




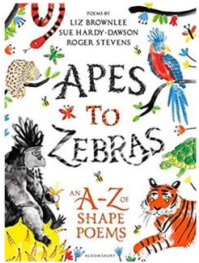
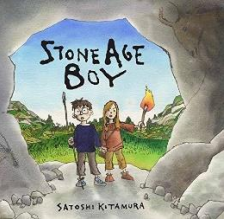
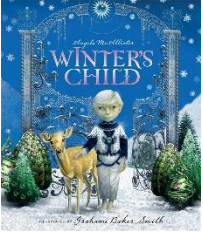
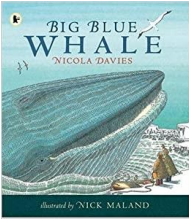

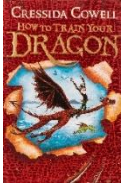



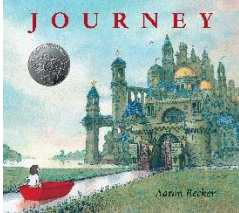
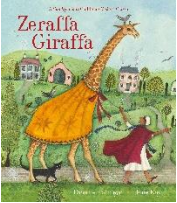

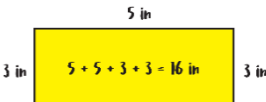
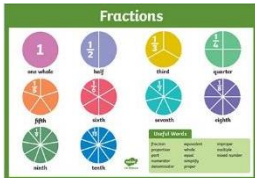

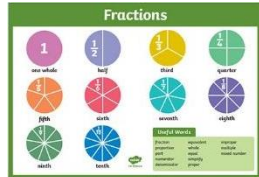
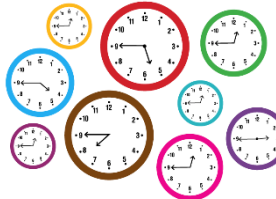















## Year Three Curriculum Overview 2024-2025

YEAR THREE E	Autumn Term		Spring Term		Summer Term	
English - Poetry	<p><b>Dance with me, Autumn</b></p>  <p>Descriptive poem</p>	<p><b>The Magnificent Bull from the Dinka Tribe</b></p>  <p>Dinka-inspired poem</p>	<p><b>The Shell by John Foster</b></p>  <p>Senses poem about the sea</p>	<p><b>The River's Tale by Rudyard Kipling</b></p>  <p>Descriptive poem</p>	<p><b>I saw a peacock</b></p>  <p>Nonsense Poem</p>	<p><b>Apes to zebras by Liz Browne</b></p>  <p>Concrete Poem</p>




YEAR THREE E	Autumn Term		Spring Term		Summer Term	
English	<p><b>Stone Age Boy by Satoshi Kitamura</b></p>  <p>Historical fiction</p>	<p><b>Winters Child by Angela McAllister</b></p>  <p>Fantasy fiction</p>	<p><b>Big Blue Whale by Nicola Davies</b></p>  <p>Non-fiction</p>	<p>Mini Units – range of genres and stimuli</p> <p><b>Narrative (Mystery)</b></p>  <p>Harris Burdick (images)</p> <p><b>Explanation</b></p>  <p>How to catch a dragon – design and explain</p> <p><b>Instructions</b></p>  <p>How to build a robotic teacher</p> <p><b>Narrative</b></p> <p>Children's own choice of genre</p> <p><b>Report (Green Flag Award)</b></p>  <p>Reduce, Reuse, Recycle</p> <p><b>Persuasion</b></p>  <p>Design a product and make persuasive advertisements</p>	<p><b>Journey by Aaron Becker</b></p>  <p>Fantasy fiction</p>	<p><b>Zeraffa Giraffa by Dianne Hofmeyr</b></p>  <p>Non-fiction</p>




