**Kite Curriculum Overview 2024/25 Year B**

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| **Autumn** | | |
| **English** | Defeat the Monster Story – The Cobbler and The Dragon – Focus: Suspense  Non-Fiction – A Royal Wedding – Newspaper Report  Rags to Riches – Cinderella – Focus: Setting  Invent writing  Poetry | |
| **Maths** | Year 4:  Read and write 4-digit numbers Compare and order numbers up to 10,000  Round any number up to 4-digits to the nearest 10, 100 or 1000  Classify quadrilaterals  Add and subtract numbers with up to 4-digits mentally  Know and use multiplication facts for 6, 7 and 9 multiplication tables  Know and use division facts for 6, 7 and 9 multiplication tables | Year 5:  Year 5  Read and write numbers up to 1,000,000  Compare and order numbers up to 1,000,000  Compare and order decimals with up to 3 decimal places  Round numbers to 1 decimal place, nearest whole number and 10, 100, 1000, 10000  Count forwards and backwards with positive and negative numbers  Add and subtract whole numbers with more than 4 digits choosing efficient methods  Add and subtract decimals with up to 3 decimal places choosing efficient methods  Multiply and divide whole numbers and decimals by 10, 100 and 1000 Identify and use multiples, factors and prime numbers. |
| **Science** | **Animals including humans:**   * Identify that animals, including humans, need the right typesand amount of nutrition, and that they cannot make their ownfood; they get nutrition from what they eat * Identify that humans and some animals have skeletons and muscles for support, protection and movement   Year 5:  **Evolution**:   * Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. * Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents * Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.   **Light:**   * Recognise that they need light in order to see things and that dark is the absence of light * Notice that light is reflected from surfaces * Recognise that light from the sun can be dangerous and that there are ways to protect their eyes * Recognise that shadows are formed when the light from a light source is blocked by a solid object * Find patterns in the way that the sizes of shadows change. | |
| **RE** | **Gospel:** [What Kind of world did Jesus want?](http://www.amvsomerset.org.uk/resources/exemplars/2019-ks2-exemplars/)  Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first. • Christians believe Jesus challenges people who pretend to be good (hypocrisy), and shows love and forgiveness to unlikely people. • Christians believe Jesus’ life shows what it means to love God (his Father) and love your neighbour. • Christians try to be like Jesus – they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice  **Incarnation**: [What is the Trinity?](http://www.understandingchristianity.org.uk/wp-content/uploads/2016/05/KS2b5_Gospel_Unit_WEB.pdf)  • Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. • Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians worship God as Trinity. It is a huge idea to grasp, and artists have created art to help to express this belief. • Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus. | |
| **History** | **What can we learn from Long Sutton and its residents about the history of the village/school over the past 150 years?**  School’s 150th Birthday  **Focus** – School buildings and development of village and childhood focus  To know how the building built in Long Sutton have changed over time  To be able to use maps, photos and pictures to understand the changes over time  To understand why and how the village has grown over the past 150years  To understand how jobs that people in the village do have changed over time using census data  To know how children’s lives in Long Sutton have changed over the past 150 years  A study over time tracing how ***several aspects of national history are reflected in the locality.*** | |
| **Geography** | **What is like to live in Italy?**   * To be able to locate Italy on a map * To be able to locate key European countries on a map * To know the key cities, environmental regions and characteristics * To understand the similarities and difference to the UK * To identify the climate zones, rivers, mountains, volcanoes and earthquakes. * To know what it is like to live in Italy * To explore the types of settlement, land use and economic activity   NC:   * To understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting European country – Italy * locate the world’s countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities * Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, | |
| **Art** | **Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)** Diego Fazio (Pencil drawing) | |
| Experiment with a variety of pencils to explore potential.  Close observation  Draw both the positive and negative shapes  Initial sketches as a preparation for painting.  Accurate drawings of people – particularly faces | Identify and draw the effect of light  Scale and proportion.  Accurate drawings of whole people including proportion and placement.  Work on a variety of scales.  Computer generated drawings. |
