
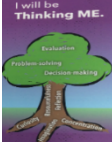





| | AUTUMN | | | SPRING | | SUMMER | | |
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| | BOOK STUDY Aesop's Fables | Living planet | Art Attack | BOOK STUDY Stig of the dump | Ruthless Romans | BOOK STUDY Varjak Paw | Fuel for school | |
| Core Value | Integrity | Grace | Aspiration | Aspiration | Integrity | Grace | Aspiration | |
| Powerful Learning Attributes | Reflection Decision Making | Problem Solving Collaboration | Creativity Resilience | Communication Independence | Independence Resilience | Resilience Decision making | Independence Reflection | |
| Seaside Curriculum | SPIRITUALITY | ENVIRONMENT SPIRITUALITY | ARTS INSPIRATIONAL PEOPLE AND PLACES | ENTERPRISE & TECHNOLOGY | INSPIRATIONAL PEOPLE AND PLACES | DIVERSITY Differences PSHE | ENTERPRISE & TECHNOLOGY | |
| Global Neighbours | | Climate Change How is climate change affecting the North and South poles? How can we stop climate change? | | | Poverty and inequality What happens when a country is invaded? What is the difference between a migrant and a refugee? Diversity and Inclusion What do we uniquely offer to others in a diverse community? | | Fair Trade Justice /Poverty / Exploitation | |
| Brilliant Beginning | Mask making | Explorer visitor | Art hunt | cave paintings | Roman shields | Crime scene | Bread making. Bread tasting around the world. | |
| Fantastic Finale | performing stories to peers | Special planet book | art exhibition | Hengistbury Head | Roman Forum Market place with a selection of products | Cityscape artwork | Packaging showcase | |
| Visitors and visits | Waterwise Talk November | Explorer | Artist | Hengistbury head | Roman Army Day | Author zoom call | Flavours cookery school | |
| Key texts | FABLES Orchard Aesop's Fables By Michael Morpurgo | Winston of Churchill By Jean Davies Okimoto Window By Jeannie Baker Ice Trap By Meredith Hooper Our Planet By Matt Whyman | Katie and the Starry Night By James Mayhew | Stone Age Boy By Satoshi Kitamura Stig of the Dump By Clive King | MYTHS AND LEGENDS Ancient Myths Collection By Geraldine McCaughrean and Tony Ross) | Varjak Paw By S F Said | Food Poems | |
| English | <p>Word Reading:</p> <p>Identify themes and key features of genres. Listen to and discuss a wide range of poetry, fiction, plays and non-fiction Retell some stories orally. Rehearse and recite poetry by heart (recognise different forms e.g. riddle, free verse, narrative etc) Perform plays with expression, volume, action With prompting, start to self-correct when reading aloud. Read the National Curriculum's year 3 and 4 spelling list and words containing taught prefixes and suffixes. Using an appropriate method, track sentences when reading during whole-class reading lessons. When reading aloud, recognise how the forms of punctuation affect fluency and expression during 1:1, guided and whole-class reading sessions. When reading, use expression to show understanding of basic punctuation (? And !)</p> | | | | <p>Comprehension:</p> <p>Make links between books they have read through identifying similarities in genre Recognise the features of common genres as well as justifying their own genre preference. Make simple predictions based on evidence within the text. With support, use an efficient rereading strategy when inferring or summarising a text:</p> <p>Make inferences about characters feelings, thoughts, actions, motives and justify with evidence With support, use re-reading strategies to clarify the meaning of an unfamiliar word or phrase:</p> <p>Find and copy specific words or phrases by re-reading Participate in a constructive debate by gathering evidence from a text to support and justify their argument whether they personally agree or not. Explain the meaning of words in context</p> | | | |

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| | | | Evaluate a text by considering: | | | | |
| | Composition Writing is appropriate to the purpose Consistently selects appropriate grammar and vocabulary Create settings, characters and plots Uses simple organisational devices Proof reads for spelling and punctuation errors Re-reads writing with controlled tone and volume to make the meaning clear | Sentence structure Subordinate clauses Revise and embed subordinate/main clause structure | Grammar/Vocabulary Subordinating conjunctions – Since, until, because, when, although, if Prepositions of place Well-chosen adverbs Determiners – the, a and an (link to spelling words starting with vowels) Perfect tense used accurately (has eaten, had lived) | Punctuation Revise word class noun, verb, adjective, adverb Begin to use inverted commas for direct speech | | | |
| See Medium term planning for genres covered. | | | | | | | |
