

Year 3 2021-2022						
Enrichment	All About Me Whole School Museum	What did they do for me? Produce and publish a book	From Local to Global Whole School Information Centre	Time Travellers Performance	Show What You Grow Whole School Picnic/Farmers Market	Heal the World
<p><b>Y2 Catch Up:</b></p> <p><b>CEW:</b> climb, gold, plant, path, pass</p> <p><b>Grammar:</b> Past Progressive Embed past tense</p>	<p><b>English:</b></p> <p>Stone Age Boy</p> <p>Mastery Focus: Paragraphs – change in setting. Prepositions Subordination – when, as, because, while Inverted Commas (embed expanded noun phrases from Y2)</p> <p>Whole Class Reading: The First Drawing</p> <p>Class Reading Book: David Walliams - The Ice Monster</p> <p>Outcome: Modified story retell (back in time)</p> <p>Poetry Focus: <b>Stone Age Song</b> <a href="https://www.youtube.com/watch?v=a0GBVxUBvlw">https://www.youtube.com/watch?v=a0GBVxUBvlw</a></p> <p>CEW: arrive accidentally caught century earth eight eighth learn natural opposite pressure strange through</p>	<p><b>English:</b></p> <p>LC POETRY UNIT: The Shell (Week 6 - 1 week unit)</p> <p>Mastery Focus: Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole</p> <p><b>Seal Surfer (4 weeks)</b></p> <p>Mastery Focus: Descriptive vocabulary (alliteration, similes, collective nouns) Fronted adverbials Use of 1st person Paragraphs</p> <p>Whole Class Reading: - Cimru the Seal (4 weeks) -Poetry: Reading and performing (linked to LC Poetry Unit) (2 weeks)</p> <p>Class Reading Book: Exploring poetry and rhyme <b>Poetry focus: Box from the ELS – listening to types of poems, identifying rhymes (reinforce from KS1) Read a poem a day</b></p> <p>Outcome: Letter to grandad</p>	<p><b>English:</b></p> <p><b>Anthony Browne</b></p> <p>Mastery focus: Reading - identifying recurring themes in stories. Writing - Possessive apostrophe Using organisational devices such as headings and subheadings Paragraphs – non-fiction Complex sentences</p> <p>Whole Class Reading: Voices in the Park</p> <p>Class Reading Book: Anthony Browne books Non-fiction books</p> <p>Outcome: Write a comparative report on two Anthony Browne texts. SEN: book review.</p> <p><b>Poetry Focus: Literacy Company Unit – The Shell Senses poems</b></p> <p><b>Funny Bones - Go Noodle</b></p> <p>CEW: bicycle different favourite February guide interest</p>	<p><b>English:</b></p> <p>Egyptian Cinderella</p> <p>Mastery focus: Adverbial phrases Organising paragraphs around a theme – fiction. Inverted Commas Planning a story.</p> <p>Whole Class Reading: The Scarab's Secret</p> <p>Class Reading Book: The Secret World of Polly Flint - Helen Cresswell</p> <p>Outcome: Traditional Tale set in Egypt</p> <p><b>Poetry Focus: History lesson – Mummy! (Twinkl)</b> <b>Performance poem with actions</b></p> <p>CEW: continue difficult grammar minute perhaps popular promise</p> <p><b>Oak Academy Unit: Adventure Story (5 lessons)</b> <b>Narrative Writing: Aladin (20 lessons)</b></p>	<p><b>English:</b></p> <p>The Flower</p> <p>Mastery focus: Preposition phrases Create characters, settings and plots Proof-reading and editing</p> <p>Whole Class Reading: PLANTS! (non-fiction)</p> <p>Class Reading Book: Marcus Rashford - You are a Champion</p> <p>Outcome: <b>Write a story from Brigg's viewpoint. – Talk to SA about changing this – not challenging enough?</b> <b>? Alternative ending</b> <b>? Poetry outcome?</b></p> <p><b>Poetry Focus: Oh Say Can You Seed? – Dr Seuss Science related – how plants grow.