







Autumn	Spring	Summer
<b>English</b> 		
Text: Stone Age Boy  Text: How To Wash A Woolly Mammoth  Text: The Happy Prince  <b>ASSESSMENT PIECES FOR PORTFOLIOS</b> <ul style="list-style-type: none"> <li>• Instructions: How To Wash A .....</li> <li>• Recount of The Happy Prince</li> </ul>	Text: The True Story of the 3 Little Pigs  Text: Flood  Text: The Secret of Black Rock  <b>ASSESSMENT PIECES FOR PORTFOLIOS</b> <ul style="list-style-type: none"> <li>• The True Story of Goldilocks &amp; The Three Bears</li> <li>• Persuasive Letter to DIY SOS</li> </ul>	Text: Wolves In The Wall  Text: Please, Mrs Butler!  Text: How A Robot Dog Works  <b>ASSESSMENT PIECES FOR PORTFOLIOS</b> <ul style="list-style-type: none"> <li>• Report writing – How a .....works</li> <li>• Poetry piece</li> </ul>
<b>Maths</b> 		
<ul style="list-style-type: none"> <li>• Place Value (3 weeks)</li> <li>• Addition and Subtraction (5 weeks)</li> <li>• Multiplication and Division (3 weeks)</li> <li>• Consolidation (1 week)</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication &amp; Division (3 weeks)</li> <li>• Measurement: Money (1 week)</li> <li>• Statistics (2 weeks)</li> <li>• Measurement: Length &amp; Perimeter (3 weeks)</li> <li>• Fractions (2 weeks)</li> <li>• Consolidation (1 week)</li> </ul>	<ul style="list-style-type: none"> <li>• Fractions (3 weeks)</li> <li>• Measurement: Time (3 weeks)</li> <li>• Geometry: Properties of Shapes (2 weeks)</li> <li>• Measurement: Mass &amp; Capacity (3 weeks)</li> <li>• Consolidation (1 week)</li> </ul>
<b>Multiplication and division facts for the 3, 4, and 8 multiplication tables.</b>		
<b>Science (Developing Experts)</b> 		
<b>AUTUMN 1</b> <b>Forces and Magnets</b> Developing Experts Block 2 <ul style="list-style-type: none"> <li>• Compare how things move on different surfaces</li> <li>• Forces need contact between 2 objects but magnetic force can act at a distance</li> <li>• Magnetic materials - attract/repel</li> <li>• Investigations:</li> </ul>	<b>SPRING 1</b> <b>Light &amp; Dark</b> Developing Experts Block 3 <ul style="list-style-type: none"> <li>• Importance of light &amp; how the eye reacts to light to help us see</li> <li>• Recognise that we need light in order to see &amp; that darkness is the absence of light</li> <li>• How light is reflected from surfaces</li> </ul>	<b>Animals including Humans</b> <b>CHESTER ZOO TRIP</b> Developing Experts Block 4 <ul style="list-style-type: none"> <li>• Identify that animals, including humans, need the right type of nutrition &amp; that they cannot make their own food – they get nutrition from what they eat</li> <li>• Identify that humans &amp; some other animals have skeletons &amp; muscles for support, protection &amp; movement</li> </ul>

<p>- compare &amp; group a variety of materials                  - identify magnetic materials                  - two poles of a magnet &amp; predicting whether 2 magnets will attract or repel                  - use of different magnets in everyday life (use of bar, ring, horseshoe &amp; button magnets)</p> <p><b>WORKING SCIENTIFICALLY</b></p> <ul style="list-style-type: none"> <li>• Observe that magnetic forces can act without direct contact</li> <li>• Compare how different things move &amp; group them</li> <li>• Raise questions &amp; carry out tests                         <ul style="list-style-type: none"> <li>- how far have objects move on different surfaces</li> <li>- gather &amp; record data to find answers to their questions</li> </ul> </li> <li>• Patterns in the way magnets behave in relation to each other &amp; what might affect this eg when poles face each other</li> <li>• Set up practical enquiries, comparative &amp; fair tests</li> <li>• Record findings using drawings, labelled diagrams, keys, bar charts &amp; tables</li> <li>• Draw simple conclusions &amp; make predictions</li> <li>• Report findings in a variety of ways</li> </ul> <p><b>AUTUMN 2</b>  <u>Rocks</u>                  Developing Experts Block 1</p> <ul style="list-style-type: none"> <li>• Compare &amp; group together different kinds of rocks on the basis of appearance &amp; simple physical properties</li> <li>• Describe how fossils are formed</li> <li>• Recognise that soil is made from rocks &amp; organic matter</li> </ul>	<ul style="list-style-type: none"> <li>• How sunlight can be dangerous &amp; how we can protect our eyes</li> <li>• Explore &amp; recognise that shadows are formed when there is a light source is blocked by an opaque object</li> <li>• Find patterns in the ways shadows change – explore scientifically</li> <li>• Discuss &amp; explore this during investigations with mirrors</li> </ul> <p><b>WORKING SCIENTIFICALLY</b></p> <ul style="list-style-type: none"> <li>• Look &amp; measure shadows in order to find out how shadows are formed &amp; what might cause shadows to change</li> <li>• Make observations &amp; take accurate measurements</li> </ul> <p><b>SPRING 2</b>  <u>Plants</u>                  Developing Experts Block 6</p> <ul style="list-style-type: none"> <li>• Explore features &amp; functions of plants</li> <li>• Identify &amp; describe functions of different parts of flowering plants eg roots, stem/trunk, leaves, flowers</li> <li>• Explore the requirements of plants for life &amp; growth (air, water, nutrients from the soil &amp; room to grow) &amp; how they vary from plant to plant</li> <li>• Explore the part flowers play in the life cycle of flowering plants including:                         <ul style="list-style-type: none"> <li>- pollination</li> <li>- seed formation</li> <li>- seed dispersal</li> </ul> </li> </ul> <p><b>WORKING SCIENTIFICALLY</b></p> <ul style="list-style-type: none"> <li>• Investigate the way in which water is transported within plants</li> </ul>	<p><b>WORKING SCIENTIFICALLY</b></p> <ul style="list-style-type: none"> <li>• Importance of nutrition</li> <li>• Compare different types of animals with &amp; without skeletons &amp; explore what would happen if humans did not have a skeleton</li> <li>• Use research skills to explore different food groups &amp; what they provide for their body</li> <li>• Compare &amp; contrast diets of different animals &amp; use the information to group them</li> <li>• Report on findings, including oral &amp; written explanations, displays or presentations</li> <li>• Use results to draw conclusions &amp; raise further questions</li> <li>• Use scientific evidence to answer questions</li> <li>• Design meals based on their understanding (link to DT Healthy Sandwiches)</li> </ul>
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<p><b>WORKING SCIENTIFICALLY</b></p> <ul style="list-style-type: none"> <li>Classify rocks</li> <li>Devise tests to explore properties of rocks</li> <li>Research how fossils are formed</li> <li>Predict how permeable rocks are</li> <li>Carry out an investigation &amp; report findings on how soils are formed</li> </ul>	<ul style="list-style-type: none"> <li>Ask relevant questions &amp; use different types of scientific enquiries to answer them</li> <li>Set up practical enquiries, record findings using drawings, labelled diagrams, keys, bar charts &amp; tables</li> </ul>	
<b>Computing</b>		
<p>E-safety privacy and security to describe how personal information can be seen by others, finding rules to keep information safe and knowing what devices connect to the internet and need passwords.</p> <p>Programming using block coding ‘Pyonkee’</p>	<p>E-safety health and well- being to explain how spending too much time using tech can have a negative impact.</p> <p>Data and digital literacy – pages</p> <p>Multimedia – word and PowerPoint</p>	<p>E-safety online reputation and online bullying describing how personal info stays online a long time and know who to talk to about misinformation and bullying online.</p> <p>Multimedia – iMovie and camera</p>
