and diagrams Batteries Series Circuits Parallel Circuits Electricity in the home	**Evolution and inheritance** *Biology* Animal and plant adaptations Variation within species Darwin's theory of selection Fossils and evidence of evolution Evolutionary biology - scientists	**Light** *Physics* Shadows Sight Colour Vision Visual Impairments Reflections Using Reflections	**Further classification** *Biology* Invertebrates Arthropods Plants Fungi Microorganisms Bacteria and disease	**Functions of the human body** *Biology* Respiration and the importance of blood The heart and the circulatory system Blood vessels Exercise and heart rate Staying healthy Drugs and smoking	**Physical and chemical changes** *Chemistry* Separating mixtures - distillation Separating mixtures – paper chromatography Chemical and physical changes Evidence for chemical change Rusting
Computing	**Computing systems and networks** **Communication:** Exploring how we find information on the Worldwide Web, through learning how search engines work Internet addresses Data packets Working together Shared working How we communicate Communicating responsibly	**Programming** **Variables in games:** Discovering what variables are and relate them to real-world examples of values that can be set and changed Introducing variable Variables in programming Improving a game Designing a game Designing to code Improving and sharing	**Creating Media** **3D modelling:** Developing knowledge and understanding of using a computer to produce 3D models Introduction to 3D modelling Modifying 3D objects Make your own name badge Make your own desk tidy Planning your own 3D model Make your own 3D model	**Data and information** **Spreadsheets:** Organising data into columns and rows to create their own data set. What is a spreadsheet? Modifying spreadsheets What is the formula? Calculate and duplicate Event planning Presenting date	**Programming** **Sensing:** Building in and testing a simple program in the programming environment before transferring it to their micro bit. The microbit Go with the flow Sensing inputs Finding your way Designing a step counter Making a step counter	**Creating media** **Webpage creation:** Identifying what makes a good web page and using this information to design and evaluate their own website What makes a good website? How would you layout your website? Copy Right or copy wrong? How does it look? Follow the breadcrumbs Think before you link!
History	**Britain's settlement by Anglo-Saxons and Scots** *What can we learn about the Anglo-Saxons from what we see today?* Using artefacts identified at Sutton Hoo to explore what life was like for Anglo-Saxons. Who were the Anglo-Saxons? Where did the Anglo-Saxons live?	**Extra:** **A local history study** *WW2 – The Blitz and impact on Britain* *How has Britain's past shaped who we are today?*	N/A	**The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (and his death in 1066)** *Why do the Vikings have a violent reputation and do they deserve it?* Understanding who the Vikings were and how their reputation has changed over	**Power, Empire and Democracy** A short introduction to the rise and fall British Empire, and its legacy in Britain from the 1960s to today.	N/A

	How do we know about the Anglo-Saxons? Sutton Hoo artifacts			time; making arguments as to whether they deserve a violent reputation.		
Geography	N/A	**Improving environment: access for all** Recognising the importance of renewable energy and reducing waste, and the actions that humans can take to improve the environment.	**On the move** Understanding push and pull factors in migration from the Northern Triangle to the USA, and Syria to countries in Europe; understanding the benefits of migration to the UK	N/A	N/A	**I am a geographer** Posing questions, completing fieldwork and presenting a geographical investigation e.g. As a member of the local council, what would you build on this land in our local area and why?
DT	**Textiles** To design and make an item of clothing for themselves or a friend/family member. Joining and finishing techniques including adjusting to ensure a good fit		**Sustainable systems** Identify a problem or issue related to sustainability and identify needs in this area and design a system to help address needs.		**Food Technology – Savory Snacks** Food sources, nutrition and eating and food safety and hygiene. Children will prepare, combine, assemble and cook building on previously learnt techniques.	
Art & design	N/A	**Recycled materials** Using plastic waste to create an installation about the natural world. Artists include: Ifeoma Anyaeji Serge Attukwei Clottey Veronika Richterová Katherine Harvey	N/A	**Displacement** Looking the work of artists who have been refugees. 'Challenges' is an alternate theme if 'Displacement' is not appropriate. Artists include: Judith Kerr Frank Auerbach Kurt Schwitters	N/A	**Global connections** Considering the impact of the British Empire on art. Global influence on art. Collaborative outcome celebrating diversity. Artists include: Yinka Shonibare Lubaina Himid Sonia Boyce
Music	**Elements of Music**		**Meet the Orchestra**		**Instrumental**	
MFL	**Describing me and others** • back to school (Haiti) • online exchange • dates, festivals and concerts Key ideas (GRAMMAR) • Essential verb: to be, being – ÊTRE (we are – nous sommes, you (all) are – vous êtes, they are (m) – ils sont, they are (f) – elles sont) • Adjective agreement for m/f plural (as complement to verb) • Raised intonation questions Key ideas (VOCABULARY) • Simple greetings • Verb être • Range of adjectives • Numbers 16-31 • Time adverbs **Saying what I and others have** • describing town/village • comparing • physical description (celebrities) Key ideas (GRAMMAR) • Essential verb: to have, having – AVOIR (we have – nous avons, you (all) have – vous avez, they have (m) – ils ont, they have (f) – elles ont) • Pre- and postnominal adjectives Key ideas (VOCABULARY) • Verb **avoir** • Range of singular and plural m/f nouns • places in town • place prepositions • adjectives for face and hair • **Christmas in Canada**		**Saying what I and others do** • Activities in school • Québec Carnival • La Fête des Lumières • La Chandeleur • Mardi gras Key ideas (GRAMMAR) • regular ER verbs (plural) • des + plural nouns (-s) plural nouns (-eux/aux, -al→aux) • Est-ce que questions • negation: n'/ne…pas • negation: il n'y a pas de Key ideas (VOCABULARY) • Range of –ER verbs • Range of high-frequency nouns related to festivals and celebrations • Adverbs of frequency **Saying where you're going and what there is there** • Describing town/village • In Haiti Key ideas (GRAMMAR) • Essential verb: to go, going – ALLER (I go – je vais, you go – tu vas, he goes – il va, she goes – elle va) • Simple and continuous present • Où est-ce que questions • Preposition à (at, in, to) Key ideas (VOCABULARY) • Verb aller • Numbers 1-31 (revisit) • cardinal points • nouns and proper nouns for places **Easter**		**Saying what I and others do** • at the kite festival • a weekend at home • sports and instruments Key ideas (GRAMMAR) • Essential verb: to do, make – FAIRE (I do, make – je fais, you do, make – tu fais, he does – Il fait, she does – elle fait) • Il fait (weather) • faire de (sports), jouer à (sports) jouer de (instruments) • Est-ce que questions Key ideas (VOCABULARY) • Verb faire (singular) • activity nouns • seasons • sports • adjectives • Numbers 16-31 • Time adverbs **Expressing likes and actions** • What I want/would like to do • At a café Key ideas (GRAMMAR) • Essential verb: to have, having – FAIRE (we do, make – nous faisons, you (all) do, make – vous faites, they do, make (m) – ils font, they do, make – elles font) • 2-verb structures: vouloir (veux, veut, voudrais, voudrait) • Partitive du, de la, de l', des Key ideas (VOCABULARY) • Verb faire (plural) • Verb vouloir (singular) • food and drink **Dans Paris poem**	