</b></p> <p>CEW: business experiment island library notice particular peculiar probably remember surprise</p>	<p><b>English:</b></p> <p>The Circle</p> <p>Mastery focus: Fronted adverbials Organisational devices (consolidate) Non-fiction features Subordination</p> <p>Whole Class Reading: The Lost Thing - Shaun Tan</p> <p>Class Reading Book: Alternative layouts - diaries (hook boy writers - Diary of a Wimpy Kid, Tom Gates, Diary of a Killer Cat)</p> <p>Outcome: Information Text about godwits</p> <p><b>Poetry Focus: Song - Wonderful World, Louis Armstrong. Can they rewrite sections to suit our geography topic? ]Sing to parents.</b></p> <p>CEW: circle complete extreme height length various</p> <p><b>Oak Academy Unit: Letters (5 lessons)</b></p>

	<p><b>Oak Academy Unit:</b>  Character Description (10 lessons)  Narrative Writing: The BFG (20 lessons)  Narrative: The Man on the Moon (15 lessons)</p>	<p>CEW:  address  answer  build  calendar  early  exercise  fruit  group  heart  knowledge  potatoes  therefore</p> <p><b>Oak Academy Unit:</b>  Instructions: Monster Pizza (10 lessons)  NC Report: Portia Spiders (20 lessons)</p>	<p>thought</p> <p><b>Oak Academy Unit:</b>  Setting Description (5 lessons)  Reading: Voices in the Park (5 lessons)  Persuasive Writing: Healthy Food (10 lessons)</p>	<p>Narrative: The Happy Prince (20 lessons)</p>	<p><b>Oak Academy Unit:</b>  Newspaper Report (5 lessons)  Story (5 lessons)  Narrative Reading: Mulan (5 lessons)</p>	<p>NC Report (5 lessons)  Explanation: How bees make honey (15 lessons)</p>
	<p><b>Maths:</b>  <u>Unit 1. Place value within 1,000</u> (11 Lessons)  WRM R: Represent to 100 (3 lessons)  <u>Unit 2. Addition and subtraction (1)</u> (10 Lessons)  WRM R: T&amp;O addition (3 lessons)  Cross tens to add/subtract (2 lessons)</p>	<p><b>Maths:</b>  <u>Unit 3. Addition and subtraction (2)</u> (9 lessons)  <u>Unit 4. Multiplication and division (1)</u> (15 Lessons)  WRM R: grouping and sharing, multiplication 2, 5, 10s (9 lessons)</p>	<p><b>Maths:</b>  <u>Unit 5. Multiplication and division (2)</u> (14 Lessons)  <u>Unit 6. Money</u> (5 Lessons)  WRM R: pound and pence (1 lesson)  <u>Unit 7. Statistics</u> (5 Lessons)  WRM R: Tally charts and pictograms (3 lessons)</p>	<p><b>Maths:</b>  <u>Unit 8. Length</u> (11 Lessons)  WRM R: Measure in metres. Compare measures (2 lessons)  <u>Unit 9. Fractions (1)</u> (11 Lessons)  WRM R: Finding <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math> and <math>\frac{1}{3}</math> Equivalence of a half to <math>\frac{2}{4}</math> (12 lessons)</p>	<p><b>Maths:</b>  <u>Unit 10. Fractions (2)</u> (9 Lessons)  <u>Unit 11. Time</u> (11 Lessons)  WRM R: four quarters of the clock (4 lessons)</p>	<p><b>Maths:</b>  <u>Unit 12. Angles and properties of shapes</u> (9 Lessons)  Types of turning - PE  - Right angles  Drawing accurately - TEXTILES  - Comparing angles  - Types of line (only 1 lesson)  - Recognising 2d shapes  - recognising 3D shapes  Nets - DT</p> <p><u>Unit 13. Mass</u> (6 Lessons)  <u>Unit 14. Capacity</u> (6 Lessons)  WRM R: Mass and Capacity (4 lessons)</p>
<p>Y2 Plants unit in Summer Term not taught.</p>	<p><b>Science:</b>  Link in Geography- Rocks around the UK- link in with Counties  Use of land, eg, Slate  Coastal rocks</p>	<p><b>Science:</b>  Humans and Animals – skeleton an organs</p>	<p><b>Science:</b>  Humans and Animals</p> <ul style="list-style-type: none"> <li>Identify that humans and some other</li> </ul>	<p><b>Science:</b>  Also see creative steps dance year 4 Forces and magnets and Year5 Push and Pull  Forces and Magnets</p>	<p><b>Science:</b>  Plants</p> <ul style="list-style-type: none"> <li>Identify and describe the functions of</li> </ul>	<p><b>Science:</b>  Light</p> <ul style="list-style-type: none"> <li>Recognise that they need light in order to</li> </ul>

