

## Year 5 Autumn Term Curriculum Map

English		
Writing (HFL)		Spelling (No Nonsense)
<b>Year 5 Writing Purposes</b>	<p><b>Non-chronological report:</b> Inform (5.1)</p> <p><b>Narrative:</b> Entertain (5.2)</p> <p><b>Poetry:</b> Entertain (5.3)</p> <p><b>Narrative:</b> Entertain (5.4)</p> <p><b>Biography:</b> Inform (5.5)</p>	<p>Word endings Words with the letter string ‘-ough’</p> <p>Words ending in ‘-able’ and ‘-ible’ Homophones</p> <p>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed Hyphen Use of the hyphen (co-ordinate, co-operate)</p> <p>Words with ‘silent’ letters</p>
<b>Year 5 Writing Outcomes with core texts</b>	<p>*Non chronological text with paragraphs linked to The World of the Unknown: Monster and he Book of Mythical Beasts and Magical Creatures</p> <p>*Descriptive writing linked to Cloud Tea Monkeys</p> <p>*Poetry cinquain linked to In Flanders Fields</p> <p>*Narrative writing linked to the text: The Promise</p> <p>*Biography writing linked to Stone Girl, Bone Girl, Fantastically Great Women who Changed the World, Women in Science: 50 Fearless Pioneers who Changed the World and Ground-breaking Scientists</p>	<h3 style="margin: 0;">Handwriting (Letter Join)</h3> <p>Consolidation of letters to develop an automatic cursive style.</p> <p>Develop the stamina and skills to write at length, with accurate spelling and punctuation.</p>
<p><b>Vocabulary:</b> Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity plus all previously taught vocabulary</p>		
Reading		
<p>Apply their growing knowledge of root words, prefixes and suffixes for reading and understanding (-ibly, -ably -ible, -ible).</p> <p>Read previous and Year 5/6 common exception words.</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Discuss and evaluate how authors use language, considering the impact on the reader.</p> <p>Ask appropriate questions to improve their understanding of the text.</p> <p>Predict what might happen from details stated and implied.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details.</p> <p>Draw inferences, justifying them with evidence from the text.</p> <p>Prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, volume and tone so that the meaning is clear to the audience.</p> <p>Learn a wide range of poems by heart.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction texts.</p> <p>Explain and discuss their understanding of what they have read through debates, maintaining a focus on the topic.</p> <p>Increase their familiarity with a wide range of books, including, myths, legends, traditional stories modern fiction, classics and books from other cultures and traditions.</p> <p>Share their views on a text or author.</p>		<p><b>Autumn Term Texts:</b></p> <p><b>Fiction:</b></p> <p>Extract – Born to Run by Michael Morpurgo</p> <p>Extract – Mr Stink – David Walliams</p> <p>Extract – The funniest boy in the world – Helen Rutter</p> <p><b>Non-Fiction:</b></p> <p>Recount Letter – Living through a significant event.</p> <p>Mr. Shaha’s- Recipes for Wonder – Alom Shaha</p> <p><b>Poems:</b></p> <p>Your Climb by Oliver Sykes</p> <p><b>Poems to learn by heart:</b></p> <p>Autumn Term: Question Time by Michaela Morgan</p>
<p><b>Class Reads: (teacher to choose order):</b> <a href="#">The Railway Children by Edith Nesbit</a>, Who Let the Gods Out? by Maz Evans, The Boy in the Tower by Polly Ho-Yen, The Nowhere Emporium by M.A. Rosa, Street Child by Berlie Doherty, Cosmic by Frank Cottrell Boyce, Pigheart Boy by Malorie Blackman, The Boy at the Back of the Class by Onjali Q. Raúf</p>		

## Maths (Herts Essentials)

### Key Concepts

5LS1 – Place value and rounding of larger numbers  
 5LS2 – Interpret negative numbers  
 5LS3 – Place value of numbers with up to 3 decimal places  
 5LS4 – Multiply and divide by 10, 100 and 1,000  
 5LS5 – Properties of number: multiples, factors, and common factors  
 5LS6 – Prime and composite numbers  
 5LS7 – Multiply and divide mentally  
 5LS8 – Solve problems involving knowledge of key facts  
 5LS9 – Add and subtract using a range of strategies  
 5LS10 – Add and subtract using formal written methods  
 5LS11 – Formal written method for multiplication  
 5LS12 – Formal written method of short division  
 5LS13 – Equivalent fractions