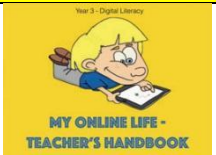



YEAR THRE E	Autumn Term		Spring Term		Summer Term																	
M a t h s	<b>Place Value</b> 	<b>Addition and subtraction</b> <table><tr><td>Addition</td><td>+</td></tr><tr><td>Subtraction</td><td>-</td></tr></table>	Addition	+	Subtraction	-	<b>Multiplication and division</b> <table><tr><td>Multiplication</td><td>×</td></tr><tr><td>Division</td><td>÷</td></tr></table>	Multiplication	×	Division	÷	<b>Measurement: Length and perimeter</b> <b>PERIMETER</b> The perimeter is the distance around a two-dimensional shape. 	<b>Fractions</b> 	<b>Geometry: Properties of shapes</b> <b>Properties of 3D shapes</b> <table><tr><th>Cone</th><th>Sphere</th><th>Triangular prism</th><th>Cuboid</th></tr><tr><td>2 Faces 1 Edge 1 Vertex Cylinder</td><td>1 Face 1 Edge 0 Vertices Cube</td><td>5 Faces 9 Edges 6 Vertices Triangular Prism</td><td>8 Faces 12 Edges 8 Vertices Square-based pyramid</td></tr></table>	Cone	Sphere	Triangular prism	Cuboid	2 Faces 1 Edge 1 Vertex Cylinder	1 Face 1 Edge 0 Vertices Cube	5 Faces 9 Edges 6 Vertices Triangular Prism	8 Faces 12 Edges 8 Vertices Square-based pyramid
	Addition	+																				
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Addition	+																					
Subtraction	-																					
Multiplication	×																					
Division	÷																					
		<b>Statistics</b> 																				





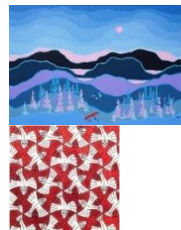

YEAR THREE	Autumn Term		Spring Term		Summer Term	
S c i e n c e	<p><b>Rocks</b></p> 	<p><b>Light and Dark</b></p> 	<p><b>Magnets</b></p> 	<p><b>Animals, including humans</b></p> 	<p><b>Plants</b></p> 	<p><b>Scientific Enquiry Project</b></p> 
	<ul style="list-style-type: none"><li>compare and group together 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>	<ul style="list-style-type: none"><li>recognise that they need light in order to see things and that dark is the absence of light</li><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><li>find patterns in the way that the size of shadows change</li></ul>	<ul style="list-style-type: none"><li>compare how things move on different surfaces</li><li>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li><li>observe how magnets attract or repel each other and attract some materials and not others</li><li>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li><li>describe magnets as having 2 poles</li><li>predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li></ul>	<ul style="list-style-type: none"><li>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li><li>identify that humans and some other animals have skeletons and muscles for support, protection and movement</li></ul>	<ul style="list-style-type: none"><li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li><li>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</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>	

YEAR THREE E	Autumn Term	Spring Term	Summer Term
H i s t o r y	<p data-bbox="170 153 797 217"><b>How did daily life change from the Stone Age to the Iron Age?</b></p>  <ul data-bbox="208 587 786 651" style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age</li> </ul>	<p data-bbox="842 153 1529 217"><b>Which of the earliest civilisations developed the greatest achievement?</b></p>  <ul data-bbox="887 587 1525 794" style="list-style-type: none"> <li>• The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> </ul>	<p data-bbox="1603 153 2103 185"><b>What was it like to live in Ancient Egypt?</b></p>  <ul data-bbox="1608 520 2141 762" style="list-style-type: none"> <li>• The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> </ul>