| **Colour (painting, ink, dye, textiles, pencils, crayon, pastels)** | |
|  | Colour mixing.  Make colour wheels.  Introduce different types of brushes Techniques- apply colour using dotting, scratching, splashing. | Colour mixing and matching; tint, tone, shade Observe colours –  Suitable equipment for the task  Colour to reflect mood |
| **PE** | Autumn A: Tag Rugby and Netball | |
| Autumn B: Gym and Dance | |
| **Music** | **Changes in pitch, tempo & dynamics (Rivers)**  Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance. | |
| **PSHE** | Rules and My Classroom  NSPCC work  Zone of Regulation  Careers work  Families and friends – emotions work  What makes a healthy relationship  To understand when to say no  All about feelings  Anti Bullying  Negiotiaiton skills  Non verbal communication and personal space  Online safety, Health, well being and life style | |
| **DT** | Food: Adapting a recipes   * Follow a recipe, with some support. * Describe some of the features of a biscuit based on taste, smell, texture and appearance. * Adapt a recipe by adding extra ingredients to it. * Plan a biscuit recipe within a budget. | |
| **Computing** | **Computing Systems and Networks – the internet**  Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create.  Vocab: internet, network, router, security, switch, server, wireless access point (WAP), website, web page, web address, routing, web browser, World Wide Web, content, links, files, use, download, sharing, ownership, permission, information, accurate, honest, content, adverts  **Creating media – Audio production**  Learners will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files.  **Vocab:** audio, microphone, speaker, headphones, input device, output device, sound, podcast, edit, trim, align, layer, import, record, playback, selection, load, save, export, MP3, evaluate, feedback. | |
| **MFL** | French greetings:  Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day and asking someone how they are.  Year 5:  **Portraits – describing in French**  Learning adjectives for describing people’s physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun. | |

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| **Spring** | | |
| **English** | Invent writing  Losing Tale – George’s Marvellous Concoction – Focus: Character and dialogue  Poetry  Non-Fiction – Don’t be mean Grandma – Persuasion  Non fiction invent possibly linked to history  Poetry | |
| **Maths** | Year 4:  Add and subtract numbers with up to 4-digits using a formal written method Know and use multiplication facts for 11 and 12 multiplication tables  Know and use division facts for 11 and 12 multiplication tables  Choose efficient methods to add and subtract  Multiply 2-digit by a 1-digit using the distributive law  Multiply 3-digit by a 1-digit using a formal written method  Divide a 3-digit by a 1-digit number  Use place value, known and derived facts to multiply and divide mentally  Identify acute and obtuse angles | Year 5:  Multiply numbers up to 4-digits by 1 or 2-digits using a formal written method Divide numbers up to 4-digits by 1-digits using a formal written method of division  Use known facts and place value to multiply a whole number by a decimal  Multiply decimal numbers (1 or 2 decimal places) by 1-digit using a formal written method  Compare and order fractions whose denominators are all multiples of the same number  Read and write decimal numbers (up to 3 decimal places) as fractions  Understand that per cent relates to ‘number of parts per 100’, and write percentages as a fraction with denominator 100  Convert between adjacent units of metric measure |
| **Science** | **States of Matter:**   * Compare and group materials together, according to whether they are solids, liquids or gases * Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) * Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.   **Sound:**   * Identify how sounds are made, associating some of them with something vibrating * Recognise that vibrations from a sound travel through a medium to the ear. * Find patterns between the pitch of a sound and features of the object that produced it * Find patterns between the volume of a sound and the strength of the vibrations that produced it. * Recognise that sounds get fainter as the distance from the sound source increases.   Year 5:  **Electricity:**   * Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit * Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches * Use recognised symbols when representing a simple circuit in a diagram**.**   **Properties of changing materials:**   * Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets * Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution * Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating * Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic * Demonstrate that dissolving, mixing and changes of state are reversible changes * Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. | |