### Vocabulary

#### Number: Counting and number properties

ten thousand hundred thousand millions Roman numerals (up to 1000 / M) power / powers of	prime number complement composite (non-prime) square number square / squared / (d) <sup>2</sup>	cube number cube / cubed / (d) <sup>3</sup> integer
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#### Number: Place value, ordering and comparing

nearest million nearest hundred thousand	linear sequence	equivalence
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#### Number: Calculation

prime factor common factor	short division long multiplication	dividend divisor
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#### Fractions

mixed numbers thousandths	per cent / %	percentages
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## Science (Oak Academy)

Properties, changes and separating materials (5.1)		Forces including simple machines (5.2)	
Skills	Knowledge	Skills	Knowledge
<p>Explore the properties of everyday materials, including hardness, solubility, and conductivity.</p> <p>Investigate how materials can be changed, separated, and classified based on their properties, such as hardness, solubility, and conductivity.</p> <p>Scientific enquiries, Record data, Present findings with evidence.</p>	<p>Name the properties of various materials</p> <p>Understand reversible changes like dissolving and mixing, and irreversible changes such as burning.</p>	<p>Explore the effects of gravity, air resistance, water resistance, and friction</p> <p>Deepen understanding by investigating how levers, pulleys, and other simple machines make work easier by applying forces on objects.</p> <p>Explore how mechanisms like levers, pulleys, and gears magnify forces.</p> <p>Take precise measurements, record complex data, and present findings.</p>	<p>To be able to explain and understand the terms gravity, air resistance, water resistance, and friction</p> <p>Know the difference between a lever, gear and a pulley and how they move</p> <p>How machines use forces to make work easier</p>
<p><b>Vocabulary:</b> Material, physical properties, conductor, transparent, insulator, properties, comparative test, dissolve, solid, liquid, soluble, insoluble, filter, sieve, separate, evaporate, substance, change of state, reversible, mixture, burn, irreversible change, observe, metal, rust, acids, bicarbonate of soda, carbon dioxide, micro-organism</p>		<p><b>Vocabulary:</b> Earth, pull, force, gravity, unsupported, force meter, push, Newtons (N), surface, force, friction, variable, air resistance, fair test, comparative test investigation, reliable, water resistance, lever, effort, pivot, force, pulley, clockwise, mechanism, invention, resilient, communicate</p>	

History (Autumn 2) Anglo Saxons and Scots (5.1)		Geography (Autumn 1) North America (5.1)	
Skills	Knowledge	Skills	Knowledge
<p>To create informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p> <p>To understand how knowledge from the past is used to prepare for future events.</p>	<p>To know when the Anglo-Saxon period was. To know where the Anglo-Saxons originated from. To know about the Anglo-Saxon lifestyle.</p> <p>To know how the Anglo-Saxons invaded England. To know about the gradual process of the conversion of the Anglo-Saxons to Christianity.</p> <p>To know about the Anglo-Saxon Kings (Canute and Alfred.)</p>	<p>To identify the position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, tropic of Capricorn, the Prime/Greenwich Meridian and time zones.</p> <p>To be able to describe key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains.</p> <p>To be able to describe key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Know and locate the world's countries including North and South America and their key physical and human characteristics, countries and major cities.</p> <p>Know the significance of the position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, tropic of Capricorn, the Prime/Greenwich Meridian and time zones.</p> <p>Understand geographical similarities and differences through the study of human and physical geography in North America.</p>
<p><b>Vocabulary:</b> Viking raid, Denmark, Norway Sweden, Norse, King Ethelred II, The Unready, archaeologists, food, life, Britain, Criminal, justice, defendant, court, ordeal, wergild, Saxons, Anglo, kings, Edward the Confessor, research, crown.</p>		<p><b>Vocabulary:</b> : latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, tropic of Capricorn, the Prime/Greenwich Meridian and time zones, climate zones, biomes and vegetation belts, rivers, mountains.</p>	