<p>Parts of a plant</p> <p>What plants need to grow and be healthy</p>	<p>Rocks and Fossils <i>(Scientist- William Smith)</i></p> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>Recognise that soils are made from rocks and organic matter.</li> </ul> <p>Working Scientifically:</p> <ul style="list-style-type: none"> <li>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> </ul> <p><b>Enquiry Type: Identifying and classifying - types of rock and soil.</b></p> <p><u>Cross curricular writing: Mary Anning biography</u></p> <p><u>Connections with prior learning:</u> Y2 - Materials and their properties</p> <p><b>Oak Academy Unit:</b> <b>Rocks and Fossils (6 lessons)</b> <b>Located in Y5</b></p>	<ul style="list-style-type: none"> <li>Identify that animals, including humans, need the right types and amount of nutrition.</li> <li>That they cannot make their own food.</li> <li>They get nutrition from what they eat.</li> </ul> <p>Working Scientifically:</p> <ul style="list-style-type: none"> <li>using straightforward scientific evidence to answer questions or to support their findings.</li> </ul> <p><b>Enquiry Type: Research - Types of food and how they affect the body</b></p> <p><u>Cross Curricular - Persuasive Speech explaining why your meal plan is the best.</u></p> <p><b>CrossFit Kids Coach in school</b></p> <p><u>Connections with prior learning:</u> Build on Year 2 learning of different types of food and that animals need food to survive.</p> <p><b>Oak Academy Unit:</b></p>	<p>animals have skeletons and muscles for support, protection and movement.</p> <p>Working Scientifically:</p> <ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> </ul> <p><b>Enquiry Type: Pattern Seeking - Do people with longer legs run faster?</b></p> <p><u>Cross Curricular- Information Text about the Skeleton</u></p> <p><u>Connections with prior learning:</u> Build on Year 1 - structure of animals and humans.</p> <p><b>Oak Academy Unit:</b> <b>Animals and Humans (6 lessons)</b></p>	<ul style="list-style-type: none"> <li>Compare how things move on different surfaces.</li> <li>Notice that some forces need contact between two objects, but magnetic forces can act a distance.</li> <li>Observe how magnets attract or repel each other and attract some materials and not others.</li> <li>Compare and group materials on the basis of whether they are attracted to a magnet.</li> <li>Identify magnetic materials.</li> <li>Describe magnets as having two poles.</li> <li>Predict whether two magnets will attract or repel each other.</li> </ul> <p>Working Scientifically:</p> <ul style="list-style-type: none"> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> </ul> <p><b>Enquiry Type: Identifying and classifying (magnetic and non magnetic)</b></p> <p><b>Comparative and Fair Testing: How does the material of a surface affect the distance an object travels?</b></p>	<p>different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <ul style="list-style-type: none"> <li>Explore the requirements of plants for life and growth and how they vary from plant to plant.</li> <li>Investigate the way in which water is transported within plants.</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <p>Working Scientifically:</p> <ul style="list-style-type: none"> <li>identifying differences, similarities or changes related to simple scientific ideas and processes</li> </ul> <p><b>Enquiry Type: Observation over time - what happens to a vase of flowers over time? What happens to a stick of celery if we leave it in coloured water?