

## Year 4 Spring Term Curriculum Map


English		
Writing (HFL)		Spelling (No Nonsense)
<b>Year 4 Writing Purposes</b>	<b>Newspaper report/Recount:</b> Inform (4.6) <b>Travel leaflet:</b> Persuade (4.7) <b>Narrative:</b> Entertain (4.8) <b>Poetry:</b> Haiku (4.9)	The /g/ sound spelt 'gu' Homophones ( <i>scene/seen, mail/male, bawl/ball</i> ) Possessive apostrophe with plurals Words with endings sounding like /tʃə/ spelt '-ture' Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion' Prefixes 'anti-' and 'inter-'
<b>Year 4 Writing Outcomes with core texts</b>	Newspaper Reports linked to the text: Real Life mysteries Travel leaflets linked to Africa, Amazing Africa, Take a Bite, India Incredible India and the Big Book of the UK Narrative linked to Leon and the Place Between Poetry (Haikus) linked to The Works: Every Kind of Poem You will Ever Need at School	<b>Handwriting (Letter Join)</b>
<b>Vocabulary:</b> Determiner, pronoun, possessive pronoun, adverbial plus all previously taught vocabulary.		
Reading		
Apply their growing knowledge of root words, prefixes and suffixes for reading and understanding (in-, il-, im-, ir-, anti-, inter-, -cian, -sion, -tion, -ssion, -ous). Read previous and Year 3/4 common exception words. Use dictionaries to check the meanings of words they have read. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Identify and discuss words and phrases that capture the readers' interest and imagination. Ask relevant questions to improve their understanding of the text. Make plausible predictions about what might happen from details stated and implied. Identify main ideas drawn from more than one paragraph and summarise. Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, justifying with evidence in the text. Prepare poems and playscripts to read aloud and to perform, including intonation, volume, tone and action. Recognise an increasing range of different forms of poetry. Retrieve and record information from non-fiction texts. Participate in discussions about books read to them and those they read, taking turns and listening to what others say. Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.		<b>Spring Term Texts:</b> <b>Fiction:</b> Extract – Stig of the Dump Extract – The Boy who Lived with Dragons Extract – Ratburger <b>Non-Fiction:</b> Natural Record Breakers – The longest River Potions, Poisons and Pills – Chinese Roots Nickey Line Information <b>Poems:</b> Skeleton Pete by Kate Wakling No-One else by Elaine Laron <b>Poems to learn by heart:</b> Song of the Train – David McCord
<b>Class Reads (teacher to choose order):</b> <a href="#">The Borrowers by Mary Norton</a> , Arthur and the Golden Rope by Joe Todd-Stanton, Varjak Paw by SF Said, The Day I Fell into a Fairy Tale by Ben Miller, The Wrong Shoes by Tom Percival, The Demon headmaster by Gillian Cross, Kensuke's Kingdom by Michael Morpurgo, The Accidental Prime Minister by Tom McLaughli		

## Maths (Herts Essentials)

Key Concepts	Vocabulary																		
4LS13 – Perimeter (step 4: optional step) 4LS14 – Properties of shape 4LS15 – Symmetry (amalgamate step 1 and 2) 4LS16 – Decimal numbers 4LS17 – Calculating with decimals 4LS18 – Measure: money 4LS19 – Problem solving involving decimals to two decimal places 4LS20 – Add and subtract fractions with the same denominator 4LS21 – Finding fractions of quantities 4LS22 – Fractions in the context of measure 4LS23 – Equivalent fractions, ordering and comparing 4LS24 – Multiply two and three-digit numbers by a one-digit number using a formal written layout	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr style="background-color: #2e7d32; color: white;"> <th colspan="3" style="text-align: center; padding: 5px;">Fractions</th> </tr> </thead> <tbody> <tr> <td style="width: 33%; padding: 5px;">                             hundredths                              decimal equivalents                              decimal places                         </td> <td style="width: 33%; padding: 5px;">                             decimal point                              proportion                              Convert                         </td> <td style="width: 33%; padding: 5px;">                             proper fractions                              improper fractions                         </td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr style="background-color: #2e7d32; color: white;"> <th colspan="3" style="text-align: center; padding: 5px;">Geometry: Properties of shapes</th> </tr> </thead> <tbody> <tr> <td style="width: 33%; padding: 5px;">                             classify                              nonagon / nonagons                              decagon / decagons                              isosceles                              scalene                              equilateral                         </td> <td style="width: 33%; padding: 5px;">                             parallelogram /                              parallelograms                              trapezium / trapeziums                              protractor                              adjacent                              regular                              irregular                         </td> <td style="width: 33%; padding: 5px;">                             rhombus / rhombuses                              geometric shapes                              internal angle                              congruent                         </td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #2e7d32; color: white;"> <th colspan="3" style="text-align: center; padding: 5px;">Number: Calculation</th> </tr> </thead> <tbody> <tr> <td style="width: 33%; padding: 5px;">                             operation / operations                              methods                         </td> <td style="width: 33%; padding: 5px;">                             factor                              factor pairs                         </td> <td style="width: 33%; padding: 5px;">                             derive                              distributive law                         </td> </tr> </tbody> </table>	Fractions			hundredths decimal equivalents decimal places	decimal point proportion Convert	proper fractions improper fractions	Geometry: Properties of shapes			classify nonagon / nonagons decagon / decagons isosceles scalene equilateral	parallelogram / parallelograms trapezium / trapeziums protractor adjacent regular irregular	rhombus / rhombuses geometric shapes internal angle congruent	Number: Calculation			operation / operations methods	factor factor pairs	derive distributive law
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## Science (Oak Academy)