Art – Autumn 1 Self Portraits (5.1)		Design and Technology (Plan Bee) – Autumn 2 Bridges (5.1)	
Skills	Knowledge	Skills	Knowledge
<p>To begin to explore further and develop the understanding and application of primary, secondary, tertiary and warm/cool colours when painting.</p> <p>To explore how to colour match when painting with colour mixing knowledge.</p> <p>To use tints and tones in painting.</p> <p>To explore various different elements of art: - Line - Tone - Pattern - Texture - Colour - Shape To create an increasingly accurate drawing of a person; drawing on proportions.</p> <p>To begin to explore expression in portraits.</p> <p>To draw a body with appropriate scales and proportions.</p> <p>To begin to create expressive patterns which reflect themselves.</p> <p>To reflect on own artwork and meaning behind this piece.</p>	<p>Know how to make choices about colour when painting.</p> <p>Know how to create detail with different brushes and different techniques that can be used e.g. layering of paint.</p> <p>Know about proportions in drawing a person.</p> <p>To understand and explain the primary and secondary colours</p>	<p>To predict which beams will be strongest from their cross-section.</p> <p>To test the strength of different beam shapes using paper and card.</p> <p>I can build a truss bridge spanning a width of 40cm using paper straws.</p> <p>I can use a fair test to evaluate the strength of my truss bridge.</p> <p>I can test the arch heights to see which can bear the most load.</p> <p>I can make an arch frame.</p> <p>To design, make and evaluate a prototype suspension bridge using a scale of 1:100 according to specific design criteria.</p>	<p>To know and name a variety of different structures of bridge.</p> <p>To know the significance of the engineer Isambard Kingdom Brunel</p> <p>To know what beams and pillars are and how they are used in bridge construction.</p> <p>To 1explain what a truss is and how trusses make bridges stronger, identifying the 3 main types in bridge design.</p> <p>To explain how arches work to make bridges stronger</p> <p>To explain how suspension bridges use tension forces to work.</p>
<p><b>Vocabulary:</b> proportion, observe, scale, detail, tone, texture, sketch, depth, primary colours, secondary colours, tertiary colours, detail, layer</p> <p><b>Artists:</b> David Hockney, Frida Khalo</p>		<p><b>Vocabulary:</b> bridge, suspension, arches, trusses, prototype, scale, pillars, beams, span, strength, length, width</p>	

## Music (Sing Up)

### Skills and Knowledge

#### What shall we do with the drunken sailor? (5.11)

Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.

Keep the beat playing a 'cup' game.

Sing a sea shanty expressively, with accurate pitch and a strong beat.

Sing in unison while playing an instrumental beat (untuned).

Play bass notes, chords, or rhythms to accompany singing.

Talk about the purpose of sea shanties and describe some of the features using music vocabulary.

#### Why we sing (5.12)

Recognise individual instruments and voices by ear. Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound.

Talk about pieces using music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.)

Develop and practise techniques for singing and performing in a Gospel style.

#### Song Writing (5.13)

Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook.

Create fragments of songs that can be developed into fully-fledged songs.

Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor.

Understand techniques for creating a song and develop a greater understanding of the songwriting process.

### Vocabulary

#### What shall we do with the drunken sailor?

**Duration:** 4/4 time signature, crotchet, quavers, semiquavers.

**Pitch:** melody, chords, bass note, major, minor.

**Tempo:** beat, steady beat.

**Other:** sea shanty, work song, rhythm grid, accompany/accompaniment, cup game/cup rhythm game, body percussion.

#### Why we sing

**Dynamics:** quiet, louder, getting louder (*crescendo*).

**Pitch:** melody, harmony, high voices and low voices.

**Structure:** call-and-response, spoken interludes, phrase.

**Texture:** unison (singing same melody), homophonic (singing in harmony).

**Timbre:** choir, male and female voices, congregation, electric piano, bass guitar, drum kit.

**Other:** music for praise, Gospel, spiritual, expression, *legato*, slide (*glissando*), note bend, decoration, diction, articulation.