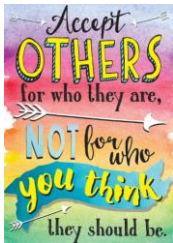




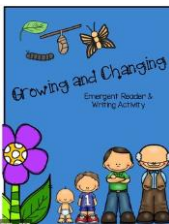







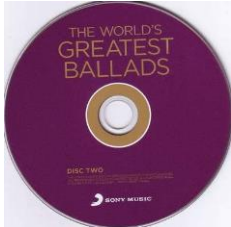

YEAR THREE E	Autumn Term	Spring Term	Summer Term
G e o g r a p h y	<p><b>Are settlements all the same?</b>  <b>Fieldwork:</b> local area (could be HW)</p>  <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>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</li> <li>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 within North or South America</li> <li>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</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-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</li> <li>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</li> </ul>	<p><b>Why do people live near volcanoes?</b>  <b>Fieldwork:</b> school grounds</p>  <ul style="list-style-type: none"> <li>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</li> <li>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 within North or South America</li> <li>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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</li> </ul>	<p><b>Why do people live near volcanoes?</b>  <b>Fieldwork:</b> school grounds</p>  <ul style="list-style-type: none"> <li>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</li> <li>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 within North or South America</li> <li>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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</li> </ul>

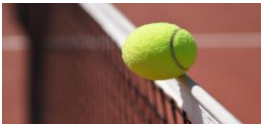





YEAR THREE E	Autumn Term		Spring Term		Summer Term	
C o m p u t i n g	 <p><b>Information Technology:</b></p> <ul style="list-style-type: none"> <li>I can make judgements about the usefulness of information.</li> <li>I can use search tools to find and use an appropriate website.</li> <li>I can search for and use information from a range of sources.</li> <li>I can make exact searches on the world wide web.</li> <li>I can analyse information and make accurate searches.</li> <li>I can evaluate my work and improve its effectiveness.</li> </ul>	 <p><b>Mandatory Skills:</b></p> <ul style="list-style-type: none"> <li>I can troubleshoot when something doesn't appear to be working with my device.</li> </ul> <p><b>Information Technology:</b></p> <ul style="list-style-type: none"> <li>I can improve the quality and presentation of my work.</li> <li>I can create with technology. E.g. Video, animation, 3D</li> </ul>  <p><b>Information Technology:</b></p> <ul style="list-style-type: none"> <li>I can improve the quality and presentation of my work using editing and formatting techniques.</li> <li>I can use search tools to find and use an appropriate website.</li> <li>I can search for and use information from a range of sources.</li> </ul> <p><b>Digital Literacy:</b></p> <ul style="list-style-type: none"> <li>I can search for copyright free images online to use in my own work.</li> </ul>	 <p><b>Digital Literacy:</b></p> <ul style="list-style-type: none"> <li>I know how to use the internet.</li> <li>I can analyse information and make accurate searches.</li> <li>I understand the need for copyright and the consequences of ignoring it.</li> <li>I am aware of what I should be sharing online and where to go for help if I need it.</li> <li>I understand that I cannot trust everyone I talk to online, that I should be a good digital citizen and where to go for help if something upsets me online.</li> <li>I can explain what bullying is and know where to go for help.</li> <li>I understand the impact technology can have on my health, well being and lifestyle.</li> <li>I know who I should be sharing information with and how to keep my data secure.</li> <li>I understand the term identity and I can take appropriate measures to protect my own online identity</li> </ul>	 <p><b>Mandatory Skills:</b></p> <ul style="list-style-type: none"> <li>I can troubleshoot when something doesn't appear to be working with my device.</li> </ul> <p><b>Computer Science:</b></p> <ul style="list-style-type: none"> <li>I can plan, create and debug programs.</li> <li>I can use decomposition to help me solve computing problems.</li> <li>I can work with various forms of input and output.</li> <li>I can use logical reasoning to predict and correct errors in algorithms and programs.</li> </ul>	 <p><b>Mandatory Skills:</b></p> <ul style="list-style-type: none"> <li>I can troubleshoot when something doesn't appear to be working with my device.</li> <li>I can discuss different types of digital content and file types.</li> </ul> <p><b>Information Technology:</b></p> <ul style="list-style-type: none"> <li>I can improve the quality and presentation of my work.</li> <li>I can create with technology. E.g. Video, animation, 3D</li> </ul>	 <p><b>Mandatory Skills:</b></p> <ul style="list-style-type: none"> <li>I can troubleshoot when something doesn't appear to be working with my device.</li> <li>I can discuss different types of digital content and file types.</li> </ul> <p><b>Computer Science:</b></p> <ul style="list-style-type: none"> <li>I can explain how the internet works.</li> </ul> <p><b>Information Technology:</b></p> <ul style="list-style-type: none"> <li>I can use advanced search tools. (Copyright)</li> <li>I can collect, analyse, evaluate and present data and information.</li> <li>I can create with technology. E.g. Video, animation, 3D</li> <li>I can improve the quality and presentation of my work using editing and formatting techniques.</li> </ul> <p><b>Digital Literacy:</b></p> <ul style="list-style-type: none"> <li>I know how to use the internet. (Online Bullying)</li> <li>I understand the need for copyright and the consequences of ignoring it.</li> <li>I can analyse information and make accurate searches.</li> </ul>







