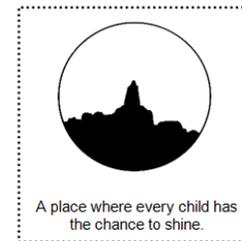
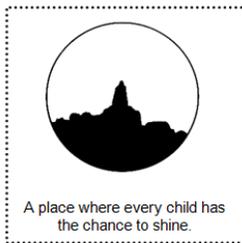


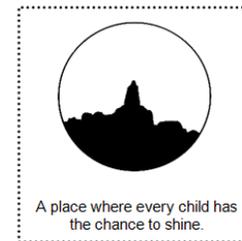
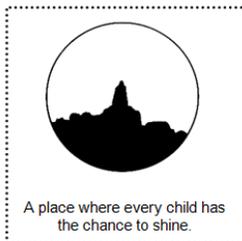
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	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1- RY1	The Place Where I Live (Y2)	Fighting Fit (Y2)	Explorers (Y2)	The Farm Shop (Y2)	Wind in the willows (Y2)	Buckets and Spades (Y2)
Resources to supplement the LCC scheme or to use instead of the science, ICT and music in the LCC scheme.	<p>NYCC science topic- Seasonal Changes</p> <p>ICT Rising Stars- We are celebrating (Y1)</p> <p>Music Express- Animals (exploring pitch) and Ourselves (exploring sounds)-Y1</p>	<p>NYCC science topic- Animals including humans</p> <p>Seasonal Changes</p> <p>ICT Rising Stars- We are story tellers (Y1)</p> <p>Music Express- Weather (exploring sounds), Number (exploring beat) - Y1</p>	<p>NYCC science topic- Seasonal Changes</p> <p>ICT Rising Stars- We are TV Chefs (Y1)</p> <p>Music Express- Machines (exploring beat), Seasons (exploring pitches), Y1</p>	<p>NYCC science topic- Animals including humans</p> <p>Seasonal Changes</p> <p>ICT Rising Stars- We are collectors (Y1)</p> <p>Music Express- Our School (exploring sounds) and pattern (exploring beat)-Y1</p>	<p>NYCC science topic- Living things and their habitats</p> <p>Seasonal Changes</p> <p>ICT Rising Stars- We are painters (Y1)</p> <p>Music Express.- Storytime (exploring sounds), Our bodies (exploring beat)-Y1</p>	<p>NYCC science topic- Materials</p> <p>Seasonal Changes</p> <p>ICT Rising Stars- We are treasure hunters (Y1)</p> <p>Music Express.- travel (exploring performance) water (exploring pitch)- Y1</p>
PE						
PSHE	<p><u>Keeping myself safe</u></p> <p>I can talk about my own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>I can answer 'how' and 'why' questions about my experiences and in response to stories or events.</p> <p>I can talk about ways to keep healthy and safe.</p> <p>I know the role of medicines in promoting health and the reasons why people use them.</p> <p>I know the school rules about personal hygiene and medicines.</p> <p>I know that some substances can help or harm</p>		<p><u>My Healthy Lifestyle</u></p> <p>I know the importance for good health of physical exercise, and a healthy diet.</p> <p>I can talk about ways to keep healthy and safe.</p> <p>I can manage my own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>I know the importance of personal hygiene- regular washing, bathing, showering, cleaning my teeth.</p> <p>I know how to look after my body.</p> <p>I can recognise and name my feelings and</p>		<p><u>Becoming an active citizen</u></p> <p>I can talk about how I and others show feelings.</p> <p>I can work as part of a group or class, and understand and follow the rules.</p> <p>I can adjust my behaviour to different situations, and take changes of routine in my stride.</p> <p>I can play co-operatively, taking turns with others.</p> <p>I can answer 'how' and 'why' questions about my experiences and in response to stories or</p>	



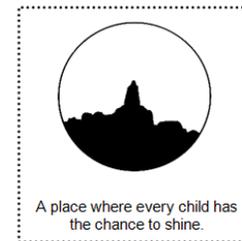
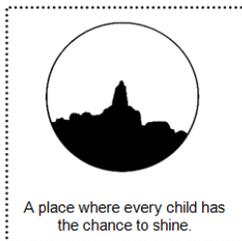
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<p>the body. I recognise the need for safety rules -road, fire, school environment, playground and home. I know there are people and services who can help us. I understand that some websites may not be age-appropriate. I know what to do if I find something inappropriate online.</p> <p><u>Me and my relationships</u> I can talk about my own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. I can take account of one another's ideas about how to organize an activity. I can show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. I can make observations of animals, plants and myself and explain why some things occur, and talk about changes which happen. I know that there are different types of relationships - family, friends and others. I know that family and friends should care for each other. I know about change and loss and the associated feelings.</p>	<p>those of others. I can make healthy eating choices and prepare simple healthy foods.