

Subjects	Autumn Term 1	Autumn Term 2	Spring term 1	Spring Term 2	Summer Term 1	Summer Term 2
	<b>Walliams' World</b>	<b>What was the significance of the Ancient Egyptian empire?</b>	<b>Wonderful Water</b>	<b>The Abominables</b>	<b>What did the Greeks ever do for us?</b>	<b>One World</b>
<b>Immersion and Trips</b>	Walliams Book Day Come dressed as a famous David Walliams book character	Mummification activity	Playing with water – focus on the senses		Olympic day	International day – researching different countries, tasting different cuisines
<b>Celebrations / Parental engagement</b>	Watch The Boy in the Dress Parents to view published work	Parents to view canopic jars and listen to instructions on how to mummify a body	Poetry conference – parents to come in and listen to children perform their water poems	Parents to view art gallery	Olympic Day	Chn to share speeches with parents
<b>English</b>	<b>Core Text: The World's Worst Teachers</b>  Fiction: <b>Character Description</b>  <b>Poetry</b>  Non-Fiction: <b>Biography (inform)</b> about David Walliams	<b>Core Text: The Egyptian Cinderella</b>  Fiction: <b>Short Story</b>  Non-Fiction: <b>Instructions (inform)</b>	<b>Core Text: The Wind in the Willows</b>  Fiction: <b>Poetry (1 week)</b>  <b>Setting Description</b>  Non-Fiction: <b>Explanation Texts (inform)</b> – about the water cycle	<b>Core Text: The Abominables</b>  Fiction: <b>Character Description – 1<sup>st</sup> person</b>  Non-Fiction: <b>Explanation Text (inform)</b>	<b>Core Text: Who Let the God's Out</b>  Fiction: <b>Story (conflict/resolution)</b>  Non-Fiction: <b>Report (inform)</b> – linked to geog/ Greek gods	<b>Core Text: The Boy at the Back of the Class</b>  Fiction: <b>Story</b>  Non-Fiction: <b>Recount (inform)</b> day in the life of the child  <b>Speech (persuade)</b> view point of the refugee persuading the others he is the same.
<b>Maths</b>	Children to focus and develop the following areas:  <b>Number facts</b>  <b>Number and Place Value</b>  <b>Addition</b>	Children to focus and develop the following areas:  <b>Subtraction</b>  <b>Multiplication</b>  <b>Division</b>  <b>Number facts</b>	Children to focus and develop the following areas:  <b>Number and Place Value</b>  <b>Number facts</b>  <b>Addition and Subtraction (Written)</b>  <b>Fractions</b>  <b>Geometry</b>	Children to focus and develop the following areas:  <b>Addition and subtraction</b>  <b>Number facts</b>  <b>Multiplication and division</b>  <b>Fractions</b>  <b>Geometry</b>	Children to focus and develop the following areas:  <b>Number and place value</b>  <b>Number facts</b>  <b>Addition and subtraction.</b>  <b>Multiplication and division</b>	Children to focus and develop the following areas:  <b>Number and place</b>  <b>Addition and subtraction</b>  <b>Multiplication and division</b>  <b>Fractions</b>  <b>Geometry</b>
<b>Science</b>	<b>Living Things</b> <ul style="list-style-type: none"> <li>To recognise that living things can be grouped in a variety of ways</li> <li>To explore and use classification keys to help group, identify and name a variety of living things in the their local and wider environment</li> <li>To recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul>	<b>Humans and Animals</b> <ul style="list-style-type: none"> <li>To describe the simple functions of the basic parts of the digestive system in humans</li> <li>I can identify the different types of teeth in humans and their simple functions</li> <li>To construct and interpret a variety of food chains, identifying produced, predators and prey.</li> </ul>	<b>States of Matter</b> <ul style="list-style-type: none"> <li>To compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>To 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 (oC)</li> <li>To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>	<b>Sound</b> <ul style="list-style-type: none"> <li>To identify how sounds are made, associating some of them with something vibrating</li> <li>To recognise that vibrations from sounds travel through a medium to the ear</li> <li>To find patterns between the pitch of a sound and the strength of the vibrations that produced it</li> <li>To recognise that sounds get fainter as the distance from the sound source increases</li> </ul>		<b>Electricity</b> <ul style="list-style-type: none"> <li>To identify common appliances that run on electricity</li> <li>To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>To 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.</li> <li>To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li> <li>To recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>