</b></p> <p><b>Nurture a variety of plants - how do their needs differ?</b></p> <p><u>Cross Curricular Writing: Poem</u></p>	<p>see things and that dark is the absence of light.</p> <ul style="list-style-type: none"> <li>Notice that light is reflected from surfaces.</li> <li>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</li> </ul> <p>Working Scientifically:</p> <ul style="list-style-type: none"> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> </ul> <p><b>Enquiry Type: Fair test - how does the difference between a shadow puppet and the light source change the size of the shadow?</b></p>
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	<b>History/Geography:</b> Also see Year3 Creative Steps Dance Stone Age <b>'What are the significant changes in Britain from Stone Age to Iron Age?'</b>  <b>KEY CONCEPT: SETTLEMENTS</b>  <i>Street through History Book (See Lisa)</i>  <ul style="list-style-type: none"> <li>Describe the characteristics and features of the past.</li> <li>Use evidence to ask questions and find answers.</li> <li>Understand the concept of change over time, representing this along with evidence on a timeline.</li> <li>Use more than one source of evidence for historical enquiries.</li> </ul> <b>Cross Curricular Writing: Setting Description</b>	<b>History/Geography:</b> <b>Ancient Civilisations: 'Why do settlers settle near a river?'</b>  <b>KEY CONCEPT: CIVILISATION</b>  <ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a timeline using dates.</li> <li>Suggest causes and consequences of some of the main events and changes in history.</li> <li>Use appropriate historical vocabulary.</li> </ul>	<b>History/Geography:</b> <b>Own changing town 'How has our town changed?'</b>  <b>KEY CONCEPT: COMMUNITY/SETTLEMENT</b> <b>Locational Knowledge:</b> <ul style="list-style-type: none"> <li>Name and Locate counties (Cheshire)and regions (North West) identifying rivers (River Mersey)and land use patterns; and understand how some of these have changed overtime.</li> <li>Locate key cities linked to the River Mersey- Liverpool and Manchester</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>Describe changes that have happened throughout history.</li> </ul>	<b>History/Geography:</b> <b>An in-depth study of Ancient Egypt</b> <b>'Why was the River Nile significant in the Ancient Egyptian achievements?'</b>  <b>KEY CONCEPT: CIVILISATION</b>  <ul style="list-style-type: none"> <li>Describe the social, economic, cultural or religious diversity of past society.</li> <li>Use literacy and numeracy skills to communicate about the past.</li> <li>Suggest suitable sources of evidence.</li> <li>Use dates to describe events.</li> </ul> <b>TRIP TO WORLD MUSEUM</b>  <b>Cross Curricular Writing:</b>	<b>History/Geography:</b> <b>Comparison to EU country- Sweden</b> <b>'What is the difference between Sweden and Warrington?'</b> <b>Locational Knowledge:</b> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe.</li> </ul> <b>Place Knowledge</b> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region in Europe.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital mapping with some support</li> </ul>	<b>History/Geography:</b> Also see Year 4 creative steps - reduce, rethink, repair, recycle  <b>'How do humans impact on the environment?'</b>  <b>Locational Knowledge: Review and Revisit- Name and Locate towns (Warrington), counties (Cheshire)and regions (North West)</b>  <b>Place Knowledge:</b> <ul style="list-style-type: none"> <li>Describe and understand how human activity impacts on physical and human features, such as recycling</li> </ul> <b>Geographical Skills:</b> <ul style="list-style-type: none"> <li>use fieldwork to observe, measure,</li> </ul>