</p> <p><u>Me and my future</u> I can talk about past and present events in my own lives and in the lives of family members. I know about similarities and differences between myself and others, and among families, communities and traditions. I can recognise the coins and notes we use. I can choose the correct value of coins and calculate change. I know that money can come from regular sources and irregular sources. I know that we have to pay for what we buy. I know how to keep money safe. I know that I don't have to spend my money but can save it to use later. I can explain the difference between needs and wants. I understand individuals and families have to find ways to balance wants and needs. I understand that it may not be possible to have everything you want, straight away, if at all. I can set myself simple goals. I can identify positive things about myself and</p>	<p>events. I can express a simple opinion, agreement and disagreement. I can ask questions. I play a full part in the life of my classroom. I can agree and follow rules for my group and classroom.</p> <p><u>Moving on</u> I am confident to try new activities, and say why I like some activities more than others. I am confident to speak in a familiar group and will talk about my ideas. I can choose the resources I need for a chosen activity. I can say when I do or don't need help. I can identify positive achievements during my time in Year 1. I can explain what I am worried about and what I am looking forward to in Year 2. I know what to expect when I start Year 2. I know some of the reasons why change can feel uncomfortable and scary. I know some of the ways of dealing with the feelings that sometimes arise from changes.</p>
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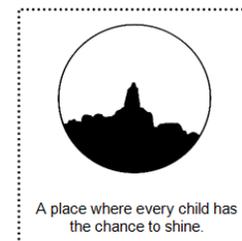
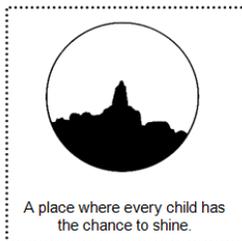
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	<p>I can recognise there are different types of teasing. I can play and work cooperatively. I can listen to other people. I can share appropriately. I can recognise that my behaviour affects others. I know the difference between right and wrong.</p>		<p>recognize and celebrate my strengths and say what I enjoy about school. I can describe the work that people do in my family, my school and where I live.</p>			
RE	<p>NYCC unit 1.1 Celebrating - Who celebrates what and why? • Birthdays • Baptism • Shahadah - Muslim Bible stories: Jesus' baptism and special friends. Harvest and Christmas.</p>		<p>NYCC unit 1.1 Special stories for Christians and Muslims. • Special books • The Bible and the Qur'an Easter - Joy and celebration</p>		<p>NYCC unit 1.6 Holy places: What can we learn from visiting a religious building? Christmas stories</p>	
Class 2- Y1/Y2	The Place Where I Live (Y2)	Fighting Fit (Y2)	Explorers (Y2)	The Farm Shop (Y2)	Wind in the willows (Y2)	Buckets and Spades (Y2)
Resources to supplement the LCC scheme or to use instead of the science, ICT and music in the LCC scheme.	<p>NYCC science topic- Seasonal Changes ICT Rising Stars- We are zoologists (Y2) Music Express- Animals (exploring pitch) and Ourselves (exploring sounds)-Y1</p>	<p>NYCC science topic- Animals including humans Seasonal Changes ICT Rising Stars- We are researchers (Y2) Music Express- Weather (exploring sounds), Number</p>	<p>NYCC science topic- Seasonal Changes ICT Rising Stars- We are games testers (Y2) Music Express- Machines (exploring beat), Seasons (exploring pitches), Y1</p>	<p>NYCC science topic- Animals including humans Seasonal Changes ICT Rising Stars- We are detectives (Y2) Music Express- Our School (exploring sounds) and pattern (exploring beat)-Y1</p>	<p>NYCC science topic- Living things and their habitats Seasonal Changes ICT Rising Stars- We are photographers (Y2) Music Express.- Storytime (exploring sounds), Our bodies</p>	<p>NYCC science topic- Materials Seasonal Changes ICT Rising Stars- We are astronauts (Y2) Music Express.- travel (exploring performance) water (exploring pitch)- Y1</p>



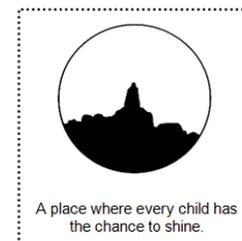
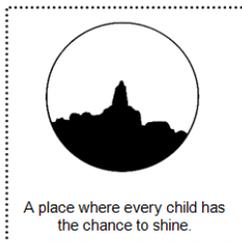
