

Curriculum Maps 2021-2022

Year 4

<u>Term Autumn</u> <u>1a</u>	<u>Term Autumn</u> <u>1b</u>	<u>Term Spring</u> <u>2a</u>	<u>Term Spring</u> <u>2b</u>	<u>Term Summer</u> <u>3a</u>	<u>Term Summer</u> <u>3b</u>
RE					
Domestic Church – family: PEOPLE Baptism / confirmation – belonging: CALLED Judaism	Baptism / Confirmation – belonging: CALLED Advent/Christmas – Loving: GIFT	Local church – COMMUNITY Eucharist – relating: GIVING & RECEIVING Enrichment – Stephanie Hawkins	Eucharist – relating: GIVING & RECEIVING Lent/Easter – giving SELF DISCIPLINE	Pentecost – serving: NEW LIFE Reconciliation – inter-relating: BUILDING BRIDGES Islam	Reconciliation- inter-relating: BUILDING BRIDGES Universal church – world: GOD’S PEOPLE
PSHE and RSE					
Personal Development Class agreement Peer mediators British & Catholic values Recognise self-worth, setting personal goals and meeting new challenges positively. Health and fitness (PE)	Families and people who care about me Family conflict, resolving differences/compromise. Stable, caring relationships, which maybe of different types, are at the heart of happy families.	Online Relationships Principles and rules for staying safe online, online relationships (link with computing). Bullying and its impact, including cyberbullying. How to be critical of online friendships and sources of information	Caring friendships Recognise that healthy friendships Recognise who to trust and who not to trust Recognise friendships change, manage conflict, explore coping strategies. Looking after friendships – recognising their actions affect themselves and	Respectful relationships Stereotypes Antisocial behaviour, rules, laws and consequences. Treating yourself and others with respect. Bullying (primarily reporting bullying to an adult) and how to get help. The importance of permission seeking and giving in relationships. Zones of regulation	Being safe Secrets Personal safety Coping with stress How to report concerns or abuse and the vocabulary and confidence needed to do so, and where to get advice. The concept of privacy.

Curriculum Maps 2021-2022

<p>Zones of regulation</p> <p>JIGSAW: Being Me in My World</p>	<p>Zones of regulation.</p> <p>JIGSAW: Celebrating Difference</p>	<p>(link with computing).</p> <p>How to recognise harmful content and how to report it</p> <p>(link with computing).</p> <p>Zones of regulation</p> <p>JIGSAW: Dreams and Goals</p>	<p>others, seeing things from others point of view (link to peer mediators).</p> <p>Zones of regulation</p> <p>JIGSAW: Healthy Me</p>	<p>JIGSAW: Relationships</p>	<p>Zones of regulation</p> <p>Journey in Love (RSE):</p> <p>God loves us in our differences</p>
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English

Reading & Comprehension

<p>Reading challenge:</p> <p>Launch</p> <p>Guided Reading Sessions:</p> <ul style="list-style-type: none"> Predict and summarise what will happen in a text. Retrieve information using quotation or reference from the text. 	<p>Reading challenge:</p> <p>Continue</p> <p>Guided Reading Sessions:</p> <ul style="list-style-type: none"> Predict and summarise what will happen in a text. Retrieve information using quotation or reference from the text. Deduce and infer information 	<p>Reading challenge:</p> <p>Continue</p> <p>Guided Reading Sessions:</p> <ul style="list-style-type: none"> Predict and summarise what will happen in a text. Retrieve information using quotation or reference from the text. Deduce and infer information Identify and comment on the structure and organisation of texts, including grammatical and presentational features. 	<p>Reading challenge:</p> <p>Continue</p> <p>Guided Reading Sessions:</p> <ul style="list-style-type: none"> Predict and summarise what will happen in a text. Retrieve information using quotation or reference from the text. Deduce and infer information 	<p>Reading challenge:</p> <p>Continue</p> <p>Guided Reading Sessions:</p> <ul style="list-style-type: none"> Predict and summarise what will happen in a text. Retrieve information using quotation or reference from the text. Retrieve information using quotation or reference from the text. Deduce and infer information 	<p>Reading challenge:</p> <p>Continue</p> <p>Guided Reading Sessions:</p> <ul style="list-style-type: none"> Predict and summarise what will happen in a text. Retrieve information using quotation or reference from the text. Identify and comment on the structure and organisation of texts, including grammatical and presentational features. Explain and comment on the writers' uses of language.
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Curriculum Maps 2021-2022