#### Song Writing

**Duration:** rhythm, beat.

**Pitch:** melody, hook, chords, riff.

**Structure:** verse, chorus, bridge/middle eight, introduction (intro), ending (outro).

**Texture:** solo, echo, melody and accompaniment, homophonic (moving together).

**Other:** lyrics, rhyme, phrase, metaphor.

PSHE (Jigsaw)		Computing (Switched on Computing)	
Skills	Knowledge	Skills	Knowledge
<p><b>Autumn 1 - Being me in my world.</b>            Be able to identify what they value most about school            Identify hopes for the school year            Empathy for people whose lives are different from their own            Consider their own actions and the effect they have on themselves and others            Be able to work as part of a group, listening and contributing effectively            Understand why the school community benefits from a Learning Charter            Be able to help friends make positive choices            Know how to regulate my emotions</p> <p><b>Autumn 2 – Celebrating Differences</b>            Identify their own culture and different cultures within their class community            Identify their own attitudes about people from different faith and cultural backgrounds            Identify a range of strategies for managing their own feelings in bullying situations            Identify some strategies to encourage children who use bullying behaviours to make other choices            Be able to support children who are being bullied            Appreciate the value of happiness regardless of material wealth            Develop respect for cultures different from their own</p>	<p><b>Autumn 1 - Being me in my world.</b>            Know how to face new challenges positively            Understand how to set personal goals            Understand the rights and responsibilities associated with being a citizen in the wider community and their country            Know how an individual’s behaviour can affect a group and the consequences of this            Understand how democracy and having a voice benefits the school community            Understand how to contribute towards the democratic process</p> <p><b>Autumn 2 – Celebrating Differences</b>            Know what culture means            Know that differences in culture can sometimes be a source of conflict            Know what racism is and why it is unacceptable            Know that rumour spreading is a form of bullying on and offline            Know external forms of support in regard to bullying e.g. Childline            Know that bullying can be direct and indirect            Know how their life is different from the lives of children in the developing world</p>	<p><b>Unit 5.1 - We are Game Developers</b>            create original artwork and sound for game design and create a computer program for a computer game, which uses sequence, selection, repetition and variables            detect and correct errors in their computer game            use iterative development techniques (making and testing a series of small changes) to improve their game.</p> <p><b>Unit 5.2 - We are Cryptographers</b>            be familiar with semaphore and Morse code            understand the need for private information to be encrypted            encrypt and decrypt messages in simple ciphers            appreciate the need to use complex passwords and to keep them secure            have some understanding of how encryption works on the Internet.</p>	<p><b>Unit 5.1 - We are Game Developers</b>            Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems and solving problems by decomposing them into smaller parts.            Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.            Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p><b>Unit 5.2 - We are Cryptographers</b>            Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.            Understand computer networks including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.            Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
<p><b>Vocabulary:</b>  <b>Aut 2:</b> Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud.  <b>Aut 2</b> Culture, Conflict, Difference, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Bullying, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation.</p>		<p><b>Vocabulary:</b>  <b>Unit 5.1 - We are Game Developers</b>            Algorithm, background, bug, code, debug, iterative development, logical reasoning, program, scratch, sprite  <b>Unit 5.2 - We are Cryptographers</b>            Cipher, codes, cryptanalysis, cryptography, decrypt, encode, encrypt, message, morse code, semaphore, transmit</p>	

## Religious Education (R.E)- Herts Agreed Syllabus

### Skills

**Beliefs and practices** - Using religious vocabulary, compare two examples of celebrations marking key points in life's journey including pilgrimage.

**Sources of wisdom** - Demonstrate an understanding of the impact of sources of wisdom on individuals and give examples of how these connect to different communities.

**Symbols and actions** - Describe how a range of beliefs, symbolic expression and actions can communicate meaning to individuals. Identify some similarities and differences between and within two communities.

**Prayer, worship and reflection** - Explain why, where and how worshippers connect to prayer and worship. Actively engage in periods of stillness; describe their reflective experiences.

**Identity and belonging** - Recognise the challenges of commitment for individuals belonging to a living faith. Raise questions on how faith today is shaped by identity, religious guidance & leadership past & present.

**Ultimate questions** - Raise challenging questions and suggest answers including a range of perspectives from different faiths and belief groups.

**Human responsibility and values** - Describe the diversity of local and national communities. Identify some shared communal values and responsibilities.

**Justice and fairness** - Identify and describe how people with religious and worldviews make choices about what is right and wrong.