<p><b>Key Vocabulary:</b> protect, password, secure, websites, cookies, age-appropriate, image, navigate, report, emails, filtering, network, router, cyberbullying, messenger, responsible</p>	<p><b>Key Vocabulary:</b> Word, PowerPoint, animation, device, spell checker, transitions, commands, graphics, text, sound, microphones, web-cameras</p>	<p><b>Key Vocabulary:</b> save, retrieve, network, cloud, storage, device, communicate, images, safety, private, create, search, text, sound, microphones, web-cameras</p>
<b>History AUTUMN 1</b>	<b>SPRING 1</b>	<b>SUMMER 1</b>
<p><u>Stone Age to Iron Age</u></p> <ul style="list-style-type: none"> <li>Chronology Timeline                     <ul style="list-style-type: none"> <li>- different time periods</li> <li>- BC/AD time phrases</li> <li>- sequence events &amp; dates</li> <li>- explain why there might be different accounts of History</li> </ul> </li> <li>Understand that this period covers 10,000 years of history:-</li> <li><b>STONE AGE</b> <ul style="list-style-type: none"> <li>- farmers/early hunters (Skara Brae)</li> </ul> </li> </ul>	<p><u>Romans</u> <b>CHESTER TRIP/MUSEUM TRIP</b></p> <ul style="list-style-type: none"> <li>Invasions over time by different groups over time</li> <li>Recognise why Britain would have been an important country to invade &amp; conquer</li> <li>Roman invasion of Chester – to know that this is in my locality</li> <li>Use a variety of sources</li> <li>How they fought &amp; how its changed today</li> <li>How do artefacts help us build up an accurate picture of the past?</li> <li>Settlements in Britain &amp; the impact on British life/society:</li> </ul>	<p><u>Local Area Study</u></p> <ul style="list-style-type: none"> <li>Railways &amp; Canals in St Helens                     <ul style="list-style-type: none"> <li>- comparison wealthy v poor</li> </ul> </li> <li>Express opinions about the people who lived at this time</li> <li>Explain trends over time                     <ul style="list-style-type: none"> <li>- use of canals &amp; its importance to St Helens</li> </ul> </li> <li>Causes/consequences of events ie St Helens, as a town, has grown from coal</li> <li>History of Canals &amp; Railways in my local area                     <ul style="list-style-type: none"> <li>- Inventors &amp; important dates</li> </ul> </li> <li>Local industry</li> </ul>

<ul style="list-style-type: none"> <li>• <b>BRONZE AGE</b> <ul style="list-style-type: none"> <li>- religion, technology, travel &amp; Stonehenge</li> </ul> </li> <li>• <b>IRON AGE</b> <ul style="list-style-type: none"> <li>- hill forts (tribal, farming, art &amp; culture)</li> </ul> </li> </ul> <p><i>CONCEPT: Choice, Diversity</i></p>	<ul style="list-style-type: none"> <li>- Julius Caesar’s invasion in 55BC</li> <li>- The power of the Roman army in 42AD</li> <li>- Invasion by Claudius (&amp; Hadrian’s Wall)</li> <li>- British resistance &amp; Boudica</li> <li>- Romanisation (technology, culture &amp; beliefs)</li> </ul> <p><i>CONCEPT: Influence, Power</i></p>	<ul style="list-style-type: none"> <li>- compare past &amp; present (use Digi-maps)</li> <li>• Comparison between living &amp; working conditions in 2 different time periods locally</li> </ul> <p><i>CONCEPT: Class, Consequences</i></p>
<p><b>KEY VOCABULARY:</b> centuries, timeline, BC, AD, Skara Brae, Stonehenge, fort, bronze age, iron age, archaeology, research, evidence, source, Palaeolithic, Mesolithic, Neolithic</p>	<p><b>KEY VOCABULARY:</b> AD, BC, soldier, opinion, evidence, invasion, resistance, culture, artefact, invade, conquer, source, Romans, Emperor, legacy, impact, recount, settlers, settlement</p>	<p><b>KEY VOCABULARY:</b> wealthy, poor, trends, canal, river, inventor, compare, contrast, research, source, consequences</p>
<p><b>Geography AUTUMN 2</b></p>	<p><b>SPRING 2</b></p>	<p><b>SUMMER 2</b></p>