| Spelling and handwriting | Spelling Revise and embed spelling of verbs with inflected endings (ed and ing) Prefixes (dis, in, im, anti, super, sub, re) Suffixes (ous, ly, ion, ian) ture ation ch ch (but sounds like sh) Year 3/4 common exception words - address, answer, appear, arrive, breath, breathe, build, busy(business), calendar, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, exercise, experiment, extreme, famous, February, forward, fruit, group, heard, heart, important, increase, interest, island, learn, mention, natural, notice, often, perhaps, popular, position, potatoes, promise, quarter, question, regular, remember, sentence, strange, woman, women Handwriting Begin to use joined handwriting throughout their independent writing. Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch]. | | | | | | |
| Maths | Number : Place Value – numbers up to 1000, partitioning, ordering, comparing Number: Addition and Subtraction – mental calculation of 10s, 100s, pattern spotting, introduction to formal written methods Number: Multiplication and Division – fluency in 2, 5 and 10 times table (year 2), moving onto 3,4 and 8s. | | Number: Multiplication and Division – make links between mental and written methods. Introduce formal methods. Measurement: Money – Add and subtract amounts of money to give change, using both £ and p in practical contexts. Statistics: - bar charts, pictograms and tables. Solve problems. Measurement: length and perimeter – measure lengths in m, cm, m. measure perimeter of 2d shapes by counting the squares Number: Fractions – count in 10ths, find fractions of amounts, recognize simple fractions – unit and non-unit, add and subtract, show equivalence, compare and order | | Number: fractions – see previous time Measurement: Time – tell the to the minute, units for time and word problems involving duration. <i>Geometry: Properties of shape – recognize 2d and 3d shapes, inc right-angles and other angles, compare angles, horizontal, parallel and perpendicular lines, angles as a turn.</i> <i>Measurement: Mass and Capacity- use correct units, compare and solve problems.</i> | | |
| RE | <u>Enquiry question: How can Brahman be everywhere and in everything?</u> Knowledge: Their God is called Brahman. Santhanis believe that Brahman is omnipresent. Santhanis use the different deities at home, in the temple and in Puja. | <u>Enquiry question: Has Christmas lost its true meaning?</u> Knowledge: Christmas is very important to Christians as they celebrate God’s son coming to Earth to help people (The Incarnation). The Shepherds, wise men, the star and gifts were all significant at Christmas. | <u>Enquiry question: Would visiting the river Ganges feel special to a non-Santhani?</u> Knowledge: The River Ganges is a very important river to Santhanis. Santhanis wash themselves in the River Ganges to wash away the bits of their lives and the things they have done that God would not be pleased with. | <u>Enquiry question: Why do Christians call the day Jesus died Good Friday?</u> Knowledge: Christians remember and celebrate Jesus’ last week, death and resurrection. The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. Christians today trust that Jesus really | <u>Enquiry question: What kind of world did Jesus want?</u> Knowledge: Jesus shows love and forgiveness to unlikely people. Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour. | <u>Enquiry question: Do Sikhs think it is important to share?</u> Knowledge: Sikhs share because their Holy Book tells them to share with people in need. Sharing is important to Sikhs because they believe God wants them to do this. | |

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| | <p>The main 3 deities are called the tri-murti and they each represent something different. Brahma – creator Vishnu – preserver Shiva – destroyer.</p> <p>Skills: Describe what a Santhani might believe about one of the Santhani gods and start to understand that Brahman is in everything. Understand the Santhani belief that there is one God with many different aspects. Consider how Brahman could look like so many different things. Tell the story from the Hindu tradition of one of the God's e.g. Ganesha/Lakshmi.</p> | <p>Skills: Explain what Christmas means to me and talk about whether this involves giving and receiving gifts. Explain the Christian believe that Jesus was God in human form and why God gave him to the world. Consider what Christmas means to Christians and reflect on what it means to us. Look at and discuss items such as an advent candle, Christmas pudding, advent calendar, Christmas carol lyrics, Christmas card, Christmas star decoration etc. Consider what these items are and how they are used. Read the Christmas story and reinforce the significance of the shepherds, wise men, star, gifts etc. Compare secular aspects of Christmas with Christian aspects. Sort religious and non-religious words relating to Christmas. Consider whether Christmas has lost its true meaning.