Simple electrical circuits (4.3)		Introduction to sound (4.4)	
Skills	Knowledge	Skills	Knowledge
Construct simple series electrical circuits, identifying parts like cells, wires, and switches, and recognising conductors and insulators Explore how circuits work with lamps and switches. Undertake practical enquiries, making observations, and presenting data.	To understand and know what a simple circuit consists of.  To understand how electricity flows through components like wires and bulbs.	Explore how sounds are made through vibrations, how they travel through mediums, and how pitch and volume relate to vibration strength. Explore why sounds get fainter with distance. To conduct practical enquiries, observations, and using results to draw conclusions.	Learn how sound is produced, how it travels through different mediums, and how we hear it.
<b>Vocabulary:</b> Electricity, electrical, appliance, group, circuit, component, identify, device, complete, incomplete, series, connectors, electrician, switch, electrical insulator, engineer		<b>Vocabulary:</b> Sounds, object, vibrations, sound waves, taut, volume, loud, quiet, decibels, absorb, enquiry, fair test, pitch, detect, pattern, musical instrument,	
History (Spring 2) Medicine Through the Ages (4.2)		Geography (Spring 1) The Nicky Line (Local Area) (4.2)	
Skills	Knowledge	Skills	Knowledge
To be able to address and devise historically valid questions about change, cause, similarity and difference, and significance. To understand how our knowledge of the past is constructed from a range of sources. To be able to use resources/artefacts from the past to learn about the time period. To be able to compare similarities and differences between ways of life in different periods. To be able to develop chronological knowledge and understanding	To know who Louis Pasteur was and why he is significant today. To know who Alexander Fleming is and why he is significant today. To know how medicine and treatment has improved throughout time. To know how the NHS has influenced medicine and treatment throughout time. To know how Marie Curie influenced the progress in medicine during WWI. To know that pandemics have occurred throughout history.	To summarise the impact that people have on their environment and how they are trying to manage the environment (Nicky line used as green corridor). How the Nicky line is being managed to support conservation To interpret different maps for the Nicky line, looking at how its use has changed over time. To use field skills to analyse and collect data on different activities for the area, physical and human features. To explore/investigate the impact of littering To create their own map of a section of the Nicky Line.	To know the connection to our school name and the area of Yew Tree Wood To know and understand how the usage has changed over time. To know why the Nicky Line is not used for freight anymore
<b>Vocabulary:</b> treatment, medicine, changed, hospital, disease, amputation, vaccination, prevention, penicillin, antibiotics, fermentation, pasteurization, pandemic.		<b>Vocabulary:</b> Nicky Line, Railway, rural landscape, urban settlements, hedgerow, canopy, leisure, transport link, meadow, wood,	