YEAR THREE E	Autumn Term		Spring Term		Summer Term	
A r t  a n d  D  T	<b>Drawing</b> <b>Artist Link – Tang Yau Hoong or Jim Lee</b> 	<b>Pneumatic toys (Mechanisms)</b> 	<b>Printing</b> <b>Artist Link – Friedensreich Hundertwasser or Dan Mather</b> 	<b>Eating seasonally (Cooking and nutrition)</b> 	<b>Mixed Media</b> <b>Artist Link – Ted Harrison or M.C. Escher</b> 	<b>Cushions (Textiles)</b> 
	<ul style="list-style-type: none"><li>Choose their own starting point from a range of ideas e.g. a visit to an art gallery, an artefact, digital images, experiences.</li><li>Begin to record their thoughts and experiences in a sketch book / 'ideas journal'.</li><li>Use sketch book / 'ideas journal' to adapt their work as their ideas develop, and discuss this with others.</li></ul>	<ul style="list-style-type: none"><li>Draw accurate diagrams with correct labels, arrows and explanations.</li><li>Correctly identify definitions for key terms. Identify five appropriate design criteria.</li><li>Communicate two ideas using thumbnail sketches.</li><li>Communicate and develop one idea using an exploded diagram.</li><li>Select appropriate equipment and materials to build a working pneumatic system.</li><li>Assemble their pneumatic system within the housing to create the desired motion.</li><li>Create a finished pneumatic toy that fulfils the design brief.</li></ul>	<ul style="list-style-type: none"><li>Explain the reasons for their ideas, and discuss and answer questions about how their ideas have developed.</li><li>Discuss the styles of artists, craft makers or designers and use this to inform their own work.</li><li>Begin to understand the historical and/or cultural significance of a chosen artist /art form.</li><li>Demonstrate control of chosen tools and materials to create a desired effect, e.g. carve a design into a printing block.</li></ul>	<ul style="list-style-type: none"><li>Explain that fruits and vegetables grow in different countries based on their climates.</li><li>Understand that seasonal fruits and vegetables grow in a given season.</li><li>Understand that eating seasonal fruit and vegetables positively affects the environment.</li><li>Design a tart recipe using seasonal ingredients.</li></ul>	<ul style="list-style-type: none"><li>Show confidence and independence when working creatively e.g. with a range of media on different scales.</li><li>Beginning to use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts, e.g. work on different scales both independently and collaboratively.</li><li>Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like in a piece of art work.</li></ul>	<ul style="list-style-type: none"><li>Demonstrate their ability to use cross-stitch as a decorative feature or to join two pieces of fabric together.</li><li>Develop appliqué designs based on design criteria.</li><li>Design, cut and shape their template for cushion with increasing accuracy.</li><li>Decorate their cushion using a variety of techniques, such as appliqué, cross-stitch, beads, buttons and pinking.</li><li>Measure and attach a ribbon with a running stitch.</li><li>Recognise different types and qualities of fabrics.</li><li>Explain the aesthetic and functional properties of some of their material choices.</li></ul>