</p> | <p>Santhanis believe Brahman is in the water and has a cleaning power to help them become good people.</p> <p>Skills: Understand the significance of the River Ganges both for a Santhani and non-Santhani. To explain why water is important. Describe a Santhani ritual that happens in/at the River Ganges and explain why this is important and significant to the Santhanis (previously referred to as Hindus) taking part in it. Empathise with the special feelings a Santhani might experience when taking part in a ritual at the River Ganges.</p> <p><i>Inspirational places to explore: River Ganges</i></p> | <p>did rise from the dead; and so is still alive today. Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</p> <p>Skills: Order creation and fall, incarnation, gospel and salvation within a timeline of the Bible's big story. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians. Make simple links between the gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own, clearly.</p> | <p>Christians try to be like Jesus – they want to know him better. Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</p> <p>Skills: Make links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. Make simple links between Bible texts and the concept of 'Gospel' (good news). Give examples of how Christians try to show love to all. Make links between the Bible stories studied and the importance of love in the world today, expressing own ideas clearly.</p> <p><i>Inspirational people to explore: Greta Thunberg. Global neighbours links.</i></p> | <p>Sikhs share the Langar (shared meal that is offered free to anyone) and festivals like Vaisakhi. Sikhs share their time and money to help people. Sikhs share in celebrations, worship and the Langar.</p> <p>Skills: Explore how Sikh beliefs affect their ways of life and the importance they place on sharing. Discuss why it is important to share even though it is not always easy. Describe some ways that Sikhs share and explain why it is important to them because of their beliefs. Share own view of whether sharing is important to Sikhs or not. Describe some of the practices and experiences Sikhs have which enable them to follow the Guru's teaching of sharing and explain why this is important to them.</p> |
| <p>PSHE</p> <p>Trickbox</p> | <p>Me and My Relationships We learn about relationships how they differ, the role they can play in keeping them positive and that people all have different needs.</p> <p>Rules are different at different ages and there are consequences to breaking them. Online Safety Link</p> <p>They have special relationships and can help to keep them positive.</p> <p>They can use strategies for resolving conflict.</p> <p>They can define and use collaboration to achieve success. They can identify qualities of friendship and how to make up. They can put forward reasons to validate their opinion. No-one should force them to do a dare they feel uncomfortable with. They can understand the feelings associated with loss.</p> | <p>Valuing Difference We learn about respect being two way in listening, touching and understanding difference.</p> <ul style="list-style-type: none"> • They can respect others views and listen effectively. • There are different types of families in our world. • Being part of a community can help their wellbeing. • Britain is diverse and there are qualities we need to help us to get together. • Name calling is a type of bullying. Online Safety Link • Bullying can happen because of prejudicial views. Anti-bullying and Online Safety Link | <p>Keeping Safe We learn about how to manage risks and stay safe in all situations.</p> <ul style="list-style-type: none"> • They can identify and manage risk. • They can use strategies to keep them safe. • They can assess risks and who can help them with this. • Their personal information must not be shared online. Online Safety Link • Drugs can be helpful or harmful. • There are risks associated with cigarettes and alcohol. • They can make informed decisions. | <p>Rights and Respect We learn about rules help to keep our community safe, how they can help and how money is earned and spent.</p> <ul style="list-style-type: none"> • There are people responsible for keeping them safe. • There is a difference between fact and opinion. • People volunteer to help communities. • There are different ways money is earned and spent. • A Job provides you with an income. • They can help to look after the environment. • There are different ways they can help their community. | <p>Being My Best We learn about how to keep our bodies healthy.