| **RE** | **What do Hindu people believe about Dharma, Deity and Atman?** [Hinduism](http://www.understandingchristianity.org.uk/wp-content/uploads/2016/05/F3_Salvation_Unit_WEB.pdf) (AMV)  Key Belief – Dharma. (Right-living, respecting life, honouring Natural world) • Recall stories of the exile, return and reign of Rama from the Hindu book: The Ramayana and understand how they teach a) respect for Parents, b) keeping promises, c) doing the right thing even when it’s hard, and from his reign d) using power with care and responsibility towards those with less power, know that Hindus think these are important guidelines for right-living. • Understand when Hindus light lamps to celebrate Divali they remember that God guides us in life the way lamps light up darkness, to help us see our way. • Know Dharma means ‘right-living’ and that the Hindu faith is called the ‘Hindu Dharma’  Belief – Deity (Brahman, Deva, Devi, Avatar) Belief – Atman (The Divine within) • Recognise a form of Hindu worship (called puja) using a special tray called ‘a puja thali’ with a small sacred flame, a bell, flower petals, incense and water to help them not be distracted by anything else they may see, hear, smell or touch around them, to make it a special time. • Know and be able to use the following terms accurately and confidently: Mandir, shrine, puja, murti, prasad and arti. • Know that Hindus have a special place at home for performing puja once a day. • Understand that Puja helps Hindus be quiet enough to ‘hear’ God guiding them from within and to know Hindus can perform Puja at home or in a place of worship called a Mandir. • Raise and suggest answers to relevant questions in response to the Hindu belief in Dharma, deity and Atman. • Attempt to support their answers using reasons and/or information. | |
| **History** | **What did the Romans do for us?**  **History:**   * The Roman Empire and impact on Britain * A study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1666 – legacy of Roman culture on later parts in history.   Key Question: What was the Roman Empires most significant impact on Britain. (A study of changes in Britain’s social history and settlements)   * To know that Britain has been invaded and settled in. * To know that people come to / invade a country because of the resources that it offers. * To know that the Romans invaded Britain in 43AD. (chronology) * To know that the Romans invaded from the South-East of Britain. * To know that the spread of the Roman Empire was due to conquering land across Europe, the East and the Mediterranean. * To identify what made the Roman army so successful (military power, political flexibility, economic expansion, well organised, ambitious). (innovation) * To know about the Romanisation of Britain (Roman roads; religion; language, writing and numbers; town construction). * To know that Boudicca rebelled against the Romans in order to protect her property. * To know that the fall of the Roman Empire was caused by: -Corrupt politicians and rulers -Fighting and civil wars within the Empire -Attacks from barbarian tribes -The Roman army was no longer a dominant force -The Empire became so large it was difficult to govern * To know that within the same period of time, there were different parts of the world that were both similar and different to Britain. * To know that different people who have invaded and settled have brought different technology, culture and beliefs to the country that are still prevalent / evidenced today * To know that invasion and settling has led to significant changes that have impacted on everyday life. | |
| **Geography** | **What causes Volcanoes and earthquakes?**  To understand how the earth moves and the causes of earthquakes and volcanoes  To locate key volcanoes. To know the structure of volcanoes and the features of an eruption  To understand that the earth’s crust is split into tectonic plates  To understand why people live near volcanoes  To understand the causes of earthquakes and the features of these  To locate earthquakes using longitude and latitude  **NC:**   * Physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes * Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, | |
| **Art** | **Texture (textiles, clay, sand, plaster, stone)** Edward Said (Tingatinga art) | |
| Use smaller eyed needles and finer threads Weaving  Tie dying,  Batik | Use a wider variety of stitches  Observation and design of textural art Experimenting with creating mood, feeling, movement-  Compare different fabrics |
| **Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )** Zaha Hadid (Architect) | |
| Shape, form, model and construct (malleable and rigid materials)  Plan and develop  Understanding of different adhesives and methods of construction  aesthetics | Plan and develop  Experience surface patterns / textures  Discuss own work and work of other sculptors Analyse and interpret natural and manmade forms of construction |