	<p><b>Information Text - How did Britain Change?</b></p> <p>Connections to Prior Learning: Y2 - creating timelines Describing characteristic features.</p> <p>Historical Association (4 sessions)</p> <p><b>Oak Academy Unit:</b> Prehistoric times (10 lessons)</p>	<p><b>Cross Curricular Writing:</b> Letter from the Indus Valley Information Text - Why did people settle near a river?</p> <p>Connections to Prior Learning: Y2 - China (Shang Dynasty) Yellow River, continents, oceans.</p> <p>Historical Association (4 sessions)</p> <p><b>Oak Academy Unit:</b> Shang Dynasty (10 lessons)</p>	<p>'Recognise changes over time'</p> <ul style="list-style-type: none"> <li>Use maps, inc, Ordnance Survey maps and digital computer mapping <a href="http://www.maps.nls.co.uk">www.maps.nls.co.uk</a></li> <li>To use 4 figure grid references to identify key features</li> <li>Ask and answer geographical questions about the human Geography – settlement and land use near river, the development of Warrington, inc trade links</li> <li>Describe differences and similarities between places</li> </ul> <p><b>Cross Curricular Writing:</b> Non Chronological Report: How has Warrington Changed Over Time?</p> <p>Recount - fieldwork.</p> <p><b>Trip: Local Walk - Land Use focus.</b></p> <p>Connections to Prior Learning: Ancient Civilisations- why do they settle near a river? Y2 - identifying land use around the school, local area walk looking at types of houses and buildings, geography of the school. Y1 - Types of houses, villages, towns, cities.</p>	<p><b>Setting Description - the River Nile</b></p> <p>Connections to Prior Learning: Ancient Civilisations Y3 - trade, farming, religion, education, architecture.</p> <p>Historical Association (4 sessions)</p>	<ul style="list-style-type: none"> <li>Use 4 figure grid references</li> <li>To understand key aspects of physical and human geography.</li> </ul> <p><b>Continents song</b></p> <p><b>Cross Curricular Writing:</b> Letter to Louise in Sweden</p> <p><b>Comparative Report - Warrington Vs Smogen</b></p> <p>Connections to Prior Learning: Y1 - continents, countries in the UK. Y2 - understanding of the local area and how to compare it with another place. Y3- North West region/ County of Cheshire/Cities in North West</p> <p><b>Oak Academy Unit:</b> Migration (10 lessons)</p>	<p>record and present the human and physical features in the local area.</p> <ul style="list-style-type: none"> <li>Be able to develop a wider geographical vocabulary.</li> </ul> <p><b>Cross Curricular Writing:</b> Persuasive Speech for the school - how to be eco friendly at Park Road.</p> <p>Narrative - the journey of a plastic bag.</p> <p><b>Trip: Local Walk - recycling</b></p> <p>Connections to Prior Learning: Y2 and Y3 - land use in our local area. Local walk - impact of recycling/not recycling on human and physical features in our locality. Y3 PSHE - recycling.</p> <p><b>Oak Academy Unit:</b> Earth/Weather/Human Impact (10 lessons)</p>
	RE:	RE:	RE:	RE:	RE:	RE:

	Judaism – Who inspires you?	Christianity – Who should we look up to? <b>Oak Academy Unit: Christianity (10 lessons)</b>	Christianity – what makes a great leader?	<b>Buddhism -</b>	Christianity Why should we follow a leader?	Hinduism – what is expected of someone following a religious belief?