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		(exploring beat) - Y1			(exploring beat)-Y1	
PE						
PSHE	<p><u>Keeping myself safe</u> I use simple skills which will help to maintain my personal safety. I understand that all drugs can be harmful if not used properly. I know simple rules about medicines and other substances used in the home, including solvents and can be harmful if not used properly. I can demonstrate an understanding of E-safety when communicating online or using the internet. I can recognise and say what is right and wrong. I understand that pressure to behave in an unsafe way can come from a range of people, including people I know. I know how to ask for help when I need it. I know the difference between secrets and surprises and understand not to keep adults secrets.</p> <p><u>Me and my relationships</u> I know that there are different types of relationships - family, friends and others. I know that family and friends should care for each other. I know about change and loss and the associated feelings.</p>	<p><u>My Healthy Lifestyle</u> I know the importance of personal hygiene-regular washing, bathing, showering, cleaning my teeth. I know how to look after my body. I can recognise and name my feelings and those of others. I can make healthy eating choices and prepare simple healthy foods.</p> <p><u>Me and my future</u> I can recognise the coins and notes we use. I can choose the correct value of coins and calculate change. I know that money can come from regular sources and irregular sources. I know that we have to pay for what we buy. I know how to keep money safe. I know that I don't have to spend my money but can save it to use later. I can explain the difference between needs and wants. I understand individuals and families have to find ways to balance wants and needs. I understand that it may not be possible to have everything you want, straight away, if at</p>	<p><u>Becoming an active citizen</u> I can express a simple opinion, agreement and disagreement. I can ask questions. I play a full part in the life of my classroom. I can agree and follow rules for my group and classroom.</p> <p><u>Moving on</u> I can identify positive achievements during my time in Year 1 (or year 2). I can explain what I am worried about and what I am looking forward to in Year 2 (or year 3). I know what to expect when I start Year 2 (or year 3). I know some of the reasons why change can feel uncomfortable and scary. I know some of the ways of dealing with the feelings that sometimes arise from changes.</p>			



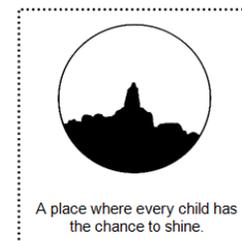
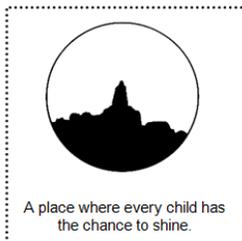
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	<p>I can recognise there are different types of teasing.</p> <p>I can play and work cooperatively.</p> <p>I can listen to other people.</p> <p>I can share appropriately.</p> <p>I can recognise that my behaviour affects others.</p> <p>I know the difference between right and wrong</p>	<p>all.</p> <p>I can set myself simple goals.</p> <p>I can identify positive things about myself and recognize and celebrate my strengths and say what I enjoy about school.</p> <p>I can describe the work that people do in my family, my school and where I live.</p>				
RE	<p>NYCC unit 1.1</p> <p>Celebrating - Who celebrates what and why?</p> <ul style="list-style-type: none"> • Birthdays • Baptism • Shahadah - Muslim <p>Bible stories: Jesus' baptism and special friends. Harvest and Christmas.</p>	<p>NYCC unit 1.1</p> <p>Special stories for Christians and Muslims.</p> <ul style="list-style-type: none"> • Special books • The Bible and the Qur'an <p>Easter - Joy and celebration</p>			<p>NYCC unit 1.6</p> <p>Holy places: What can we learn from visiting a religious building?</p> <p>Christmas stories</p>	
Class 3-Y2/3	No Place like home (Y3)	Healthy Humans (Y3)	Rock and Roll (Y3)	Iron Man (Y3)	What the Romans did for us (Y3)	How does your garden grow) (Y3)
