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| Year 4 | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic Heading | | Let me entertain you!  That’s entertainment  The greatest show  Should you keep a gorilla in a zoo? | | Growing up global  Race around the world  Natural disasters | | Forests or caves: where would you like to live?  Save our environment  Rainforests and rocks Planet Earth | |
| P2W texts | | * **Gorilla by Anthony Browne** * The One and Only Ivan by Katherine Applegate | * **Leon and the place between by Graham Baker-Smith** * The Nowhere Emporium by Ross Mackenzie | * **Escape From Pompeii by Christina Balit** * Pompeii: A Roman Girl’s Diary by Sue Reid | * **When the Giant stirred by Celia Godkin** * Journey to the Centre of the Earth Usborne Young Reader | * **Where the Forest Meets the Sea by Jeannie Baker & Rainforests in 30 Seconds by Jen Green** * Journey to the River Sea by Eva Ibbotson | * **Blue John by Berlie Doherty** * Clockwork by Phillip Pullman or alternative Berlie Doherty novel |
| Writing keys | Sentence | Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases  Use fronted adverbials | Extend the range of sentences with more than one clause by using a wider range of conjunctions  Use Standard English forms for verb inflections | Variety of verb forms used correctly and consistently including the progressive and the present perfect forms  Use Standard English forms for verb inflections | Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases | Build a varied and rich vocabulary  Propose changes to grammar and vocabulary to improve consistency | Build a varied and rich vocabulary and an increasing range of sentence structures  Variety of verb forms used correctly and consistently including the progressive and the present perfect forms |
| Text | Organise paragraphs around a theme (to organise and sequence more extended narrative structures)  Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | Build a varied and rich vocabulary | Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs) | Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | Use paragraphs to organise information and ideas around a theme | Use paragraphs to organise information and ideas around a theme |
| Punctuation | Use commas after fronted adverbials  Re-cap: Use inverted commas for direct speech (Year 3) | Indicate possession by using the possessive apostrophe with plural nouns.  The grammatical difference between plural and possessive ‘s’ | Use and punctuate direct speech (using dialogue to show the relationship between characters) | Use and punctuate direct speech  Use commas after fronted adverbials | Indicate possession by using the possessive apostrophe with plural nouns.  The grammatical difference between plural and possessive ‘s’ | Use paragraphs to organise information and ideas around a theme |
| P2R texts | | * A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister | * The Train to Impossible Places by P.G. Bell | * DKfindout! Volcanoes by Maria Gill | * Ariki and the Island of Wonders by Nicola Davies | * Fantastically Great Women who Saved the Planet by Kate Pankhurst * Plastic Pollution by The Literacy Company | * A Myth-Hunter’s Travel Guide by The Literacy Company |
| Reading keys | Ongoing | • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  • Read books that are structured in different ways and read for a range of purposes  • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally  • Check that the text makes sense to them and discuss their understanding  • Participate in discussion about books | | | | | |
| Core skills | Predict: Predict what might happen from details stated and implied  Clarify vocabulary: Give / explain the meaning of words in context  Retrieve: Retrieve and record information | | | | | |
| Mastery focus | Ask questions to improve understanding  Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence | Discuss words and phrases that capture the reader’s interest and imagination  Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence  Identify main ideas drawn from more than one paragraph and summarise | Use dictionaries to check the meaning of words that they have read  Identify how language, structure and presentation contribute to meaning  Retrieve and record information from nonfiction | Discuss words and phrases that capture the reader’s interest and imagination  Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence | Identify themes and conventions in a wide range of books  Identify main ideas drawn from more than one paragraph and summarise  Identify how language, structure and presentation contribute to meaning | Use dictionaries to check the meaning of words that they have read  Ask questions to improve understanding  Retrieve and record information from nonfiction |
| Learning behaviour | | Reflectiveness | Creativity | Strength | Challenge | Questioning | Resilience |
| Science | | Animals including humans (body parts, digestive system)  Pupils should be taught to:   * Describe the simple functions of the basic part of the digestive system in humans. * Identify the different types of teeth in humans and their simple functions. * Construct and interpret a variety of food chains, identifying producers, predators and prey. | * Sound (links to music/entertainment)   Pupils should be taught to:   * identify how sounds are made, associating some of them with something vibrating * recognise that vibrations from sounds 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 | * States of matter – link with volcano   Pupils should be taught to:   * 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. | Living things and their habitats – environments can change and that this can sometimes pose dangers to living things (volcanoes and tsunamis) (humans and farming)  Pupils should be taught to:   * recognise that living things can be grouped in a variety of ways * explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment * recognise that environments can change and that this can sometimes pose dangers to living things. | | Electricity  Pupils should be taught to:   * identify common appliances that run on electricity * construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers * identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery * recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit * recognise some common conductors and insulators, and associate metals with being good conductors. |