</p> <ul style="list-style-type: none"> • The different food groups benefit the body. PE link • Some illnesses can be spread and how we can prevent it. • Internal organs need food, air and water. Science link. • They can discuss their own viewpoints respectfully in a debate. • They all have different skills, and these can be developed. • They have talents and they should be realistic about these. • Their body must work together as a team to be most effective. | <p>Growing and Changing We learn about how amazing our bodies are and how they change as they grow and form babies.</p> <ul style="list-style-type: none"> • They have different relationships with different people. • They can use strategies to keep their personal space. • They can use strategies to keep them safe browsing online. Online Safety Link • They can say safe and unsafe secrets and if they feel uncomfortable, they can tell a trusted person. • That babies are formed when a sperm meets the egg. • RED CROSS (Help save lives lesson 1) Keep themselves safe. Give first aid in different situations. Know when they need to get help; and know what to do in an emergency. |

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| | You're great I can do it Stand As If | Stand Tall Magic Circle | Colour breathing Sunny Side Signal Change | Floating Cloud Big 'No' | Win-Win Light Bulb Ask How | Free Flow Big 'Yes' |
| My Personal Best | Social me: Respect & communication Thinking me: Imagination Healthy me: Integrity and resilience | | | | | |
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| PE | Indoor: Gymnastics- Balances and core movement <ul style="list-style-type: none"> perform a range of actions with control and coordination devise, repeat and perform a short sequence begin to recognise contrasting actions and apply these in performance Start using a range of different apparatus whilst working individually and with a partner Outdoor Games: Fundamentals a,b,c Invasion: Core Task <ul style="list-style-type: none"> To repeat simple combinations of skills and actions showing coordination and changes in direction and speed To be able to use their own and others' ideas for movements, tactics and compositions To describe how they feel after exercise | Outdoor Games : Invasion Basketball & Football <ul style="list-style-type: none"> Can understand and follow rules for small sided games or activities Able to perform some of the tactics used in the warm up within a game situation Able to perform some of the roles within invasion and explain which roles best suits them. Indoor:Dance Theme: Professional Dance Work 'Singing In The Rain' by Gene Kelly developing skills in the three strands of dance: creating, performing and appreciating. | Indoor: Dance Theme: Narrative dance based on 'Stig of the Dump' developing skills in the three strands of dance: creating, performing and appreciating. Outdoor: Invasion Hockey and Netball <ul style="list-style-type: none"> Use a range of skills to keep possession and make progress towards a goal, on their own and with others Weigh up the options and demonstrate good decision making Know how to use space strategically in games Identify which games and activities have the biggest impact when trying to improve stamina Describe how some games use short bursts of speed Demonstrate how to keep possession and describe how they and others have achieved it Pass, receive and dribble the ball, keeping control and possession consistently Demonstrate skills to find space to keep the ball Throw and catch with control to keep possession Demonstarting good awareness | Indoor: Gymnastics <ul style="list-style-type: none"> demonstrate control and coordination use self and peer evaluation as a process of improving a performance work well on their own and contribute to work as part of a pair or within a group adapt a sequence to include different levels, speeds or directions Outdoor: Athletics Core Task <ul style="list-style-type: none"> Demonstrate the five basic jumps on their own show the ability to run continuously; begin to explore pacing throw various basic equipment increasing accuracy and coordination | Swimming Outdoor: Striking and fielding & Net and wall Core Task: Tennis & Volleyball <ul style="list-style-type: none"> Use and understand where space is and play shots into these spaces Make progress towards the goal otwitting the opposition Continue to develop ball handling skills Implement some key skills for net and wall e.g. hand eye cordination, object control | Swimming Outdoor: Core Task Striking and fielding: Cricket & Golf <ul style="list-style-type: none"> Able to use understand where space is and play shots into these spaces Develop batting technique Apply the rules of a game Understand and know how to score point |