YEAR THREE E	Autumn Term			Spring Term			Summer Term		
	Families and Friends	Safe Relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental well-being	Growing and changing	Keeping safe
P e r s o n a l , S o c i a l a n d H e a l t h E d u c a t i o n	 <p>mum + dad = auntie + uncle = foster mum + foster dad = mum + mum = dad + dad's boyfriend = mum + mum's girlfriend = mum = dad + dad = dad + stepmum = mum + mum's boyfriend = grandma + grandpa = families =</p>	 <p>Recognising personal boundaries</p> <p>How to safely respond to others</p> <p>Recognising the impact of hurtful behaviour</p>	 <p>Recognise respectful behaviour</p> <p>The importance of self-respect</p> <p>The importance of courtesy and being polite</p>	 <p>Recognising and understanding our rights, freedoms and responsibilities</p>	 <p>How the internet is used</p> <p>Assessing information online</p>	 <p>Exploring different jobs and Skills</p> <p>Recognising and challenging job stereotypes</p> <p>Setting personal goals</p>	 <p>Recognising the importance of making good health choices and recognising bad habits</p> <p>Recognising what affects feelings</p> <p>Exploring appropriate ways of expressing feelings</p>	 <p>Identify that people are unique and respect those differences by exploring the differences between male and female bodies</p> <p>Recognising and celebrating personal strengths and achievements</p> <p>Learning how to manage and reframe setbacks</p>	 <p>Recognising risks and hazards</p> <p>Exploring how to keep safe in the local environment and unfamiliar places</p>

YEAR THREE E	Autumn Term		Spring Term		Summer Term	
M u s i c	<p><b>Composing</b></p>  <ul style="list-style-type: none"> <li>Performing a soundscape accurately, fluently and expressively.</li> <li>Recognising and explaining the changes within a piece of music using musical vocabulary.</li> <li>Telling a story through layers of melody and rhythm.</li> <li>Appreciating classical music and unpick its narrative</li> </ul>	<p><b>Developing singing techniques and keeping in time</b></p>  <ul style="list-style-type: none"> <li>Singing songs with accuracy and control, with developing vocal technique.</li> <li>Discussing the features of battle songs using musical vocabulary.</li> <li>Creating a battle song with voices and untuned percussion.</li> </ul>	<p><b>Pentatonic melodies and composition</b></p>  <ul style="list-style-type: none"> <li>Playing a pentatonic melody from letter notation.</li> <li>Maintaining a part of during a group performance.</li> <li>Discussing the features of Chinese music using musical vocabulary.</li> <li>Combining three pentatonic melodies with untuned percussion to create a group composition.</li> </ul>	<p><b>Traditional instruments and improvisation</b></p>  <ul style="list-style-type: none"> <li>Performing a traditional Indian song with voices and instruments from staff notation.</li> <li>Recognising the stylistic features of Indian classical music.</li> <li>Creating an Indian-inspired composition using drone, rag and tal.</li> <li>Consider how music developed differently in other parts of the world.</li> </ul>	<p><b>Ballads</b></p>  <ul style="list-style-type: none"> <li>Performing a ballad as a class.</li> <li>Recognising the features of a ballad.</li> <li>Writing lyrics for a ballad.</li> </ul>	<p><b>Jazz</b></p>  <ul style="list-style-type: none"> <li>Playing their composition accurately in time with their group.</li> <li>Identifying the difference between regular rhythms and swung rhythms.</li> <li>Composing a swing version of a nursery rhyme.</li> <li>Learning different types of jazz, understanding how the genre evolved over time</li> </ul>