<ul style="list-style-type: none"> • Deduce and infer information • Identify and comment on the structure and organisation of texts, including grammatical and presentational features. • Explain and comment on the writers' uses of language. • Identify and comment on the authors' intent, viewpoints and overall effect on the reader. • Relate texts to others they have read and discuss. <p>Class reader:</p> <p>Charlie and the Chocolate Factory - Roald Dahl</p>	<ul style="list-style-type: none"> • Identify and comment on the structure and organisation of texts, including grammatical and presentational features. • Explain and comment on the writers' uses of language. • Identify and comment on the authors' intent, viewpoints and overall effect on the reader. • Relate texts to others they have read and discuss. <p>Class reader:</p> <p>Iron Man – Ted Hughes</p>	<ul style="list-style-type: none"> • Explain and comment on the writers' uses of language. • Identify and comment on the authors' intent, viewpoints and overall effect on the reader. • Relate texts to others they have read and discuss. <p>Class reader:</p> <p>The Butterfly Lion – Michael Morpurgo</p> <p>The Lost Words: A Spell Book – Jackie Morris</p>	<ul style="list-style-type: none"> • Identify and comment on the structure and organisation of texts, including grammatical and presentational features. • Explain and comment on the writers' uses of language. • Identify and comment on the authors' intent, viewpoints and overall effect on the reader. • Relate texts to others they have read and discuss. <p>Class reader:</p> <p>The Lion, the Witch and the Wardrobe – C. S Lewis</p> <p>Texts read during English lessons:</p> <p>The Lion, the witch and the Wardrobe, C. S. Lewis</p>	<ul style="list-style-type: none"> • Identify and comment on the structure and organisation of texts, including grammatical and presentational features. • Explain and comment on the writers' uses of language. • Identify and comment on the authors' intent, viewpoints and overall effect on the reader. • Relate texts to others they have read and discuss. 	<ul style="list-style-type: none"> • Identify and comment on the authors' intent, viewpoints and overall effect on the reader. • Relate texts to others they have read and discuss. <p>Class reader:</p> <p>Mr Stink – David Walliams</p> <p>The Same Inside: Poems about empathy and friendship – Liz Brownlee, Matt Goodfellow, Roger Stevens</p> <p>Texts read during English lessons:</p> <p>Mr Stink – David Walliams</p>
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Curriculum Maps 2021-2022

<p>Revolting Rhymes – Roald Dahl</p> <p>Texts read during English lessons:</p> <p>Malala’s Magic Pencil - Malala Yousafzai</p> <p>Mufaro's Beautiful Daughters – John Stetoe</p> <p>Journey to Jo'Burg – Beverley Naidoo</p>	<p>Texts read during English lessons:</p> <p>The Quangle Wangle’s Hat</p> <p>The Great Kapok Tree – Lynne Cherry</p> <p>Persuasive letters</p>	<p>Texts read during English lessons:</p> <p>The Magic Box, Kit Wright</p> <p>Examples of instructions</p>		<p>Class reader:</p> <p>The Boy at the Back of the Class – Onjali Q. Rauf</p> <p>Texts read during English lessons:</p> <p>The boy, the Mole, the Fox and the Horse – Charlie Mackesy (PSHE)</p> <p>A Midsummer Night’s Dream – William Shakespeare</p>	
Speaking Listening					
<p>Class reader: Participating in discussions, including discussing impact of authors' use of language on reader.</p> <p>Texts used during English lessons: Participate in discussions, deduce and infer information or events from the text.</p> <p>Plan and write a story set in another culture. Share stories.</p>	<p>Class reader: Verbal comprehension.</p> <p>Texts used during English lessons:</p> <p>Participate in discussions, deduce and infer information or events from the text. Discuss structure and organisation, authors intent and retrieving information and referencing with quotations.</p>	<p>Class reader: Consider and evaluate different viewpoints. Speculate, hypothesise, imagine and explore ideas.</p> <p>Persuasive speech to be Eco Committee rep, debate.</p> <p>Learning and reciting poetry. Free verse poetry</p>	<p>Class reader: verbal comprehension</p> <p>Fantasy story: Drawing inferences, explaining/discussing their understanding of what they have read.</p> <p>Read a range of story openings, describing characters & settings</p>	<p>Class reader: Deduce and infer information, discussing ideas and thoughts.</p> <p>Play scripts</p> <p>Drama: freeze frame, action clip, role play based on the play script being studied and pupils’ written play script.</p>	<p>Class reader: Verbal comprehension</p> <p>Newspaper reports: Participating in discussions, presentations, performances, role play, improvisations and debates. Participating actively in conversations; Articulating and justifying answers.</p> <p>Learning and reciting poetry. Performance poetry</p>