| Science | Magnets <ul style="list-style-type: none"> notice that some forces need contact between two objects, but magnetic forces can act at a distance; observe how magnets attract or repel each other and attract some materials and not others; compare and group together a variety of everyday materials on the basis of whether they are attracted to a | Plants <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem / trunk, leaves and flowers; explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant; | Rocks <ul style="list-style-type: none"> 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. | Materials <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness; give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metal and wood. Discuss plastic separately as it does not link directly to project. | Light <ul style="list-style-type: none"> 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; | Teeth and nutrition <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat; identify the different types of teeth in humans and their simple functions. |

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| | <p>magnet, and identify some magnetic materials;</p> <ul style="list-style-type: none"> describe magnets as having two poles; predict whether two magnets will attract or repel each other, depending on which poles are facing. | <ul style="list-style-type: none"> investigate the way in which water is transported within plants (celery); explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | | | <ul style="list-style-type: none"> recognise that shadows are formed when the light from a light source is blocked by an opaque object; find patterns in the way that the size of shadows change; compare and group together everyday materials on the basis of their properties, including their transparency. | | |
| Computing | <p>Computer Science: SCRATCH</p> <p>E-safety: Staying safe with online video</p> | | <p>Digital literacy & Video/photography: Digimaps</p> <p>E-Safety: Safe searching and Safer Internet Day</p> | | <p>Digital Literacy: Recipe writing</p> <p>E-Safety: Online Bullying</p> | | |
| History | | | <p>Changes in Britain from the Stone Age to the Iron Age <i>When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</i></p> <ul style="list-style-type: none"> Cave paintings - sources Hunter gatherers/farmers Skara Brae Bronze Iron Age Hill forts <p>A local History Study – Hengistbury Head</p> <ul style="list-style-type: none"> Visit Significance | <p>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> Rome Invasion Roman life Celtic life Boudicca Legacy <p>Treehouse Theatre ‘ The Romans are Coming’</p> | | | |
| Geography | | <p>Why are jungles so wet and deserts so dry? What are the world’s climates?</p> <p>How do climate graphs help geographers compare the climate of one place with another?</p> <p>How does the climate affect the plants and animals living in a place?</p> <p>Why is the jungle of the Amazon Rainforest so wet and humid?</p> <p>Why is Arica the driest inhabited place on Earth?</p> | | <p>Why do so many people in the world live in megacities?</p> <p>What are megacities and where are they located?</p> <p>Why did Baghdad become the first city in the world with one million people?</p> <p>Why is Milton Keynes the United Kingdom’s fastest-growing city?</p> <p>Why is Brasília the fastest-growing city in Brazil?</p> <p>How do the advantages of living in cities compare with the disadvantages?</p> | | <p>Why is Fair Trade fair? Why was this road so important two thousand years ago?</p> <p>Why does Marco Polo visit the United Kingdom every eleven weeks?</p> <p>What does the United Kingdom export to the people of China?</p> <p>Why isn’t trade always fair for some people such as Melvin?</p> <p>Why is fair trade fair?</p> | |
| DT | | | | | <p>Textiles</p> <p>Design, make and evaluate a bag for a (specified relative) to carry a (specified object).</p> | <p>Food & Nutrition: Design, make and evaluate a sandwich for Y3 children to eat at the Fantastic Finale.</p> <p>Structures: Design, make and evaluate a container for themselves to carry their sandwich.</p> | |
| Art & design | <p>Skill-drawing</p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show awareness of objects having a third dimension | | <p>Art History - Vincent Van Gogh, Andy Warhol, Picasso</p> <ul style="list-style-type: none"> Identify, compare and discuss similarities between artists Van gogh, Warhol, Signac and Picasso using the language of art eg shape, form, texture, movement etc | | <p>Skill-drawing</p> <p>Using charcoal:</p> <ul style="list-style-type: none"> Use mark making and texture to form patterns Use blending techniques to give variations of tone and begin to show objects with a third dimension and space. | <p>Skill-painting</p> <ul style="list-style-type: none"> Mix colours and know which primary colours make secondary colours Mix and use tints and shades Experiment with different effects and textures | <p>Art History-Yayoi Kusama</p> <ul style="list-style-type: none"> Explore the life and works of Yayoi Kusama (focus on large installations and pumpkin work). Identify key symbols in work and how her life has led her to create such installations. |