<b>Computing</b>	<b>Creating media – Photo editing</b>	<b>Creating media – Audio editing</b>	<b>Computer systems and networks – The internet</b>	<b>Date and information – Data logging</b>	<b>Programing A – Repetition in shapes</b>	<b>Programing B – Repetition in games</b>

<b>History</b>	<u><b>What did the earliest civilisations achieve?</b></u> Ancient Sumer The Indus Valley Shang Dynasty Egyptians  Why were they where they were? What do we still use/do today? What have we learned from them? Outline the main achievements of each one.  I can consider the legacy of a history period.	<u><b>What was the significance of the Ancient Egyptian Empire?</b></u>  Link back to ancient civilisations and similarities and differences between. Impact globally. What did they teach us? What did we learn from them? Why do we still study them today? I can consider the legacy of a history period. I can access a range of sources. I can offer reasons for different versions of events.			<u><b>What did the Greeks ever do for us?</b></u>  Outline achievements as an empire: philosophers, language theatre/ Olympics architecture.  Link to present – what do we still use/ think/ have/ do today?  I can explain how life changed within and across time periods.	
<b>Geography</b>	<u><b>Where do we come from?</b></u> I can name the areas of origin of the main ethnic groups of the United Kingdom and in our school.		<u><b>Would you rather live in a village, town or city?</b></u> <ul style="list-style-type: none"> <li>I can carry out research to discover features of villages, towns and cities.</li> <li>I plan a journey from my town/ city to another place in England.</li> <li>I can explain why people may be attracted to live in cities, villages or towns.</li> <li>I explain why people may choose to live in one place rather than another.</li> </ul>	<u><b>Why do we need maps?</b></u> <ul style="list-style-type: none"> <li>I can explain the difference between the British Isles, Great Britain and the United Kingdom.</li> <li>I can find at least six cities in the UK on a map.</li> <li>I can name and locate some main islands that surround the UK.</li> <li>I can explain the difference between the British Isles, Great Britain and the United Kingdom.</li> <li>I use the eight points of a compass, four-figure grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world.</li> </ul> I create maps of locations identifying some features using a key.		
<b>D&amp;T</b>	<u><b>Workshop – Structure</b></u>  Worry boxes <ul style="list-style-type: none"> <li>I produce a plan and explain it</li> <li>I evaluate and suggest improvements to my designs</li> <li>I evaluate products for both their purpose and appearance</li> <li>I explain how I have improved my original design</li> <li>I measure accurately</li> <li>I persevere and adapt my work when my original ideas do not work</li> </ul> <b>User</b> – the children <b>Product</b> – worry box		<u><b>Food Technology</b></u>  – making bread and flapjacks (science link, state of matter) <ul style="list-style-type: none"> <li>I can produce a plan and explain it.</li> <li>I can present a product in an interesting way.</li> <li>I can measure accurately.</li> <li>I know how to be both hygienic and safe when using food.</li> <li>I can evaluate products for both their purpose and appearance.</li> </ul> <b>User</b> – the children <b>Product</b> – healthy lunch box <b>Purpose</b> – to make their own healthy lunch			<u><b>Workshop – Electrical (Link to science)</b></u> Create something to see in the dark (torch) <ul style="list-style-type: none"> <li>I use ideas from other people when I am designing</li> <li>I present a product in an interesting way</li> <li>I produce a plan and explain it</li> <li>I evaluate and suggest improvements to my designs</li> <li>I evaluate products for both their purpose and appearance</li> <li>I explain how I have improved my original design</li> <li>I measure accurately</li> <li>I persevere and adapt my work when my original ideas do not work</li> </ul>

	<b>Purpose</b> – to help with anything they are worried about					<b>User</b> – refugees <b>Product</b> – something to see in the dark (torch) <b>Purpose</b> – to create something to help a refugee child to see through the night when getting to another country