Curriculum Maps 2021-2022

Handwriting					
<p>Nelson Handwriting</p> <p>Unit 1 - Joining from the letter e</p> <p>Unit 2 - Joining to and from the letter s</p> <p>Unit 3 - writing letters at the correct size and height</p> <p>Unit 4 - double letters</p> <p>Unit 5 - consistency in spacing</p> <p>Unit 6: using a diagonal join</p> <p>Unit 7: Horizontal join joining to the letter y</p>	<p>Unit 8: Speedwriting</p> <p>Unit 9: Practising the size and height of letters</p> <p>Unit 10: spacing within words</p> <p>joining to and from the letter w</p> <p>Unit 11: joining from the letter m</p> <p>Unit 12: joining to the letter a from the letter w</p> <p>Unit 13: using a diagonal joining line</p> <p>Unit 14: Practising speedwriting</p>	<p>Unit 15: joining from the letter i</p> <p>Unit 16: diagonal join to ascenders</p> <p>Unit 17: joining to and from the letter f</p> <p>Unit 18: joining to and from the letter e</p> <p>Unit 19: Practising punctuation</p>	<p>Unit 20: consistency in forming and joining letters</p> <p>Unit 21: printing to make captions</p> <p>Unit 22: joining to and from the letter v</p> <p>Unit 23: Practising break letters</p> <p>Unit 24: Practising drafting and editing</p>	<p>Unit 25: Practising speedwriting</p> <p>Unit 26: Practising printing to make a poster</p> <p>Remaining weeks will be revision</p>	Revision
Spelling					
<ul style="list-style-type: none"> - Prefix <i>in-</i> and <i>dis-</i> - Adding <i>im</i> to root words beginning with <i>m</i> or <i>p</i> - Adding the suffix <i>-ous</i> - Adding the suffix <i>-ly</i> - Words ending in <i>-ture</i> - Homophones 	<ul style="list-style-type: none"> - Adding <i>-ation</i> to verbs to form nouns - Words with the <i>c</i> sound spelt <i>ch</i> - Words with the <i>sh</i> sound spelt <i>ch</i> - Adding the suffix <i>-ion</i> - adding the suffix <i>-ian</i> - adding the prefix <i>re-</i> - adding the prefix <i>re-</i> 	<ul style="list-style-type: none"> - Adding the prefix <i>anti-</i> - Adding the prefix <i>super-</i> - Adding the prefix <i>sub-</i> - Adding the prefix <i>mis-</i> - Words ending in <i>-sure</i> 	<ul style="list-style-type: none"> - Adding the prefix <i>auto-</i> - Adding the suffix <i>-ly</i> - Adding the prefix <i>inter-</i> - Words with the <i>ay</i> sound spelt <i>eigh, ei, ey</i> 	<ul style="list-style-type: none"> - Words ending in <i>-ous</i> - Words with the <i>s</i> sound spelt <i>sc</i> - Words ending in <i>zhun</i> spelt <i>-sion</i> - Adding <i>il-</i> and revising <i>un-</i>, <i>in-</i>, <i>mis-</i>, <i>dis-</i> - The <i>c</i> sound spelt <i>-que</i> and the <i>g</i> sound spelt <i>-gue</i> - Adding <i>ir-</i> to words beginning with <i>r</i> - 	<ul style="list-style-type: none"> - Adding the suffix <i>-ion</i> (1) - Adding the suffix <i>-ion</i> (2) - Revision - Homophones - Yr3/4 statutory words