Art – Spring 1 Still life – pastel wax resist (4.2)		Design and Technology (Plan Bee) – Spring 2 Making Mini-Greenhouses (4.2)	
Skills	Knowledge	Skills	Knowledge
<p>To develop skill with different pencil gradients.</p> <p>To use research to inspire drawings from memory or imagination.</p> <p>To independently create more detailed drawings of objects and shapes. (observational)</p> <p>To begin to be inspired by other artists in pattern choices.</p> <p>To consider using colours as a way to inform pattern techniques.</p> <p>To experiment how to create detail with different brushes and how they can be used for technique.</p> <p>To use artists artwork as an initial stimulus to inspire artwork.</p>	<p>To explore and learn how to make tertiary colours.</p> <p>To begin to identify warm/cool colours.</p> <p>Wax will stop colour running and contain ink - resist</p> 	<p>To use 3D nets to explore potential structures for a greenhouse, assessing their stability.</p> <p>To investigate ways of making a structure more stable, e.g. by inserting dowelling or adding triangles at the joins.</p> <p>To experiment with a range of materials to test which would be most appropriate for making the structure of a mini greenhouse.</p> <p>To design a mini greenhouse using specific design criteria.</p> <p>To select appropriate tools and materials to make a mini greenhouse.</p> <p>To follow my design to make a mini greenhouse.</p> <p>To evaluate my finished mini greenhouse for stability, effectiveness and visual appeal.</p>	<p>To understand what a greenhouse is and how they work.</p> <p>To explore a range of different greenhouses.</p> <p>To know how greenhouses are used today.</p> <p>To explain how the shape of a structure affects its stability.</p> <p>To know that the weight of the structure needs to be evenly spread on the base to make it secure.</p> <p>To know that the wider a structure's base is, the more stable it will be.</p>
<p>Vocabulary: Primary Colours, Secondary Colours Tertiary Colours, resist, still life, colour, tone, pattern, shape, line, texture,</p> <p>Artists: Edgar Degas</p> <p><a href="https://www.tate.org.uk/kids/explore/who-is/who-edgar-degas">https://www.tate.org.uk/kids/explore/who-is/who-edgar-degas</a></p> <p>Paul Cezanne – The Basket of Apples</p>		<p><b>Vocabulary:</b> greenhouse, structure, base, width, height, stable, dowelling, joins</p>	

## Music (Sing Up)

### Skills and Knowledge

#### The doot, doot song (4.21)

- Sing swung rhythms lightly and accurately.
- Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing.
- 'Doodle' with voices over the chords in the song.
- Learn a part on tuned percussion and play as part of a whole-class performance.
- Listen and identify similarities and differences between acoustic guitar styles.

#### Fanfare for the common man (4.22)

- Improvise and compose, exploring how timbre, dynamics and texture can be used for impact in a fanfare.
- Compose a fanfare using a small set of notes, and short, repeated rhythms.
- Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.

#### Spain (4.23)

- Play repeating rhythmic patterns.
- Count musically.
- Invent a melody.
- Fit two patterns together.

Structure musical ideas into their own compositions

### Vocabulary

#### The doot, doot song

**Duration:** beat/pulse, 4-beats, 8-beats.

**Pitch:** chords (Am, F, C), melody, part.

**Structure:** intro, verse, chorus, middle 8, 2-bar phrases.

**Timbre:** tuned percussion, dampen the sound, acoustic guitar, piano, drums, bass guitar.

**Style:** acoustic pop, country, folk, pop.

**Other:** improvise ('doodle'), patsch (body percussion such as slapping the knees or thighs).

#### Fanfare for the common man

**Duration:** long and short sounds, repeated rhythm patterns.

**Dynamics:** contrasts, sound and silence, the dramatic effect of silence.

**Pitch:** melody, fanfare, phrase, harmony, chord.

**Texture:** unison (one part), homophonic (several parts moving together).

**Timbre:** brass instruments, percussion.

**Other:** musical commission – writing a piece of music for a specific purpose or event.

#### Spain

**Duration:** triplets (a rhythm made of three beats filling the space usually taken by two).

**Pitch:** melody (a musical sentence).

**Other:** Habanera (a rhythm from Cuba, which is often now associated with Spain), dynamics (volume, lous and softs), *piano* (*p*, soft), *forte* (*f*, loud).