<b>Art &amp; Design</b>		<p><u>Drawing self-portraits using pencils. Making in to a print and printing on to different materials (wood) Artist: Da Vinci and Malibu Artist – panel paintings of Roman Egyptian Mummies.</u></p> <ul style="list-style-type: none"> <li>I can explain some features of art from historical periods.</li> <li>I print onto different materials using at least four colours</li> <li>I show facial expressions in sketches and paintings</li> <li>I use line, tone, shape and colour to represent figures</li> </ul> <p><u>Other experiences:</u> Make a Canopic jar</p>	<p><u>Other experiences:</u> Monet watercolour</p>	<p><u>Landscape Painting using oil pastels. Artist: Seurat pointillism.</u></p> <ul style="list-style-type: none"> <li>I can experiment with styles used by other artists.</li> <li>I can use marks and lines to show texture in my art.</li> <li>I can show reflections in my art.</li> </ul>	<p><u>Making clay tiles and painting them. Own stories. Influence: Greek Amphora vases.</u></p> <p><u>Artist to investigate and compare: Ikuko Iwamoto</u></p> <ul style="list-style-type: none"> <li>I sculpt clay and other mouldable materials</li> <li>I show facial expressions and body language in sketches and paintings</li> <li>I use line, tone, shape and colour to represent figures and forms in movement.</li> <li>I identify and draw objects and use marks and lines, to produce texture</li> <li>I can explain some features of art from historical periods.</li> </ul>	

<b>Music</b>	<b>Samba – Year overview</b>					
		<b>Singing</b>	<b>Playing</b>	<b>Exploring</b>	<b>Composing</b>	<b>Listening</b>
Year 4 WCIT Samba Drumming	<p>Understand <b>warm up</b> importance, demonstrate an understanding of <b>posture, breath, diction.</b> Begin to show awareness of <b>vocal health.</b> Develop singing confidence through varied styles. Copy short <b>phrases</b> Group or solo work with an increased musical awareness, expression and <b>phrasing.</b> Sing in 2 parts with more confidence and accuracy and <b>balance.</b> Rehearse and refine a performance with stagecraft.</p>	<p>Play together as a Samba band maintaining <b>rhythmic</b> layered parts and reacting to signs. Follow a leader Play repeated <b>patterns - Rhythmic or melodic</b> Maintain 2 or more different <b>ostinati</b> in small groups with a <b>steady beat.</b> Combine sections of music in a layered <b>structure.</b> Read and play from <b>notation</b> including <b>rests.</b> Play <b>soundscape</b> compositions Play with movement. Rehearse and refine a performance with stagecraft.</p>	<p><b>Improvisation</b> Different <b>timbres</b> to create effects. <b>Rhythmic patterns</b> <b>Metres-</b> 2 or 3 time <b>Pitch-</b> through steps and leaps Music's emotional effect Music and <b>silence</b> Experiment with <b>body percussion .</b> <b>Texture</b> and layering . Movement. <b>Collaboration.</b></p>	<p>Create with a defined plan <b>soundscape</b> Make use of <b>drones</b> A simple <b>melody</b> from a selected group of notes-<b>Pentatonic</b> Compose a sequence of word <b>rhythms</b> Compose rhythmic accompaniment using <b>ostinato.</b> Use <b>notation</b> to capture <b>compositions.</b> Compose using recognised <b>structure</b></p>	<p>Listen with concentration to varied pieces in length and genre. <b>Compare</b> Identify the use of <b>metre.</b> Identify key features of <b>structure.</b> Develop aural recognition. Identify repeated <b>rhythmic and melodic patterns.</b> Develop an understanding of <b>musical history and context</b></p>	<p>Participate in appropriate peer feedback Recognise combined layers of sound and effect through original and recorded pieces. Recognise and talk about contrasting music styles in broad terms using appropriate musical language and <b>interrelated dimensions.</b></p>

<b>PE/Games</b>	<p>Invasion Games I keep possession of the ball. I vary tactics and adapt skills depending on what is happening in a game.</p>	<p>Net Games I catch with one hand. I hit a ball accurately with control. I can use a racket safely.</p>	<p>OAA I follow a map in a familiar context. I follow a route within a time limit.</p>	<p>Basketball. I throw and catch accurately. I can keep possession of the ball. I can vary tactics and adapt skills depending on what is happening in a game.</p>	<p>Cricket Skills I can catch with one hand. I throw and catch accurately. I can hit a ball with control. I can keep possession of the ball.</p>	<p>Athletics I can run over a long distance. I can sprint over a short distance. I can throw in different ways. I can hit a target. I can jump in different ways.</p>
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					I can vary tactics and adapt skills depending on what is happening in a game.	