	<b>Art/DT: Drawing skills</b> – Cave paintings.  Key artist study- Leonardo Di vinci- link with science fossils and animals and humans	<b>Arts/DT: Drawing</b> Key artist study- Leonardo Di vinci- link with science fossils and animals and humans  Linkages and levers- Christmas theme	<b>Arts/DT: Painting skills- local area</b> <b>Key artist David Hockney</b> <b>Digital media</b>	<b>Art/DT: Painting skills-</b> Egyptian inspired art-Develop ideas from starting points with cross curricular links  Food Healthy and varied diet	<b>Art/DT: Printing – William Morris key artist study</b>  <b>Visit to Whitworth Art Gallery focusing on William Morris</b>	<b>Art/DT: Textiles- art (fashion designers)and DT</b> D T2d product to 3d design  - Beach bags/purses using recycled materials/materials
	<b>Computing:</b>  Online Safety Typing skills	<b>Computing:</b>  Emails - link Ge unit Sweden? Allow application?? 2021/2022	<b>Computing:</b>  Graphing	<b>Computing:</b>  Branching  Simulations	<b>Computing:</b>  Spreadsheets	<b>Computing:</b>  Coding
	<b>PE:</b> <b>Sky try</b> (Invasion games) Sending and receiving - Play competitive games.  <b>Real PE Unit 3</b> (Cognitive) FUNS: 5 - Dynamic balance to agility 9 - Coordination (ball skills)	<b>PE:</b> <b>Dance</b> (Creative steps - Stone age) Perform a range movement through dance.  <b>Real PE Unit 4</b> (Creative) FUNS: 8 - Coordination with equipment 7 - Counter balance in pairs	<b>PE:</b> <b>Gymnastics</b> Develop balance, flexibility, agility and coordination.  <b>Real PE Unit 2</b> (Social) FUNS: 2 - Static balance (seated) 6 - Dynamic balance to agility	<b>PE:</b> <b>Tennis</b> (Net and wall - striking a ball) Develop flexibility, strength, technique, control and balance.  <b>Real PE Unit 6</b> (Health and fitness) FUNS: 4 - Static balance (small base) 11 - Agility - ball chasing	<b>PE:</b> <b>Swimming?</b>  <b>Real PE Unit 1</b> (Personal) FUNS: 10 - Coordination - footwork 1 - static balance - one leg	<b>PE:</b> <b>Athletics</b> (Track and field) Develop agility, coordination, strength and technique, fitness, running, throwing and jumping.  <b>Real PE Unit 5</b> (Physical skills) FUNS: 12 - Agility - Action/response 3 - Static balance - floorwork
	<b>PSHE:</b>  Rights and responsibilities.  NEW CURRICULUM: <b>Relationships - How can we be a good friend?</b>	<b>PSHE:</b>  Anti-Bullying Week (Nov)  NEW CURRICULUM: <b>Health and Wellbeing: Why should we eat well and look after our teeth?</b>	<b>PSHE:</b>  Recycling  NEW CURRICULUM: <b>Health and Wellbeing: Why should we keep active and well?</b>	<b>PSHE:</b>  Functions of the brain  NEW CURRICULUM: <b>Living in the Wider World: What makes a community?</b>	<b>PSHE:</b>  Emotions  NEW CURRICULUM: <b>Relationships: What are families like?</b>	<b>PSHE:</b>  Similarities and Differences.  NEW CURRICULUM: <b>Health and Wellbeing: What keeps us safe?</b>
	<b>French:</b> <b>A New Start</b> <a href="https://pln.myvie.co.uk/files/sc3490/websites/lspace_47/?page=1450&amp;t=Autumn+1">https://pln.myvie.co.uk/files/sc3490/websites/lspace_47/?page=1450&amp;t=Autumn+1</a>	<b>French:</b> <b>The calendar and celebration s</b> <a href="https://pln.myvie.co.uk/files/sc3490/websites/">https://pln.myvie.co.uk/files/sc3490/websites/</a>	<b>French:</b> <b>Epiphany/ Animals I like/dislike</b> <a href="https://pln.myvie.co.uk/files/sc3490/websites/lspace_47/?page=1452&amp;t=Spring+1">https://pln.myvie.co.uk/files/sc3490/websites/lspace_47/?page=1452&amp;t=Spring+1</a>	<b>French:</b> <b>Carnival, colours and playground games</b> <b>Easter</b> <a href="https://pln.myvie.co.uk/files/sc3490/websites/lspace_47/?p">https://pln.myvie.co.uk/files/sc3490/websites/lspace_47/?p</a>	<b>French:</b> <b>Food we eat everyday - fruit and breakfast foods</b> <a href="https://pln.myvie.co.uk/files/sc3490/websites/lspace_47/?p">https://pln.myvie.co.uk/files/sc3490/websites/lspace_47/?p</a>	<b>French:</b> <b>Going on a picnic</b> <a href="https://pln.myvie.co.uk/files/sc3490/websites/lspace_47/?page=1453&amp;t=Summer+2">https://pln.myvie.co.uk/files/sc3490/websites/lspace_47/?page=1453&amp;t=Summer+2</a>

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