<p><u>Volcanoes</u></p> <ul style="list-style-type: none"> <li>• How are volcanoes formed?</li> <li>• Physical geography including mountains &amp; volcanoes</li> <li>• Locate the world’s countries                     <ul style="list-style-type: none"> <li>- using maps to focus on Europe (including Russia)</li> <li>- key physical &amp; human characteristics</li> <li>- countries &amp; major cities</li> </ul> </li> <li>• Locate Italy on a map</li> <li>• Locate Pompeii on a world map &amp; make links between volcanoes &amp; Mount Vesuvius</li> <li>• Consider the impact on human &amp; physical geography &amp; the effects of a volcanic eruption - Italy</li> </ul> <p><i>CONCEPTS: Resilience, Adversity, Conflict</i></p>	<p><u>Chester</u></p> <ul style="list-style-type: none"> <li>- Where is Chester &amp; where is it situated in relation to the UK &amp; in particular - St Helens?</li> <li>- name &amp; locate geographical regions (NW, SW, E/W Midlands etc)</li> <li>- <b>Geographical regions:</b> human and Physical features – River Dee, weir, city walls, Cathedral, bridges (Grosvenor, Old Dee Bridges, The Queen’s Park suspension bridge), Racecourse, the Rows, Edgar’s Field (Park), Chester Canal</li> <li>- <b>Topographical features:</b> mountains, hills, coastlines, the weir, Chester Canal and the River Dee.</li> <li>• Name &amp; locate the counties &amp; cities of NW England</li> <li>• Describe the settlement &amp; land use of Chester &amp; how it has changed over time</li> <li>• Fieldwork:                     <ul style="list-style-type: none"> <li>- Observe, measure, record &amp; present the human/physical features in Chester using</li> </ul> </li> </ul>	<p><u>England</u></p> <ul style="list-style-type: none"> <li>• Locate NW of England on a map &amp; globe</li> <li>• Use google earth to zoom into St Helens</li> <li>• Geographical regions:                     <ul style="list-style-type: none"> <li>- Human and physical features</li> <li>- Topographical features including hills, mountains, coasts &amp; rivers</li> </ul> </li> <li>• Locate the main rivers near the area where I live eg River Mersey, River Ribble &amp; the River Dee</li> <li>• Recognise the differences between rivers &amp; canals &amp; study the development of the Leeds-Liverpool canal</li> <li>• Identify railway lines on maps &amp; look at human &amp; physical geography located around the local railway lines</li> <li>• Describe settlement &amp; land use around where I live &amp; how it has changed over time – development &amp; environmental factors of railways &amp; canals</li> </ul>



	<p>a range of methods eg sketch maps, plans, graphs &amp; digital technologies</p> <ul style="list-style-type: none"> <li>• Mapwork: including 4-figure grid references to indicate &amp; locate places in the NW</li> </ul> <p><i>CONCEPTS: Change</i></p>	<ul style="list-style-type: none"> <li>• Human geography including types of settlement &amp; land use including energy linked to the NW of England</li> <li>• 8 points of the compass</li> <li>• 4-figure grid references, symbols &amp; key;             <ul style="list-style-type: none"> <li>- Use of Ordnance Survey maps to build knowledge of the UK</li> </ul> </li> </ul> <p><i>CONCEPTS: Change, Common Good, Reform</i></p>
<p><b>KEY VOCABULARY:</b> volcano, igneous rock, metamorphic rock, compare, contrast, characteristics, city, continent, human geography, physical geography, Italy, Europe, Pompeii, eruption, volcanic, lava, flow, core, mantle, mountains, mountain ranges</p>	<p><b>KEY VOCABULARY:</b> England, north west, Chester, topography, location, maps, regions, hills, mountains, coasts, rivers, source, land-use, patterns, settlement, characteristics, 4-figure grid reference, north, south, east, west, compass points, sketch, observe, measure, record, East/West Midlands, East Anglia, Yorkshire</p>	<p><b>KEY VOCABULARY:</b> North west, England, Google Earth, technology, topographical, features, river, bank, estuary, mouth, tributary, source, settlement, port, land-use, symbols, keys, Ordnance Survey Maps, north, south, east, west, north-west, north-east, south-east, south-west</p>
<p><b>PSHCE / SEAL (Jigsaw)</b> </p>		