| **PE** | Spring A: Invasion Games (Hockey) and Fitness/Cross Country | |
| Spring B: Invasion Games (Tag Rugby) and Fitness/Cross Country | |
| **Music** | Adapting and transposing (Romans)   * Learn a new song, singing in time and in tune while following the lyrics. * Identify motifs aurally and play a repeated pattern on a tuned instrument. * Create and performing a motif, notating it with reasonable accuracy. * Transpose their motif, using sharp or flat notes where necessary and change the rhythm. * Combine different versions of a musical motif and perform as a group using musical notation. | |
| **PSHE** | What makes a good friend?  Courageous Advocacy  Safer Internet Day  Online safety – privacy and security, Copywrite and ownership  Careers work  Rights and responsibilities  Being a bystander | |
| **DT** | Electrical systems: Torches   * Identify electrical products and explain why they are useful. * Help to make a working switch. * Identify the features of a torch and how it works. * Describe what makes a torch successful. * Create suitable designs that fit the success criteria and their own design criteria. * Create a functioning torch with a switch according to their design criteria. | |
| **Computing** | [Programming A – Sequencing sounds](https://teachcomputing.org/curriculum/key-stage-2/programming-a-sequence-in-music)  This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.  **Vocab: Scratch, programming, blocks, commands, code, sprite, costume, stage, backdrop, motion, turn, point in direction, go to, glide, sequence, event, task, design, run the code, order, note, chord, algorithm, bug, debug, code**  [Data and information – branching databases](https://teachcomputing.org/curriculum/key-stage-2/data-and-information-branching-databases)  Learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Learners will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases.  **Vocab: attribute, value, questions, table, objects, branching, database, objects, equal, even, separate, structure, compare, order, organise, selecting, information, decision tree.** | |
| **MFL** | **Programming – Repetition in shapes**  This unit looks at repetition and loops within programming. Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.  **Vocab:** Logo (programming environment), program, turtle, commands, code snippet, algorithm, design, debug, pattern, repeat, repetition, count-controlled loop, value, trace, decompose, procedure  **Data and information – Data logging**  In this unit, pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data.  **Vocab:** data, table, layout, input device, sensor, logger, logging, data point, interval, analyse, dataset, import, export, logged, collection, review, conclusion. | |

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| **Summer** | | |
| **English** | Warning Tale – Reilly – Focus: Description, Openings and Endings  Invent Writing  Non-fiction – Wizards – Information Text  Non-Fiction – Should Reilly be allowed to play what he wants? - Discussion | |
| **Maths** | Year 4:  Divide 1 and 2-digit numbers by 10 and 100  Add and subtract fractions with the same denominator beyond the whole Find families of equivalent fractions Recall factor-factor-product relationships for 6,7,9,11 and 12 multiplication tables  Add and subtract decimal numbers (up to 2 decimal places) including measures and money  Find the area of rectilinear shapes by counting squares  Describe and plot positions on a 2-D grid as coordinates in the first quadrant Convert between analogue and digital 12 and 24-hour clocks and other units of time | Year 5:  Convert mixed numbers to improper fractions and vice versa  Add mixed numbers and proper fractions with denominators that are the same and multiples of each other Subtract proper fractions from mixed numbers with denominators that are the same and multiples of each other Multiply fractions and mixed numbers by a whole number  Calculate the area of rectangles 23. Draw given angles, and measure them, in degrees (°)   * Interpret line graphs |
| **Science** | **Rocks:**   * Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties * Describe in simple terms how fossils are formed when things that have lived are trapped within rock * Recognise that soils are made from rocks and organic matter.   Year 5:  **All living things (Y6):**   * Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals * Give reasons for classifying plants and animals based on specific characteristics   **Animals including humans (Y5):**   * Describe the changes as humans develop from birth to old age   Y6: Describe the changes as humans develop from birth to old age. | |