### Knowledge

#### Autumn 1 - What does it mean if Christians believe God is holy and loving? (5.1)

God: Christianity  
 Explore what Christians believe God is like, exploring key Bible.  
 Read passages from the book of Isaiah, Psalm 103 and the book of 1 John and explore ways the Bible says that God is holy and loving.  
 Use key vocabulary such as 'omnipotent, omniscient and eternal' to describe the Christian view of God.  
 Understand why Christians believe that God is forgiving & loving.  
 Explain that for most Christians, getting to know God is like getting to know a person

**Vocabulary:** Holy, omnipresent, omniscient, believer, eternal, loving, omnipotent, Isaiah, John, Testament

### Knowledge

#### Autumn 2 – What does it mean to be a Sikh in Britain today? (5.2)

Sikh worship and community: Sikhism  
 Find out how Sikhs worship at home and in the gurdwara.  
 Understand the importance of prayer.  
 Find out how children are welcomed into the Sikh community.  
 Understand how Sikhs remind themselves of the guiding principles of Sikhism and their commitment to their faith.  
 Learn about the role of Sikhs within their own, and wider, communities.  
 Explore the Sikh tradition of the langar.  
 Explore the Sikh practice of sewa.

**Vocabulary:** Sikh, Sikhism, gurdwara, guru, community, principles, values, Mool Mantar, Onkar, 5Ks, langar, sewa, Naam Karan, Amrit

## Physical Education (Complete PE)

#### Game sense: Invasion (5.11)

The unit of work will challenge pupils to refine their attacking skills. Pupils will have a clear understanding of when, where and why they apply these skills during a game. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team.

5.11: Tactics, transition, counterattack, pressure, man to man marking, tackle, referee/umpire

#### Swimming (5.12)

Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations.

5.12: Water, proficiently, strokes, front crawl, backstroke, breaststroke, butterfly, safety, self-rescue, confidence

#### Outdoor Adventure Activities: Orienteering (5.21)

The unit of work will consolidate pupils' ability to orientate a map, locate points in a set order. They must follow the route they have been given to reach as many points as possible in an allocated time. Pupils will consolidate their ability to collaborate with others and work as a team to complete the challenges.

5.21: Teamwork, strategy, tactics, communication, control point, scale

#### Swimming (5.12)

Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations.

5.12: Water, proficiently, strokes, front crawl, backstroke, breaststroke, butterfly, safety, self-rescue, confidence

# French

## Skills

**Listening** - Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.

**Speaking** - Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.

**Reading** - Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'

**Writing** - Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name

**Grammar** - Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.

## Knowledge

### Phonetics – lesson 3 + The Date (3.1)

Recognise and recall the 7 days of the week in French.

Recognise and recall the 12 months of the year in French. Recognise and recall numbers 1-31 in French.

Ask what the date is and say the date in French.

Ask somebody when their birthday is and say when our own birthday is in French.

### Do you have a pet? (5.2)

Know the nouns and indefinite articles for 8 common pets

Ask somebody if they have a pet and give an answer back.

Say in French what pet we have/do not have and give our pet's name.

Start to use the simple conjunctions et (and) and mais (but) to make more complex and interesting sentences.

## Vocabulary

La date

Nom 
Classe

Unit Glossary					
French		English		French	
Quelle est la date aujourd'hui ?		What is the date today?		octobre	October
Aujourd'hui, c'est...		Today is ...		novembre	November
lundi	Monday	décembre	December	dix-sept	17
mardi	Tuesday	un	1	dix-huit	18
mercredi	Wednesday	deux	2	dix-neuf	19
jeudi	Thursday	trois	3	vingt	20
vendredi	Friday	quatre	4	vingt-et-un	21
samedi	Saturday	cinq	5	vingt-deux	22
dimanche	Sunday	six	6	vingt-trois	23
janvier	January	sept	7	vingt-quatre	24
février	February	huit	8	vingt-cinq	25
mars	March	neuf	9	vingt-six	26
avril	April	dix	10	vingt-sept	27
mai	May	onze	11	vingt-huit	28
juin	June	douze	12	vingt-neuf	29
juillet	July	treize	13	trois	30
août	August	quatorze	14	treize-et-un	31
septembre	September	quinze	15	C'est quand ton anniversaire ?      When is your birthday?	
				Mon anniversaire, c'est le...      My birthday is ...	

### As-tu un animal ?

Nom	<input style="width: 90%;" type="text"/>	Classe	<input style="width: 90%;" type="text"/>
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#### Unit Glossary

French	English
un chien	a dog
un chat	a cat
un lapin	a rabbit
un hamster	a hamster
un poisson rouge	a goldfish
un oiseau	a bird
une souris	a mouse
une tortue	a tortoise

  

French	English
J'ai...	I have...
Je n'ai pas de / d'...	I do not have...
J'ai un...	I have a... (masculine)
J'ai une...	I have a... (feminine)
qui s'appelle...	that is called...
et	and
mais	but