Resources to supplement the LCC scheme or to use instead of the science, ICT and music in the LCC scheme.	<p>NYCC science topic- Living things and their habitats</p> <p>ICT Rising Stars- We are zoologists (Y2)</p> <p>Music Express - Environment (composition), Building (beat)-Y3</p>	<p>NYCC science topic- Rocks and fossils</p> <p>ICT Rising Stars- We are researchers (Y2)</p> <p>Music Express - Sounds (exploring sounds) and Poetry (performance -Y3</p>	<p>NYCC science topic- Forces</p> <p>ICT Rising Stars- We are games testers (Y2)</p> <p>Music Express-China (Pitch), Time (Beat)-Y 3</p>	<p>ICT Rising Stars- We are detectives (Y2)</p> <p>Music Express- In the Past (Pitch) and communication (Composition)-Y 3</p>	<p>NYCC science topic- Plants</p> <p>ICT Rising Stars- We are photographers (Y2)</p> <p>Music Express-Human Body (structure), Singing French (pitch)-Y3</p>	<p>NYCC science topic- Living things and their habitats</p> <p>ICT Rising Stars- We are astronauts (Y2)</p> <p>Music Express- Ancient Worlds (Structure) and Food and Drink (performance)-Y3</p>



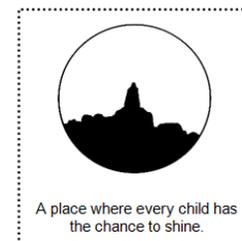
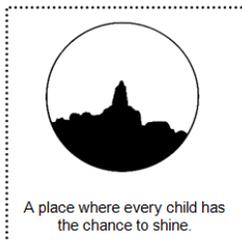
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PE			
PSHE	<p><u>Keeping myself safe</u> I use simple skills which will help to maintain my personal safety. I understand that all drugs can be harmful if not used properly. I know simple rules about medicines and other substances used in the home, including solvents and can be harmful if not used properly. I can demonstrate an understanding of E-safety when communicating online or using the internet. I can recognise and say what is right and wrong. I understand that pressure to behave in an unsafe way can come from a range of people, including people I know. I know how to ask for help when I need it. I know the difference between secrets and surprises and understand not to keep adults secrets.</p> <p><u>Me and my relationships</u> I know that there are different types of relationships - family, friends and others. I know that family and friends should care for each other. I know about change and loss and the associated feelings. I can recognise there are different types of</p>	<p><u>My Healthy Lifestyle</u> I know the importance of personal hygiene- regular washing, bathing, showering, cleaning my teeth. I know how to look after my body. I can recognise and name my feelings and those of others. I can make healthy eating choices and prepare simple healthy foods.</p> <p><u>Me and my future</u> I can recognise the coins and notes we use. I can choose the correct value of coins and calculate change. I know that money can come from regular sources and irregular sources. I know that we have to pay for what we buy. I know how to keep money safe. I know that I don't have to spend my money but can save it to use later. I can explain the difference between needs and wants. I understand individuals and families have to find ways to balance wants and needs. I understand that it may not be possible to have everything you want, straight away, if at all.</p>	<p><u>Becoming an active citizen</u> I can express a simple opinion, agreement and disagreement. I can ask questions. I play a full part in the life of my classroom. I can agree and follow rules for my group and classroom.</p> <p><u>Moving on</u> I can identify positive achievements during my time in Year 1(or year 2). I can explain what I am worried about and what I am looking forward to in Year 2 (or year 3). I know what to expect when I start Year 2 (or year 3). I know some of the reasons why change can feel uncomfortable and scary. I know some of the ways of dealing with the feelings that sometimes arise from changes.</p>



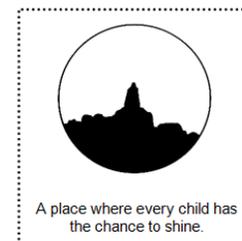
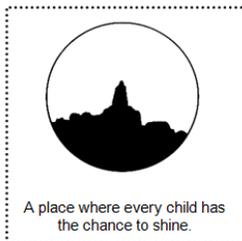
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	teasing. I can play and work cooperatively. I can listen to other people. I can share appropriately. I can recognise that my behaviour affects others. I know the difference between right and wrong		I can set myself simple goals. I can identify positive things about myself and recognize and celebrate my strengths and say what I enjoy about school. I can describe the work that people do in my family, my school and where I live.			