| **RE** | The Kingdom of God – [When Jesus left, what was the impact of Pentecost?](https://www.understandingchristianity.org.uk/wp-content/uploads/2016/05/KS2a6_Kingdom-of-God_WEB.pdf)  Christians believe that Jesus inaugurated the ‘Kingdom of God’ – i.e. Jesus’ whole life was a demonstration of his belief that God is king, not just in heaven but here and now (‘Your kingdom come, your will be done on earth as it is in heaven’). • Christians believe Jesus is still alive, and rules in their hearts and lives through the Holy Spirit, if they let him. • Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus’ invisible kingdom visible by living lives that reflect the love of God. • Christians celebrate Pentecost as the beginning of the Church. • Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.  **People of God**: [What is it like to follow God?](http://www.understandingchristianity.org.uk/wp-content/uploads/2016/05/F1_GodCreation_Unit_WEB.pdf)  The Old Testament tells the story of a particular group of people, the children of Israel – the People of God – and their relationship with God. • The People of God try to live in the way God wants, following his commands and worshipping him. • They believe he promises to stay with them, and Bible stories show how God keeps his promises. • The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God, and to attract all other nations to worshipping God. | |
| **History** | Early Islamic civilisation, including Baghdad c AD 900  NC:  A non-European society that provides contrasts with British history – early Islamic civilisation, including a study of Baghdad c AD 900.  How different was Baghdad to London around 900AD?  To place Baghdad in a spatial and temporal framework  To learn about everyday life in Baghdad and compare to London  To be able to explain the importance of learning to the life of Baghdad  To be able to reach a judgement based on the evidence  To compare life in 900 AD to life today | |
| **Geography** | **Climate change – How is our world impacted by plastic?**   * To understand what climate change is * To know the causes of climate change * To begin to understand the evidence for climate change * To understand the effects of plastic on our world * To know the alternatives for plastics * To understand the effects of plastics on our oceans   **NC:**  Human & physical geography:   * Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. * 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.   Understand how human and physical processes interact to influence, and change landscapes, environments and the climate | |
| **Art** | **Printing (found materials, fruit/veg, wood blocks, press print, lino, string)** | |
| Relief and impressed printing  Recording textures/patterns  Monoprinting  Colour mixing through overlapping colour prints | Use sketchbook for recording textures/patterns Interpret environmental and manmade patterns.  Modify and adapt prints |
| **Pattern ( paint, pencil, textiles, clay, printing)** MC Escher (Tessellations) | |
| Pattern in the environment  Design using ICT  Make patterns on a range of surfaces Symmetry | Explore environmental and manmade patterns Tessellation |
| **PE** | Summer 1: Athletics and Fielding and Striking Games (Cricket) | |
| Summer 2: Fielding and Striking games (Rounders) and swimming | |
| **Music** | Body and tuned percussion (Rainforests)   * Identify the structure of a piece of music. * Have an idea as to when there is one layer in a piece of music and when there are two. * Play a sequence in the correct order in time with their partner. * Have two contrasting rhythms being played together. * Have two different melodies being played together. * Have a complete piece of music with four different layers with an appropriate structure | |
| **PSHE** | * What keeps us healthy? * Keeping safe – medicines * First Aid * My feelings are all over the place * Online bullying, self image and indemnity online * All change * Puberty   Year 5 – Puberty/changes  Y5 Scarf Growing up and changing bodies | |
| **DT** | **Mechanical: Making a sling shot car**  Using a range of materials, design and make a car with a working slingshot mechanism and house the mechanism using a range of nets. | |
| **Computing** | **Creating media – Photo editing**  Learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.  **Vocab:** image, edit, digital, crop, rotate, undo, save, adjustments, effects, colours, hue, saturation, sepia, vignette, image, retouch, clone, select, combine, made up, real, composite, cut, copy, paste, alter, background, foreground, zoom, undo, font.  **Programming – Repetition in games**  This unit explores the concept of repetition in programming using the Scratch environment. It begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where learners can discover similarities between two environments. Learners look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.  **Vocab:** Scratch, programming, sprite, blocks, code, loop, repeat, value, infinite loop, count-controlled loop, costume, repetition, forever, animate, event block, duplicate, modify, design, algorithm, debug, refine, evaluate | |
| **MFL** | **Playground games – numbers and age**  Counting in French from one to twelve, recognising the written number words, talking about ages, comparing sentence structures in French and English and practicing vocabulary by playing counting and traditional French games. | |