PSHE (Jigsaw)		Computing (Switched on Computing)	
Skills	Knowledge	Skills	Knowledge
<p><b>Spring 1 – Dreams and Goals</b>            Can talk about their hopes and dreams and the feelings associated with these            Can identify the feeling of disappointment            Can identify a time when they have felt disappointed            Be able to cope with disappointment            Help others to cope with disappointment            Can identify what resilience is            Have a positive attitude            Enjoy being part of a group challenge            Can share their success with others Can store feelings of success (in their internal treasure chest) to be used at another time</p> <p><b>Spring 2 – Healthy Me</b>            Can identify the feelings that they have about their friends and different friendship groups            Recognise how different people and groups they interact with impact on them            Identify which people they most want to be friends with            Recognise negative feelings in peer pressure situations            Can identify the feelings of anxiety and fear associated with peer pressure            Can tap into their inner strength and know-how to be assertive</p>	<p><b>Spring 1 – Dreams and Goals</b>            Know what their own hopes and dreams are            Know that hopes and dreams don't always come true            Know that reflecting on positive and happy experiences can help them to counteract disappointment            Know how to make a new plan and set new goals even if they have been disappointed            Know how to work out the steps they need to take to achieve a goal            Know how to work as part of a successful group            Know how to share in the success of a group</p> <p><b>Spring 2 – Healthy Me</b>            Know how different friendship groups are formed and how they fit into them            Know which friends they value most            Know that there are leaders and followers in groups            Know that they can take on different roles according to the situation            Know the facts about smoking and its effects on health            Know some of the reasons some people start to smoke            Know the facts about alcohol and its effects on health, particularly the liver            Know some of the reasons some people drink alcohol            Know ways to resist when people are putting pressure on them            Know what they think is right and wrong</p>	<p><b>Unit 4.3 - We are Musicians</b></p> <ul style="list-style-type: none"> <li>create a repeating percussion rhythm</li> <li>play music using virtual instruments</li> <li>compose or edit tunes using the piano roll (pitch and duration) tool</li> <li>perform electronic music using pre-recorded loops, and create their own loops</li> <li>create a multi-track composition or performance using multiple instruments</li> <li>Give feedback to others on their compositions and performances.</li> </ul> <p><b>Unit 4.4 – We are bloggers</b></p> <ul style="list-style-type: none"> <li>become familiar with blogs as a medium and a genre of writing</li> <li>create a sequence of blog posts on a theme</li> <li>incorporate additional media</li> <li>comment on the posts of others</li> </ul> <p>develop a critical, reflective view of a range of media, including text.</p>	<p><b>Unit 4.3 - We are Musicians</b></p> <ul style="list-style-type: none"> <li>Use sequence and repetition; work with various forms of input and output.</li> <li>Be discerning in evaluating digital content. Select, use and combine a variety of software on a range of digital devices to design and create a range of content that accomplishes given goals.</li> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour.</li> </ul> <p><b>Unit 4.4 – We are bloggers</b></p> <ul style="list-style-type: none"> <li>Understand computer networks including the Internet; how they can provide multiple</li> <li>services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</li> <li>Use a variety of software (including Internet services) on a range of digital devices to design and create a range of content that accomplish given goals.</li> </ul> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour.</p>
<p><b>Vocabulary: Spr 1:</b> Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise, Design, Cooperation, Success, Celebrate, Evaluate.  <b>Spr 2:</b> Friendship, Emotions, Healthy, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong.</p>		<p><b>Vocabulary:</b>  <b>Unit 4.3 - We are Musicians</b>            Beat sequence, sample, stave, touch instrument, tracks, velocity, voice, piano roll, MIDI, live loops,  <b>Unit 4.4 – We are bloggers</b>            Creative commons, hyperlinks, hypertext mark-up language(HTML), Internet, Uniform resource locator(URL), web server.</p>	

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

### Skills

**Beliefs and practices** – Describe and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked. Make connections between different beliefs & practices.

**Sources of wisdom** – Explain and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Describe the impact on individual believers.

**Symbols and actions** – Explain how a range of beliefs, symbolic expression & actions can communicate meaning to individual followers. Describe some similarities between some symbols in different communities.

**Prayer, worship and reflection** – Describe why and where worshippers perform prayer and worship. Express their opinions on the value of stillness and personal reflection.

**Identity and belonging** – Describe some of the benefits and challenges individuals face when belonging to a faith community. Describe how some religious people are guided by their religious leaders.

**Ultimate questions** – Respond to a range of challenging ‘if’ and ‘why’ questions about making sense of the world, expressing personal reflections.

**Human responsibility and values** – Explain some of the beliefs and teachings about how people should treat others and the world. Describe how diverse communities can live together respectfully.

**Justice and fairness** – Consider and discuss questions on matters that are important in the world, including choices about what is right and wrong.

### Knowledge

#### Spring 1 – What do Hindus believe God is like? (4.3)

Hindu Dharma, Atman, Brahman: Hinduism

Consider how Hindus might see the world.

Explore the concepts of Brahman to build up understanding.

Use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman.

### Knowledge

#### Spring 2 – Why do Christians call the day Jesus died ‘Good Friday’? (4.4)

Salvation: Christianity

- Learn how the Christian Salvation story fits in the big story of the Bible.
- Find out about the main events of holy week and consider how people at the time might have felt and responded.
- Study Bible texts that retell the key events of holy week and suggest what these mean for Christians today.
- Discover how Christians today remember, celebrate and respond to the events of holy week and Easter.

Make links between some of these events and life in the world today Suggest why some Christians live their lives in the way that they do.