<b>RE</b>	<p><b>Sikhism</b> <b>What are the ways in which Sikhs worship and serve in Gurdwaras and at home?</b></p> <p>Children to exploring these key concepts and questions:</p> <ul style="list-style-type: none"> <li>Explore Sikh beliefs about God expressed in the Mool Mantar.</li> <li>How did the Guru Granth Sahib come into being and what is the significance of the Living Guru?</li> <li>How do Sikhs meditate and serve in Gurdwaras and in their own homes?</li> <li>What are the key features of a Gurdwara?</li> <li>How is the Guru Granth Sahib respected in the Gurdwara?</li> <li>How does music and meditation play an important role in ceremonies?</li> <li>Explore how meditation and music can make you feel.</li> <li>How do the 5ks assist a Sikh practice their purpose in life – i.e to connect with the creator.</li> <li>In what ways do Sikhs make a difference in the local community?</li> </ul>	<p><b>Christianity</b> <b>Why is the Bible a significant book for Christians?</b></p> <p>Children to be taught to:</p> <ul style="list-style-type: none"> <li>Understand that the different books all teach something about God and His relationship with humankind. Know that there are four gospels giving 'good news' about Jesus. Know how to find a reference in a Bible using chapters and verses.</li> <li>Investigate why and how people pray. Hear and talk about some famous prayers.</li> <li>Find out about Christian weddings in a church and compare with other weddings known to your pupils.</li> <li>Festivals – at the appropriate times, find out how the Christians celebrate some festivals such as Advent and Christmas.</li> </ul>	<p><b>Humanism</b> <b>What are Humanists' views on life?</b></p> <p>Children to exploring and answering these key questions:</p> <ul style="list-style-type: none"> <li>How do Humanists decide what to believe?</li> <li>What are Humanists' views on happiness?</li> <li>What do humanists value in life?</li> </ul>	<p><b>Christianity</b> <b>What can I understand about Christian festivals and celebrations?</b></p> <p>Children to be taught to:</p> <ul style="list-style-type: none"> <li>Know the cycle of the Christian year, the meanings of the major festivals and how they are celebrated including the use of symbolic colours and special hymns.</li> <li>Know the significance of the BC/AD dating system.</li> <li>Festivals – at the appropriate times, find out how the Christians celebrate some festivals such as Harvest, Remembrance Sun-day, Lent, Easter, Ascension Day Pentecost.</li> </ul>	<p><b>Judaism</b> <b>What can I understand about Jewish festivals and celebrations?</b></p> <p>Children to be taught to:</p> <ul style="list-style-type: none"> <li>Listen to the sound of the Shofar.</li> <li>Find out about Jewish Communities constructing special booths for the Festival of Sukkot.</li> <li>Meet/ask questions of a Rabbi.</li> <li>Know about Shabbat and its traditions.</li> <li>Learn about the Torah scrolls and commandments.</li> <li>Concepts of sin and forgiveness.</li> <li>Bar/Bat Mitzvah ceremony.</li> <li>Bar Mitzvah sermon – reflection on Torah stories.</li> </ul>	<p><b>Christianity</b> <b>What did Jesus teach to his followers?</b></p> <ul style="list-style-type: none"> <li>Know an outline of the ministry of Jesus, with some significant events (use mainly synoptic gospels). Explore how he related to the marginalised of society (women, children, the sick)</li> <li>Hear stories of people who have tried to follow Jesus (e.g. St Francis, local saints). If possible, engage with Christians from your locality who will answer questions about their faith and life.</li> </ul>
<b>SMSC / PSHE</b>	<p><b>Citizenship – Rights, Rules and Responsibilities.</b></p> <ul style="list-style-type: none"> <li>What does it mean to be treated and to treat others with respect?</li> <li>Who are those in positions of authority within our school and communities and how can we show respect?</li> <li>Why do we need rules at home and at school?</li> <li>What part can I play in making and changing rules?</li> <li>What do we mean by rights and responsibilities?</li> <li>What are my responsibilities at home and at school?</li> <li>How do we make democratic decisions in school?</li> <li>What is a representative and how do we elect them?</li> </ul>	<p><b>Myself and My Relationships – Family and Friends.</b></p> <ul style="list-style-type: none"> <li>How do good friends behave on and offline and how do I feel as a result?