| Pupils should be:   * asking relevant questions and using different types of scientific enquiries to answer them * setting up simple practical enquiries, comparative and fair tests * making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers * gathering, recording, classifying and presenting data in a variety of ways to help in answering questions * recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables * reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions * using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions * identifying differences, similarities or changes related to simple scientific ideas and processes * using straightforward scientific evidence to answer questions or to support their findings. | | Pupils should be:   * asking relevant questions and using different types of scientific enquiries to answer them * setting up simple practical enquiries, comparative and fair tests * making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers * gathering, recording, classifying and presenting data in a variety of ways to help in answering questions * recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables * reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions * using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions * identifying differences, similarities or changes related to simple scientific ideas and processes   using straightforward scientific evidence to answer questions or to support their findings. | | Pupils should be:   * asking relevant questions and using different types of scientific enquiries to answer them * setting up simple practical enquiries, comparative and fair tests * making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers * gathering, recording, classifying and presenting data in a variety of ways to help in answering questions * recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables * reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions * using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions * identifying differences, similarities or changes related to simple scientific ideas and processes   using straightforward scientific evidence to answer questions or to support their findings. | |
| History | | The history of the circus. |  | The Roman Empire and its impact on Britain |  |  | Iron Age Hill forts (Mam tor) |
| Pupils should:   * continue to develop a chronologically secure knowledge of British, local and world history, establishing clear narratives within and across the periods they study * they should note connections, contrasts and trends over time and develop a use of historical terms. * A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. |  | * Julius Caesar’s attempted invasion in 55-54 BC * The Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian’s Wall * British resistance, for example, Boudica * ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity. |  |  | * Iron Age hill forts: tribal kingdoms, farming, art and culture.   Maiden Castle/Mellor Iron Age fort (Cheshire) local history study.   * a depth study linked to one of the British areas of study listed above * a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) * a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. |
| Geography | | Environmental regions around the world – link to the natural environments of gorillas and other apes. Study topographical features  Threats to the gorillas – hunting/deforestation (human geography - | Circuses around the world  Give the class an opportunity to research circuses from around the world, especially Cirque du Soleil. Get them to do a project on a country and focus on the circus. Travel - Look at how circuses travel from place to place. Give the children different modes of transport and a list of places they have to travel to. Get them to work out how long it would take to get from place to place with each mode of transport. Can they just use one mode of transport? Or do they have to use multiple modes? | Contrast a region in the UK with Bay of Naples in Italy  Volcanoes and earthquakes | Human geography – settlements, land use, trade links, natural resources, land use patterns  Volcanoes and earthquakes | Locational knowledge – South America Climate zones and vegetation belts (rainforests) Rivers (Amazon) | UK geographical regions – physical/topographical characteristics – mountains and hills |
| * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world * locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities | * locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | * describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America | * describe and understand key aspects of 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 | * identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) * describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America | * name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time * use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |
| D&T | |  | Make a fairground game/ mechanical toy – use gears, pulleys, levers, linkages | Build a volcano – generate ideas, develop, communicate, create sketches and exploded diagrams | Create and test an escape raft – select and evaluate materials | Make a fruit salad. Discuss UK seasonal fruits and fruits that are transported from rainforest areas | Make a head torch to see in a cave (use electrical systems – link with science) |
|  | * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design * select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities * understand and use mechanical systems in their products | * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design * select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities | * apply their understanding of how to strengthen, stiffen and reinforce more complex structures * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | * understand and apply the principles of a healthy and varied diet * understand the source, seasonality and characteristics of a broad range of ingredients | * understand and use electrical systems in their products * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design * select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities |
| Art | | Greatest Showman  Circus or zoo posters  Drawing and painting |  | Roman Mosaics – make their own patterns. |  | Henri Rousseau – Collage  Tropical forest with Apes and snakes  Tiger in a tropical storm |  |
| * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials |  | * To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay |  | * To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay * To learn about great artists, architects and designers in history. |  |
| RE | | Islam | Christianity | Christianity | General religion | Judaism | World views |
| * Why is Muhammad (pbuh) important to Muslims? * Why and how do Muslims care for the environment? * How and why do some Muslim organisations help those in need? | * What did Jesus teach in the parables about love and forgiveness? What does the parable of the Good Samaritan mean for Christians today and how might it impact their behaviour? | * Why do some people take pilgrimages? What events are significant in some people’s lives and why? * What can we learn about Easter form the arts? | * Can religion help people find peace? * How does religion influence a person’s beliefs? * Open-ended enquiry of choice. | * What are the important events in a Jew’s life? * How and why do Jews celebrate? * How and why is freedom linked to Passover? | * Why do some people pray/not pray? * Can religion help people find peace? * How do non religious world views hold people together? |
| Computing | | We are software developers | We are toy designers | We are musicians | We are HTML editors | We are meteorologists | We are co-authors |
| * Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. * Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. * Use sequence, selection, and repetition in programs; work with variables and various forms of input and output * Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. * Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration | * Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. * Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. * Use sequence, selection, and repetition in programs; work with variables and various forms of input and output * Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. * Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration | * Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information * Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. * Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration * Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. | * Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information * Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. * Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration * Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. | * Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. * Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour. | * Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. * Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour. |
| MFL | | **Animals I like & don’t like**  - Animals around us | **Carnival colours & playground games**  - Bonfire night poem *(from Yr4 Aut2a)*  - Carnival and playground games | **Breakfast, fruit nouns & a hungry giant**  - Epiphany Celebrations *(from Yr3 Spr1)*  -Epiphany time again  - A Hungry Giant story | **Going on a picnic**  - Easter Celebrations *(from Yr3 Spr2b)*  - Where does the Gingerbread man live? Map explorers  - Going on a picnic (story) | **Welcome to school**  - Welcome | **My local area, your local area**  - Robots, commands & actions  - Shops, signs & directions |
| AT focuses covered:  *1, 4, 7, 8 & 9* | AT focuses covered:  *1, 5, 6, 8, 10, 11 & 12* | AT focuses covered:  1, 2, 4, 7, 8, 9 & 10 | AT focuses covered:  *3, 6, 8 & 12* | AT focuses covered:  *5, 6, 7, 10 & 12* | AT focuses covered:  *1, 2, 5, 6, 10 & 12* |
| PE | | Gymnastics, hockey, multi-skills, rugby | | Multi skills, basketball, tennis, fitness | | Athletics, team games, cricket, multi-skills. | |
| * Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending * Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. * Use running, jumping, throwing and catching in isolation and in combination * Take part in outdoor and adventurous activity challenges both individually and within a team. * Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | * Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. * Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. * Use running, jumping, throwing and catching in isolation and in combination * Take part in outdoor and adventurous activity challenges both individually and within a team. * Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | * Use running, jumping, throwing and catching in isolation and in combination * Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending * Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | |
| Citizenship | | Classroom monitor positions  Animal rights  Some zoo’s have animals performing in the circus. Discuss whether or not it is right for animals to be part of a circus. Is it any different from being part of a zoo?  Look at animal rights laws and legislations and the importance of them. | Anti-bullying week  Teamwork:  In a circus, everyone needs to work as a team for it all to work well. Discuss the importance of working as a team. Do some team building games such as ‘crossing the swamp’ which involves the team getting from one side of the room to the other with only certain equipment but the equipment is not allowed to be dropped or any team member to touch the floor/swamp. | Develop their knowledge of how to help those less fortunate in their community. | Children’s Mental Health Week | SRE | Christopher Winters |
| * Develop an interest in, and commitment to, volunteering that they will take with them into adulthood. * Take responsibility (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school); * Feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take); * Participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting); * To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; * To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. * Realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities. | | * To talk and write about their opinions, and explain their views, on issues that affect themselves and society; * To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; * To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. * To research, discuss and debate topical issues, problems and events; * why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules; * To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities; * That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other; * To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences; * To resolve differences by looking at alternatives, making decisions and explaining choices; what democracy is, and about the basic institutions that support it locally and nationally; * To recognise the role of voluntary, community and pressure groups; * To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. | | * What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices. * That bacteria and viruses can affect health and that following simple, safe routines can reduce their spread. | * About how the body changes as they approach puberty. |
| Visits and Visitors | | Emergency Services |  |  |  |  |  |
| * Meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers |
| Theme Days | | Firework Night  Rock Steady | Christmas Carols  Remembrance Event  Christmas Jumper Day | World Book Day  Sport Relief  Safer Internet Day | Mad Science Day | World Day |  |
| Enterprise | |  | Christmas Craft Fair |  |  |  |  |
| Community and Awareness | | Anti Bullying Week  Children in Need  Harvest Celebration |  | Pancake Day  Comic Relief / Sport Relief  British Science Week  Easter  Mother’s Day |  | Sports Day  Father’s Day | Summer Fair |
| Outdoor Education | |  | Perimeter maths.  Pupils make 2D shapes using sticks and twigs and use non-standard units to measure their perimeter. |  | Outdoor bug hunt linked to science. Research of bugs found, and their habitats explored. Create bar charts and pictograms to represent findings. | Argument writing.  How would discarding litter incorrectly affect the environment we have inside and outside school. Link to our class book ‘Plastic Pollution’. | Mapping out our own Y4 Hill Forts. Using the forest area on the school field, pupils will look at the key features of hill forts and create a floor plan for our own hill forts. |
| Display | | This is the greatest show, We are Year 4, Science, English, Maths, Science, Celebration of children’s work, 999. | | Roman Empire, Volcanoes, Science, English, Maths, Science, Celebration of children’s work. | | Rainforests, Save our environment, Science, English, Maths, Science, Celebration of children’s work. | |