Curriculum Maps 2021-2022

Grammar and Punctuation					
<p>GR - Y3 grammar revision, conjunctions, adverbs, paragraphs and pronouns</p> <p>P – Revision and continued use of capital letters, commas, full stops, question marks and exclamation marks.</p>	<p>GR – Fronted adverbials, subordinate and main clauses, dictionary work</p> <p>P – Commas after fronted adverbials.</p>	<p>GR – Determiners, prepositions, prepositional phrases, expanded noun phrases</p> <p>P – Commas when writing a list (as part of expanded noun phrases).</p>	<p>GR – Direct speech, standard English, dictionary/thesaurus work</p> <p>P – Inverted commas and other punctuation to indicate direct speech.</p>	<p>GR – Apostrophes, subordinate & main clauses (Revision) tenses (present, perfect, past)</p> <p>P – Apostrophes for contraction and possession.</p>	<p>GR – Dictionary & thesaurus work, consolidation of Y4 grammar (Magic Box project)</p> <p>P – Consolidation of Y4 punctuation.</p>
Composition					
<p>Non-Fiction: Book review Pupils to write a book review on The BFG – Roald Dahl (summer reading task) Enrichment – Roald Dahl Day workshop (drama based)</p> <p>Fiction: Stories from other cultures - Read examples of stories from different cultures and traditions. - Deduce differences in patterns of relationships, customs and attitudes. - Look at an author's use of language. - Identify point of view from which a story is told. - Select a character and use improvisation and role-play to explore the story from their point of view. - Write a diary entry in the role of Malala Yousafzai. Plan and write</p>	<p>Structured Poetry -Draft and write their own poems using models</p> <p>Non-Fiction: Persuasive writing - Familiarise with persuasive texts. - Explore the features of persuasive writing techniques. - plan and write persuasive advert selling a toy. - Evaluate and edit.</p>	<p>Free verse poetry - Compose class and individual poems - Evaluate and edit.</p> <p>Non-Fiction: Instructions - Familiarise with explanation texts and instructions. - To plan and write instructions and an explanation using simple organisational devices to present information (numbers, paragraphs and headings). - Evaluate and edit</p>	<p>Fiction: Lion Witch and the Wardrobe -Develop editing and proof-reading skills. Plan, edit and write a new episode of the fantasy story they have studied.</p>	<p>Fiction: Shakespeare Study (historical) Play scripts - A study into the life and works of William Shakespeare. - To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - Plan and write their own texts to suit a specific audience based on the structures, grammar and vocabulary of text that they have studied. - Evaluate and edit.</p> <p>Enrichment – watch A Midsummer Night's Dream performance</p>	<p>Non-Fiction: Recounts, including newspaper reports - Explore features of a newspaper report. - Plan and write a newspaper report using simple organisational devices to present information (numbers, paragraphs and headings). - Evaluate and edit.</p> <p>Performance Poetry -Draft, write and perform their own poems using models</p>