<p><b>AUTUMN 1</b> Being Me In My World</p> <ul style="list-style-type: none"> <li>- Getting to know each other</li> <li>- Our nightmare school</li> <li>- Our dream school</li> <li>- Rewards &amp; consequences</li> <li>- Our learning charter</li> <li>- Owning our learning charter</li> </ul> <p><b>AUTUMN 2</b> Celebrating Difference</p> <ul style="list-style-type: none"> <li>- Families</li> <li>- Family conflict</li> <li>- Witness &amp; feelings</li> <li>- Witness &amp; solutions</li> <li>- Words that harm</li> <li>- Celebrating difference: compliments</li> </ul>	<p><b>SPRING 1</b> Dreams &amp; Goals</p> <ul style="list-style-type: none"> <li>- Dreams &amp; goals</li> <li>- My dreams &amp; ambitions</li> <li>- A new challenge</li> <li>- Our new challenge</li> <li>- Our new challenge: overcoming difficulties</li> <li>- Celebrating my learning</li> </ul> <p><b>SPRING 2</b> Healthy Me</p> <ul style="list-style-type: none"> <li>- Being fit &amp; healthy</li> <li>- Being fit &amp; healthy</li> <li>- What do I know about drugs?</li> <li>- Being safe-keeping safe</li> <li>- Safe or unsafe</li> <li>- My amazing body</li> </ul>	<p><b>SUMMER 1</b> Relationships</p> <ul style="list-style-type: none"> <li>- Family roles &amp; responsibilities</li> <li>- Friendship</li> <li>- Keeping myself safe online</li> <li>- Being a global citizen 1</li> <li>- Being a global citizen 2</li> <li>- Celebrating my web of relationships</li> </ul> <p><b>SUMMER 2</b> Changing Me</p> <ul style="list-style-type: none"> <li>- How babies grow</li> <li>- Babies</li> <li>- Outside body changes</li> <li>- Inside body changes</li> <li>- Family stereotypes</li> <li>- Looking ahead</li> </ul>

Religious Education (Lancashire SACRE) 		
<p><b>KEY QUESTION: Who should we follow?</b></p> <p><b>AUTUMN 1</b> Christianity GOD - How (and why) have some people served God?</p> <p><b>AUTUMN 2</b> Islam PROPHET MUHAMMAD - Why is the Prophet Muhammad (pbuh) an example for Muslims?</p>	<p><b>KEY QUESTION: Who should we follow?</b></p> <p><b>SPRING 1</b> Christianity JESUS - What does it mean to be a disciple of Jesus?</p> <p><b>SPRING 2</b> Christianity CHURCH - What do Christians mean by the Holy Spirit?</p>	<p><b>KEY QUESTION: Who should we follow?</b></p> <p><b>SUMMER 1</b> Sikhism GURUS - Why are the Gurus important to Sikhs?</p> <p><b>SUMMER 2</b> Hinduism HINDU DHARMA - Why is family an important part of Hindu life?</p>
<b>P.E</b>		
<p><b>AUTUMN 1</b> Invasion game - Basketball Dance - (Topic based)</p> <p><b>AUTUMN 2</b> Indoor Athletics - Running, jumping and throwing Gym - Body awareness, jumping, travelling, bridges</p>	<p><b>SPRING 1</b> Invasion game – Hockey Net game – Volleyball</p> <p><b>SPRING 2</b> Invasion game - Tag rugby</p> <p><b>OAA</b></p> <ul style="list-style-type: none"> <li>- Teamwork</li> <li>- Following instructions</li> <li>- Problem solving</li> <li>- Which direction?</li> <li>- Magnificent maps</li> <li>- Introduction to orienteering</li> </ul>	<p><b>SUMMER 1</b> Swimming Athletics - (Field)</p> <p><b>SUMMER 2</b> S/F game - Cricket Athletics - (Track)</p>
Music (Charanga) 		
<p><b>AUTUMN 1</b> <b>Let Your Spirit Fly</b> SKILL:</p> <ul style="list-style-type: none"> <li>- P: I can keep a steady pulse in a group and solo, demonstrating understanding of 2/4, 3/4 and 4/4 time signatures</li> </ul>	<p><b>SPRING 1</b> <b>Three Little Birds</b> SKILL:</p> <ul style="list-style-type: none"> <li>- C+I: I can choose and combine different sounds to create intended moods and feelings</li> </ul>	<p><b>SUMMER 1</b> <b>Bringing us together</b> SKILL:</p> <ul style="list-style-type: none"> <li>- R: I can perform rhythms longer than 2 bars using crotchets, minims and quavers</li> </ul>