YEAR THREE E	Autumn Term		Spring Term		Summer Term	
	Tennis	Tag Rugby	Hi-Five	Gymnastics	Athletics	Volleyball
P h y s i c a l  E d u c a t i o n						
	<ul style="list-style-type: none"> <li>consolidate and develop the range and consistency of their skills in net games.</li> <li>choose and use a range of simple tactics and strategies for success.</li> <li>keep, adapt and make rules up for net games.</li> <li>recognise what skilful play looks like.</li> <li>suggest ideas and practices to improve their play.</li> <li>understand why it is important to warm up and cool down, recognising the affect of exercise on the body.</li> </ul>	<ul style="list-style-type: none"> <li>use a range of skills to help them keep possession and control of the ball.</li> <li>pass and receive the ball, keeping control and possession consistently.</li> <li>make progress towards a goal.</li> <li>make good decisions during a game and know how to use space effectively.</li> <li>identify what they do best and what they found most difficult.</li> <li>recognise players who perform well in their teams and give reasons why they are successful.</li> </ul>	<ul style="list-style-type: none"> <li>use a range of skills to help them keep possession and control of the ball.</li> <li>pass and receive the ball, keeping control and possession consistently.</li> <li>make progress towards a goal.</li> <li>make good decisions during a game and know how to use space effectively.</li> <li>identify what they do best and what they found most difficult.</li> <li>recognise players who perform well in their teams and give reasons why they are successful.</li> </ul>	<ul style="list-style-type: none"> <li>develop the range of actions, body shapes and balances they can include in a performance.</li> <li>perform skills and actions with accuracy and consistency.</li> <li>create sequences that meet a theme or set of conditions.</li> <li>use compositional details when creating their sequences, such as changes in speed, level and direction.</li> <li>describe their own and others work, making simple judgements about the quality of performances and suggesting ways to improve.</li> <li>describe how the body reacts during different types of activity, and how this affects the way they perform.</li> </ul>	<ul style="list-style-type: none"> <li>run consistently and smoothly at different speeds.</li> <li>demonstrate different combinations of jumps, showing control, coordination and consistency.</li> <li>throw a range of resources into a target area with consistency and accuracy.</li> <li>recognise that there are different techniques of running, jumping and throwing and that they need to choose the best one for a particular challenge and type of equipment.</li> <li>pace their effort well in different types of events so that they can maintain the quality of their performances.</li> <li>watch and describe specific aspects of running, jumping and throwing.</li> </ul>	<ul style="list-style-type: none"> <li>use a range of skills with increasing control.</li> <li>strike a ball with intent and throw it more accurately when serving</li> <li>intercept and stop the ball with consistency, and be able to catch the ball.</li> <li>return the ball quickly and accurately to the appropriate place.</li> <li>choose and use striking skills to make the game harder for their opponents.</li> <li>choose where they should field to be most effective.</li> <li>work well as a team using the rules.</li> <li>describe what is successful in their own and others play and suggest improvements.</li> <li>understand the demands activities make on the body and how to prepare for these activities.</li> </ul>

YEAR THREE E  R e l i g i o u s  E d u c a t i o n	Autumn Term		Spring Term		Summer Term	
	Christianity (God)	Islam	Christianity (Jesus)	Christianity (Church)	Sikhism	Hindu Dharma
						
	How (and why) have some people served God?	<small>shutterstock.com • 290643002</small> Why is the Prophet Muhammad (pbuh) an example for Muslims?	What does it mean to be a disciple of Jesus?	What do Christians mean by the 'Holy Spirit'?	Why are the Gurus important to Sikhs?	Why is family and important part of Hindu life?
	Spanish -					
	C = Core Vocabulary E = Early Language Teaching Units I = Intermediate Teaching Units P = Progressive Teaching Units					

YEAR THREE E	Autumn Term		Spring Term		Summer Term	
	<b>Phonetics lesson 1 (C) &amp; I Am Learning Sp/Fr/It (E)</b>   How to improve your Spanish pronunciation! <i>Lesson 1</i>   <b>¡Aprendo español!</b>	<b>Little Red Riding Hood (E)</b>   <b>Caperucita Roja</b>	<b>Ancient Britain (E)</b> La historia de la antigua Gran Bretaña 	<b>Presenting Myself (I)</b>   <b>¡Me presento!</b>	<b>Family (I)</b>   <b>La familia</b>	<b>At The Café (I)</b>  Desayuno en el café  <i>¿Qué quieres desayunar?</i>
	Dates					
	<b>Languages Day</b>			<b>World Book Day</b> <b>Number Day</b> <b>Science Week linked with International Women's Day</b>		<b>World Music Day</b>