Curriculum Maps 2021-2022

a Anansi story. - Evaluate and edit.					
Maths					
<p>Addition and subtraction</p> <p>Weeks 1 and 2 focus on mental strategies in addition and subtraction, including the use of a robust understanding of place value.</p> <p>Multiplication and division</p> <p>Week 3 focuses on learning and using multiplication and division facts in solving more advanced problems.</p> <p>Time; length</p> <p>Week 4 focuses on telling the time, calculating time intervals and using m, cm and mm in the measurement of lengths.</p> <p>Addition and subtraction</p> <p>Week 5 focuses on understanding and using formal written methods of addition and subtraction.</p>	<p>Fractions and decimals; addition</p> <p>Weeks 6 and 7 focus on fractions and decimals, and end by using place value in formal addition.</p> <p>Measures; data</p> <p>Week 8 focuses on using SI units in measuring, reading scales and collecting, interpreting and recording data.</p> <p>Subtraction</p> <p>Week 9 focuses on using place value to underpin an understanding of different methods in subtraction and to choose between these.</p> <p>Multiplication and division</p>	<p>Place value; addition and subtraction</p> <p>Week 11 focuses on ensuring a robust understanding of place value and numbers to 10,000, including counting in equal steps; this understanding is then used to underpin mental addition and subtraction</p> <p>Subtraction; multiplication</p> <p>Week 12 focuses on written calculation methods underpinned by a secure understanding of place value: vertical subtraction and multiplication methods, and multiplication problems involving money.</p> <p>Division; fractions</p> <p>Week 13 focuses on mental multiplication and division strategies, which underpin the work on proper fractions that follows, including finding non-unit fractions of amounts, equivalent fractions and simplifying.</p> <p>2D shapes</p> <p>Week 14 focuses on properties of 2D shapes, including angles, parallel and perpendicular lines, and symmetry</p>	<p>Place value</p> <p>Week 16 focuses on ensuring a robust understanding of that place value in decimal numbers.</p> <p>Addition and subtraction</p> <p>Week 17 focuses on using understanding of place value to choose appropriate strategies when calculating with decimals or money; written methods then include larger whole numbers.</p> <p>Time; length</p> <p>Week 18 focuses on time-telling and the 24-hour clock, including calculating time intervals; the week ends with some practice in finding missing lengths in rectilinear shapes.</p> <p>Subtraction</p> <p>Week 19 focuses on using understanding of place value to solve subtraction problems using appropriate methods.</p> <p>Multiplication and division</p> <p>Week 20 focuses on developing a good understanding of the processes involved in more complex written algorithms for multiplication and division</p>	<p>Place value and decimals</p> <p>Weeks 21 and 22 focus on consolidating place value in 4- and 5-digit numbers, extending to decimals; including multiplying and dividing by 10 and 100, placing numbers (including negative) on lines, and adding and subtracting powers of 10</p> <p>Place value and decimals</p> <p>Weeks 21 and 22 focus on consolidating place value in 4- and 5-digit numbers, extending to decimals; including multiplying and dividing by 10 and 100, placing numbers (including negative) on lines, and adding and subtracting powers of 10</p> <p>Multiplication and division</p> <p>Week 23 focuses on extending knowledge of times tables, using this to develop understanding of harder written multiplication algorithms; and on division as the inverse of multiplication.</p> <p>Area and perimeter; 2D and 3D shapes</p> <p>Week 24 focuses on calculating perimeters and areas of shapes, and on properties of 2D and 3D shapes.</p> <p>Fractions and decimals</p>	<p>Addition and subtraction; multiplication and division</p> <p>Week 26 focuses on adding and subtracting 2-, 3- and 4- digit numbers; and on using knowledge of factors, products and doubling to solve multiplication problems mentally.</p> <p>Addition and subtraction</p> <p>Week 27 focuses on addition and subtraction using written column methods.</p> <p>Coordinate geometry; statistics and data</p> <p>Week 28 focuses on using coordinate grids; and developing that understanding to draw line graphs and know that intermediate</p>

Curriculum Maps 2021-2022

	<p>Week 10 focuses on developing a knowledge and understanding of multiplication and division to enable children to tackle harder problems.</p>	<p>Mental calculation strategies</p> <p>Week 15 focuses on the relationship between the operations, particularly multiplication and division, and then between addition and subtraction; these important inverse relationships are linked to mental calculation.</p>		<p>Week 25 focuses on developing and enhancing the concept of decimal number, including relating decimal fractions to proper fractions and recognising equivalents.</p>	<p>points have meaning.</p> <p>Multiplication and division; fractions</p> <p>Weeks 29 and 30 focus on enhancing mental and written strategies for multiplication and division; and link this to unit and non-unit fractions and the decimal results of dividing by 10 and 100.</p>
Science					
<p><u>Human Nutrition</u></p> <ul style="list-style-type: none"> - Describe the simple functions of the basic parts of the digestive system in humans. - Identify the different types of teeth in humans and their simple functions. - Describe how teeth and gums have to be cared for in order to keep them healthy <p><u>Enrichment</u></p> <ul style="list-style-type: none"> - Visit from Dr Collier, to discuss human digestion. 	<p><u>Grouping Living Things</u></p> <ul style="list-style-type: none"> - Exploring, using and making classification keys. - Grouping living things and comparing their location. - Collect data about living things (Investigation). <p><u>Enrichment</u></p>	<p><u>Danger to Living Things</u></p> <ul style="list-style-type: none"> - Recognise that living things can be grouped in a variety of ways. - Identify, construct and interpret a variety of food chains, identifying producers, predators and prey. - Recognise that environments can change and that this can sometimes pose dangers to living things. 	<p><u>Changes of State</u></p> <ul style="list-style-type: none"> - Compare and group materials (solids, liquids and gases). - Observe that some materials change state when they are heated or cooled - Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p><u>Electricity</u></p> <ul style="list-style-type: none"> - Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. - Recognise that a switch opens and closes a circuit. - Recognise some common conductors and insulators, and associate metals with being good conductors. - Electricity can be dangerous. 	<p><u>Sound</u></p> <p><u>Vibrations</u></p> <ul style="list-style-type: none"> - Identify how sounds are made - Recognise that vibrations from sounds travel through a medium to the ear. - Sounds travel away from their source in all directions. <p><u>Pitch</u></p> <ul style="list-style-type: none"> - Find patterns between the