</li> <li>What is a healthy friendship and how does trust play an essential part of it?</li> <li>What skills do I need for choosing, making and developing friendships and how effective are they?</li> <li>How can I help to resolve disagreements positively by listening and compromising?</li> <li>Can I empathise with other people in a disagreement?</li> <li>How can I check with my friends that their personal boundaries have not been crossed?</li> <li>How do my family members help each other to feel safe and secure even when things are tough?</li> </ul>	<p><b>Economic Wellbeing – Financial Capability</b></p> <ul style="list-style-type: none"> <li>What different ways are there to earn and spend money?</li> <li>What do saving, spending and budgeting mean to me?</li> <li>How can I decide what to spend my money on and choose the best way to pay?</li> <li>What might my family have to spend money on?</li> <li>What is "value for money"?</li> <li>How do my feelings about money change?</li> <li>How do my choices affect my family, the community, the world and me?</li> </ul>	<p><b>Healthy and Safer Lifestyles Drug Education</b></p> <ul style="list-style-type: none"> <li>What medical and legal drugs do I know about, and what are their effects?</li> <li>Who uses and misuses legal drugs?</li> <li>Why do some people need medicine and who prescribes it?</li> <li>What are immunization and have I had any?</li> <li>What are the safety rules for storing medicine and other risky substances?</li> <li>What should I do if I find something risky, like a syringe?</li> </ul> <p>What do I understand about how friends and the media persuade and influence me?</p>	<p><b>Healthy and Safer Lifestyles – Personal Safety.</b></p> <ul style="list-style-type: none"> <li>How do I recognize my own feelings and communicate them to others?</li> <li>Which school/classroom rules are about helping people to feel safe?</li> <li>Can I recognize when my Early Warning Signs are telling me I don't feel safe?</li> <li>What qualities do trusted adults and trusted friends have?</li> <li>Who is on my personal network and how can I ask them for help?</li> <li>What can I do if I feel worried about a friendship or family relationship?</li> <li>What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted?</li> <li>How can I decide if a secret is safe or unsafe?</li> </ul>	<p><b>Myself and My Relationships – Managing Change</b></p> <ul style="list-style-type: none"> <li>What changes have I and my peers already experienced and might I experience in the future?</li> <li>What helps me when I'm experiencing strong emotions due to loss of change?</li> <li>What strategies help me thrive when my friendships change?</li> <li>How might I behave when I feel strong emotions linked to loss and change?</li> <li>How might people feel when loved ones or pets die, or they are separated from them for other reasons?</li> <li>What changes might people welcome and how can they plan for these?</li> </ul>

		<ul style="list-style-type: none"> <li>Who is my network of special people now and how do we affect and support each other?</li> </ul> <p><b>Anti-Bullying</b></p> <ul style="list-style-type: none"> <li>How are falling out and bullying different?</li> <li>How do people use power when they bully others?</li> <li>What are the key characteristics of different types of bullying?</li> <li>How can lack of respect and empathy towards others lead to bullying?</li> <li>What is the difference between direct and indirect forms of bullying?</li> <li>What are bystanders and followers and how might they feel?</li> <li>Do I understand that bullying might affect how people feel for a long time?</li> <li>How can I support people I know who are being bullies by being assertive?</li> <li>How does my school prevent bullying and support people involved?</li> </ul>			<ul style="list-style-type: none"> <li>How can I keep safe online?</li> </ul> <p><b>Healthy and Safer Lifestyles – Relationships and Sex Education.</b></p> <ul style="list-style-type: none"> <li>What are the main stages of the human life cycle? (Science link.)</li> <li>How did I begin?</li> <li>What does it mean to be “grown up”?</li> <li>What am I responsible for now and how will this change?</li> <li>How do different caring, stable, adult relationships create a secure environment for children to grow up?</li> </ul>	