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| | <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to achieve variations in tone. | <ul style="list-style-type: none"> Use paint to create artist studies to explore and analyse brushstrokes, colour, form and shape in artworks (thick paint, thick brush, visible brushstrokes etc) <p>Expression-painting</p> <ul style="list-style-type: none"> Produce work by painting in the style of a chosen artist (from study) of a personal experience/memory Create different effects and textures with paint according to need Reflect and review work by creating an artist statement using the language of the arts. | | <ul style="list-style-type: none"> Use skills to draw from still life (old key, chest etc) Focus on proportion and third dimension. <p>Progressing onto chalk:</p> <ul style="list-style-type: none"> Begin to experiment with blending, layering with chalk to create different shade and tints. Use chalk to colour match colours from the environment (use a leaf/shell etc) Use mark making and soft blending to explore and imitate patterns found in the environment <p>Create still life using chalk. Focus on experimenting with colour to create third dimension</p> | <ul style="list-style-type: none"> Colour match with known objects from images | <ul style="list-style-type: none"> Discussion on artist style, how do you know she has created the piece? How does her work change the environment and space around us? What do you think? Compare with previous artists studied from unit 1) <p>Expression-sculpture</p> <ul style="list-style-type: none"> Create sketch studies of pumpkins with a focus on pattern and colour used. Use entire page with large, small pumpkins to create piece and explore using dots further. Plan an idea for a sculpture using clay of their own fruit/veg (one that reminds them of childhood) Use dots and colour inspired by artist. Consider colour carefully, eg complimentary, secondary colours Create clay sculpture of fruit/veg using two push pots that come together Use a variety of tools to create texture and take time on form and shape of vegetable/fruit. Paint final piece using ideas from sketchbook Create exhibition of sculptures all together. Children can discuss ideas and explain reasoning behind their sculptures to peers. |
| Music | <p>Ukulele course The children learn to play ukulele and to sing along. Fiddle time To learn to play open strings pizzicato and with bows and to read notation.</p> | <p>Nativity songs Learn new songs, rehearse and perform</p> | <p>Ukulele course The children learn to play ukulele and to sing along. Fiddle time To learn to play open strings pizzicato and with bows and to read notation.</p> | <p>Swap of instruments Ukulele course The children learn to play ukulele and to sing along. Fiddle time To learn to play open strings pizzicato and with bows and to read notation.</p> | <p>BSO concert including introduction to Orchestra through Peter and the Wolf and Mozart Horn Concerto.</p> | <p>Ukulele course The children learn to play ukulele and to sing along. Fiddle time To learn to play open strings pizzicato and with bows and to read notation.</p> |
| French | <p>Salut!</p> <ul style="list-style-type: none"> Introduce each other and ask each other's feelings. Say and recognise the alphabet orally. | <p>C'est mon anniversaire!</p> <ul style="list-style-type: none"> Count up to 10 in order to ask each other their age and answer. Say and recognise orally and in writing the months of the year. Ask each other when their birthday is and answer. Explore French Christmas traditions. | <p>On voyage!</p> <ul style="list-style-type: none"> Say and recognise orally and in writing the days of the week. Say and recognise orally and in writing a variety of countries and nationalities. Introduction to some of the most popular French comic books, (linked with 'World Book Day'). | <p>Animaux</p> <ul style="list-style-type: none"> Say and recognise orally and in writing a variety of animals. Say and recognise a variety of colours orally and in writing. | <p>Mes passe-temps</p> <ul style="list-style-type: none"> Say and recognise orally and in writing a variety of sports and hobbies. Express simple opinions about hobbies. | <p>On fête ça!</p> <ul style="list-style-type: none"> End of year revision End of year 'Celebration of Learning'. |