Curriculum Maps 2021-2022

-Visit from a dentist	– Visit from a scientist, Dr King.				<p>pitch of a sound and features of the object that produced it.</p> <p>- exploring how pitch can be altered. <u>Muffling/blocking sounds</u></p> <p>- Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>- Sound travel can be reduced by changing the material that the vibrations travel through. - - Sound travel can be blocked.</p>
Computing					
The Internet E-Safety	Audio editing	Photo editing	Data logging	Repetition in shapes	Repetition in games
Art					
	<p>Indian Art</p> <p>Artist: Padma Shri Sita Devi</p> <p>(Madhubani style painting)</p> <p>Drawing; Painting; pastels; 3-D</p>		<p>African Art</p> <p>Artist: Esther Mahlangu</p> <p>Drawing, painting, block printing, 3-D sculpture</p>	<p>Islamic Art (incorporated in the history unit, Early Islamic Civilisation)</p>	<p>At the Pantomime</p> <p>Drawing; Painting; Textiles</p>
DT					
Sculpture:		Mechanisms:		Textiles:	

Curriculum Maps 2021-2022

Viking longboats		Storybook			Money Containers	
Enrichment – History off the Page workshop (Viking and Anglo Saxon Day)		Link to the Lion, the Witch and the Wardrobe (English text in Spring term)				
Food and Nutrition						
Paella	Christmas cake/chutney	Leek and Potato Soup	Easter Chocolate Crispy Cake and tea concert cakes	Seasonal Pasta Salad	Seasonal Fruit Smoothie	
Music						
Performing Anglo-Saxon and Viking Music Curriculum links with history	Singing Christmas songs encompassing a variety of genres. Performing Caribbean music.	Suzuki variations	Big Sing	Exploring music of the Middle East Curriculum links with history	Preparation and performance of summer show.	
PE						
Games – striking & games Dance – chocolate theme	Games – Football and Tag Rugby Gym – body shape	Games – Ball Skills Gym – Body Control	Games – Football, rugby, netball skills Gym – receiving body weight/sequencing	Games- rounders, cricket, tennis Orienteering	Games – rounders, cricket, handball Athletics	
French						
Recap classroom instructions. Numbers 1-31. Months and dates. Asking for and giving birthdays. Language to do with birthday celebrations. Christmas vocabulary.		Epiphany in France. Shapes. Colours and simple agreement of adjectives. Prepositions of place. Il y a, il a/ ella a ... Create and describe own Matisse style pictures in French. Parts of the body.			French alphabet Family members Pets (animal revision) Le navet enorme 'The enormous turnip'. 'J'ai un/une..qui s'appelle..' I have a ... called ... Describing hair and eyes. Adjectives for describing personality and physical description (hair and eyes).	

Curriculum Maps 2021-2022

	Parts of the face. Describing monsters. <u>Enrichment</u> – France day (Link with Geography).		Key verbs in the 3rd person singular and plural: a (has), est (is), ont (have), sont (are.) Describe pictures/paintings.		
History					
	The Anglo-Saxons vs. the Vikings <u>Enrichment</u> – History off the Page workshop (Viking and Anglo Saxon Day)	The life and significance of St Thomas More (mini unit)		Early Islamic Civilisation (including Islamic art) <u>Enrichment</u> – Early Islamic Civilisation Day workshop	
Geography					
Our European neighbours			Exploring Madagascar (Cross-curricular link with African Art) <u>Enrichment</u> – France day (Link with Geography).		Investigating coasts/Plants of the world <u>Enrichment</u> – Walton on the Naze fieldwork study Ordnance Survey Maps Orienteering