**Vocabulary:** Hindu, Brahman, Deity, Namaste, Shiva, Aum, Atman, Lakshmi, Vishnu, Brahma

**Vocabulary:** Salvation, Jerusalem, Resurrection, forgiveness, Crucifixion, Palm Sunday, Disciples, Sin, Easter, Calvary

## Physical Education (Complete PE)

#### Games: Invasion: Basketball (4.31)

The unit of work will develop pupils’ ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.

#### Gymnastics: Bridges (4.32)

The unit of work will focus on exploring bridge balances and the ways we can move in and out of them over and under them, on the floor and on the apparatus. Pupils will create sequences combining movements and bridge balances in pairs, applying flow and challenging their creativity.

#### Games: Invasion: Hockey (4.41)

The unit of work will develop pupils’ ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.

#### Dance: Cats (4.42)

The unit of work will challenge pupils to explore movement through improvisation, introducing unison and matching. Pupils will sustain their characters to add drama and emotion to the dance. Pupils will extend their dance skills by using more complex interacting movements, actions and incorporate apparatus.

**Vocabulary:**

4.31: Marking, Possession, Space, Bounce Pass, Pivot

**Vocabulary:**

4.32: Excellent gymnastics, extension, control, interesting, bridge, levels, flow

**Vocabulary:**

4.41: Tackling, Free hit, Blocking, Attacker, Defender, Dribbling, Marking

**Vocabulary:**

4.42: Excellent Dancers, Expression, Creativity, Emotion, Motif, Character, Flow

# French

## Skills

**Listening** - Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.

**Speaking** - Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.

**Reading** - Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.

**Writing** - Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.

**Grammar** - Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'

## Knowledge

### My family (4.3)

Remember the nouns for different family members in French from memory with their articles/determiners. Describe our own or a fictitious family in French by name, age and relationship. Learn numbers up to 70 and the multiples of ten (10-100) in French. Understand possessive adjectives better in French ('my' form only).














### At the Tea Room (4.4)

Recall from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical French 'salon de thé', improving our cultural knowledge of France.

Understand better how to make nouns plural in French. Improve our knowledge of French currency. Order in French what we would like to eat and drink in a role-play.

## Vocabulary

LANGUE ANGELS			
Ma famille			
Nom		Classe	
Unit Glossary			
French	English	French	English
la famille	the family	As-tu des frères et sœurs ?	Do you have any brothers or sisters?
la mère	the mother	Oui, j'ai un frère.	Yes, I have a brother.
la grand-mère	the grandmother	Oui, j'ai une sœur.	Yes, I have a sister.
la tante	the aunty	Oui, j'ai deux frères.	Yes, I have two brothers.
la grande sœur	the big sister	Oui, j'ai deux sœurs.	Yes, I have two sisters.
la petite sœur	the little sister	Non, je suis fils unique.	No, I am an only child (male).
le frère	the brother	Non, je suis fille unique.	No, I am an only child (female).
l'oncle	the uncle	Quel âge a ton/ta... ?	How old is your... ?
le père	the father	Il/Elle a ... ans.	He/she is ... years old.
le grand-père	the grandfather	dix	ten
les parents	the parents	vingt	twenty
les grands-parents	the grandparents	trente	thirty
les sœurs	the sisters	quarante	forty
Comment s'appelle ton... (male)/ta... (female) (+family member?)	What is he/she called?	cinquante	fifty
Il/Elle s'appelle	He/she is called	soixante	sixty
mon	my (masculine singular family members)	soixante-dix	seventy
ma	my (feminine singular family members)	quatre-vingts	eighty
mes	my (masculine, feminine or mixed plural family members)	quatre-vingt-dix	ninety
		cent	one hundred

LANGUE ANGELS			
Au salon de thé			
Nom		Classe	
Unit Glossary			
French	English	French	English
 un croissant	a croissant	 une crêpe	a crepe
 un pain au chocolat	a pain au chocolat	 une salade	a salad
 un sandwich au jambon	a ham sandwich	 une omelette	an omelette
 un sandwich au fromage	a cheese sandwich	 une tartelette	a small tart
 un croque-monsieur	a ham and cheese toastie	 une limonade	a lemonade
 un café	a coffee	 une grenadine	a grenadine
 un café au lait	a coffee with milk	Bonjour !	Hello!
 un thé	a tea	Au revoir !	Goodbye!
 un jus d'orange	an orange juice	Vous désirez ?	What would you like?
 un coca-cola	a coca-cola	Je voudrais...	I would like...
 un chocolat chaud	a hot chocolate	merci	thank you
 une part de gâteau au chocolat	a slice of chocolate cake	s'il vous plaît	please
 une part de quiche	a slice of quiche	et	and
 une brioche	a brioche	l'addition	the bill