<p>- A: I can use musical vocabulary to describe what I like/do not like about a piece of music</p> <p>STYLE:</p> <p>- R &amp; B, Michael Jackson, Western Classical Music, Musicals, Motown Soul</p> <p><b>AUTUMN 2</b>  <b>The Dragon Song/Christmas Carols</b></p> <p>SKILL:</p> <p>- P+S: I can sing a tune with expression.          - P+S: I can show control of my voice when singing.          - C+I: I can create repeated patterns on</p> <p>STYLE:</p> <p>- Traditional Tunes/Folk Melodies</p> <p>Christmas Carols for Carol Concert - <b>Christmas Carol Service</b></p>	<p>- M: I can perform from and compose using at least 3 pitched notes and simple rhythms – quavers, crotchets and minims</p> <p>STYLE:</p> <p>- Reggae</p> <p><b>SPRING 2</b>  <b>Glockenspiel Stage 1</b></p> <p>SKILL:</p> <p>- P+S: I can play clear notes on a tuned instrument.          - C+I: I can compose melodies and short songs and notate them using a simple grid.          - A: I can improve my work stating how it has been improved.</p> <p>STYLE:</p> <p>- Learn to play the Glockenspiel</p>	<p>- A: I can identify musical features in music</p> <p>STYLE:</p> <p>- Disco music</p> <p><b>SUMMER 2</b>  <b>Reflect, Rewind, Replay</b></p> <p>SKILL:</p> <p>- Consolidate the taught skills from Year 3</p> <p>STYLE:</p> <p>- Western classical music</p>
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**Art**

<p><b>Artist - Andy Warhol</b></p> <ul style="list-style-type: none"> <li>• Create close observation sketches of stimuli</li> <li>• Accurate drawings of people -particularly faces</li> <li>• Create initial sketches in preparation for painting</li> <li>• Colour mixing of various shades to create effect</li> <li>• <b>Create an accurate colour wheel &amp; name all Primary &amp; Tertiary colours (Discrete)</b></li> </ul>	<p><b>Artist – Henri Matisse</b></p> <ul style="list-style-type: none"> <li>• Experiment with the potential of various pencils</li> <li>• Introducing &amp; using different types of paintbrushes</li> <li>• Use a variety of techniques to develop the use of colour such as dotting, scratching &amp; splashing</li> <li>• Developing patterns on a range of surfaces using symmetry</li> </ul>	<p><b>Artist - Georgia O’Keefe</b></p> <ul style="list-style-type: none"> <li>• Creating relief &amp; impressed printing using a range of printing media – using colour mixing &amp; overlapping colour prints</li> <li>• Recording textures, patterns of mono printing</li> <li>• Experiment &amp; develop own work by observing pattern in the environment, the design world &amp; using ICT &amp; other media to represent this</li> </ul>
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Design Technology 		
<p><b>DT Strand: Form</b></p> <ul style="list-style-type: none"> <li>Plan and develop products by sketching, cutting, attaching and adding simple adjustments using a cross stitch.</li> <li>Develop and use a range of methods of construction.</li> </ul>	<p><b>DT Strand: Form</b></p> <ul style="list-style-type: none"> <li>Shape and form more complex work from direct observation using malleable and rigid materials. Creating products for purpose = <b>LEVERS, LINKAGES AND PULLEYS</b></li> <li>Develop and use a range of adhesives.</li> <li></li> </ul>	<p><b>DT Strand: Texture/Cooking &amp; Nutrition</b></p> <ul style="list-style-type: none"> <li>Create a healthy dish by understanding the components of a healthy balanced dish.</li> <li>Simple stitches using smaller eyed needles and finer thread.</li> <li>Create work using tie dying and batik</li> <li>Develop more complex weaving products using paper and fabric.</li> </ul>
French (Primary Languages Network VLE)  Primary Languages Network VLE		
<p><b>Numbers 1-10</b>  <b>Greetings</b>                  bonjour, salut, ça va, à bientôt, Je m'appelle, Comment t'appelle tu?  <b>The country of France</b>- map, key cities, key features.  <b>Colours</b>  <b>Days of the week</b>  <b>Months of the year</b>                  - Christmas</p>	<p><i>Revision of days, months, numbers and colours</i>  <b>Numbers</b> to 20  <b>Animals</b> – common everyday animals and pets, saying which animals you see on the way to school, saying what your favourite animal is, animal plurals  <b>Festivals</b> celebrated in France- Mardi Gras and Carnivals</p>	<p><i>Revision: Body parts and animals</i>  <b>Illnesses</b>- saying you don't feel well, explain what is wrong/what hurts  <b>Animals</b>- jungle animals, mythical creatures  <b>Weather</b>- types of weather, seasons  <b>Ice cream</b> flavours</p>