<p><b>MFL</b></p>	<ul style="list-style-type: none"> <li>Listen to and follow a short story</li> <li>Recite a nursery rhyme from memory</li> <li>Understand and give the names of five parts of the body</li> <li>Understand the meaning of five adjectives, and recognise that adjectives can change spelling</li> <li>Understand and say seven parts of the body in Spanish</li> <li>Understand that all nouns have a gender in Spanish</li> <li>Be able to ask how to say something in Spanish</li> <li>Appreciate the similarities between nursery rhymes in Spanish and in English</li> <li>Recite a nursery rhyme with accurate pronunciation</li> <li>Read and demonstrate understanding of a short text</li> <li>Be able to say the names of six zoo animals from memory with accurate pronunciation</li> <li>Follow a story using visual clues</li> <li>Recognise some letters of the alphabet in Spanish</li> <li>Children can say the 5 vowel sounds in Spanish</li> <li>Children are able to say and to write a short simple sentence in Spanish using noun, verb and adjective</li> <li>Participate in a short drama in Spanish</li> <li>Play a game in groups using Spanish as the means of communication</li> <li>Say two weather conditions and four items of clothing with accurate pronunciation</li> <li>Participate in singing a Spanish song</li> <li>Make a display, writing individual words and short sentences in Spanish</li> </ul>	<ul style="list-style-type: none"> <li>Be able to say the Spanish for family members</li> <li>Be able to say the names of members of the family knowing when to use el and la</li> <li>Present a short role play introducing family members, asking and answering questions</li> <li>Be able to ask for and give information about brothers and sisters</li> <li>Recognise plural forms</li> <li>Acquire cultural knowledge about family life in Spain</li> <li>Join in singing and performing a South American song</li> <li>Recognise the similarities between traditional stories in Spanish and in English</li> <li>Follow a Spanish story and be able to join in reading sections with the teacher</li> <li>Recognise word classes: nouns and verbs in Spanish</li> <li>Know the names of 9 pets in Spanish and be able to pronounce them accurately</li> <li>Be able to recognise the names of nine pets</li> <li>Be able to say a sentence in Spanish using ‘tengo’ and ‘no tengo’ to talk about pets</li> <li>Understand simple rules for converting singular nouns into a plural form</li> <li>Understand the gist of a short story in Spanish and recognise one repeated phrase as it occurs in the text</li> <li>Know how to say vowel sounds in Spanish</li> <li>Read a phrase aloud with appropriate expression</li> <li>Write some words and short phrases</li> <li>Follow a short text as it is read aloud</li> <li>Write simple sentences for display work</li> <li>Identify specific items of vocabulary in a longer text</li> <li>Produce a sentence in oral and written form to describe a painted egg</li> </ul>		<ul style="list-style-type: none"> <li>Recognise word classes: noun, verb, adjective</li> <li>Be able to sort words into dictionary order by first/second letter</li> <li>Become familiar with the layout of a simple bilingual dictionary: 2 sections, alphabetical order, use of head words</li> <li>Understand seven leisure activities</li> <li>Identify common sounds in a list of verbs</li> <li>Identify strategies for learning new vocabulary</li> <li>Attempt a short dictation activity</li> <li>Understand a paragraph detailing likes/dislikes of leisure pursuits</li> <li>Express likes/dislikes of leisure activities in oral and written form</li> <li>Recognise positive/negative statements</li> <li>Understand and follow an interview between two native Spanish speakers talking about hobbies</li> <li>Conduct a short interview working with a partner asking/answering questions on leisure activities</li> <li>Understand and say numbers 12-31</li> <li>Collect results of a class survey through asking and answering questions in Spanish</li> <li>Know the names of 5 means of transport</li> <li>Know the names and locations of major ports and airports in Spain</li> <li>Understand different possibilities for travelling abroad</li> <li>Know how to access information to plan a journey</li> <li>Pack an imaginary suitcase for a weekend in the south of Spain and label the items within it</li> </ul>		
<p><b>Learning Outdoors</b></p>	<p>Evaluation of tunnels (DT)</p>			<p>Exploration of sounds outside (science)</p>		<p>Planned walk around local area (Geography)</p>