RE	How do people express their spiritual ideas? (RE Today). Harvest and Christmas.		Symbols of faith and belonging (RE Today). Easter		Arts and religion (RE Today) •Exploring art in Christianity, Hindu and Jewish faith. Bible stories - The Parables.	
French	Moi	les couleurs.	La jungle	Les monstres	Vive le sport	
Class 4-Y4/5	A Kingdom United (Y5)	Food Glorious Food (Y5)	Earthlings (Y5)	Inventors and Inventions (Y5)	Amazon Adventure (Y5)	Faster Higher Stronger (Y5)
Resources to supplement the LCC scheme or to use instead of the science, ICT and music in the LCC scheme.	ICT Rising Stars We are meteorologists (Y4) Music Express-Poetry (performance), Environment (composition)- Y4	NYCC science topic- Materials ICT Rising Stars We are co-authors (Y4) ICT Rising Stars Music Express-In the past (notation) and food and drink (performance)-Y4	NYCC science topic- Earth and Space ICT Rising Stars We are HTML editors (Y4) ICT Rising Stars Music Express-Poetry (performance), Environment (composition)- Y4	NYCC science topic- Forces We are toy designers (Y4) Music Express - Building (beat), around the world (pitch)-Y4	NYCC science topic- Living things and their habitats We are musicians (Y4) Music Express-Communication (composition), time (beat)-Y4	NYCC science topic- Animals including humans ICT Rising Stars We are software developers (Y4) Music Express - Ancient worlds (structure), singing Spanish (pitch)-Y4
PE						
PSHE	<u>Keeping myself safe</u>		<u>My Healthy Lifestyle</u>		<u>Becoming an active citizen</u>	



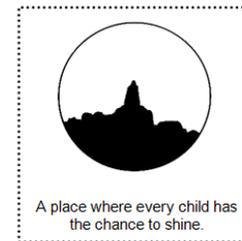
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	<p>I can identify and explain how to manage the risks in different familiar situations.</p> <p>I know how to ask for help and about the people who are responsible for keeping me health and safe.</p> <p>I can make judgements and decisions and use basic techniques for resisting negative peer pressure.</p> <p>I can demonstrate basic safety procedures when using medicines.</p> <p>I know how to keep myself and others safe in a variety of situations.</p> <p>I know school rules for health and safety, basic emergency procedures and where to get help for myself and others in need.</p> <p>I know school rules relating to medicines, alcohol, tobacco, solvents and illegal drugs.</p> <p>I can demonstrate an understanding of E-safety when communicating online</p> <p>I can explain how my actions have consequences for myself and other.</p> <p><u>Me and my relationships</u></p> <p>I can identify different types of relationships and show ways to maintain positive and healthy relationships.</p> <p>I understand that relationships may change over time.</p>	<p>I can make choices about my lifestyle to improve my health and well-being.</p> <p>I understand the link between physical activity and nutrition in achieving a healthy lifestyle.</p> <p>I can plan and prepare simple healthy meals.</p> <p>I know what are the good habits for looking after my growing body.</p> <p>I can recognise the range of human emotions and how they change in different situations.</p> <p><u>Me and my future</u></p> <p>I know how to look after and handle money in everyday situations.</p> <p>I can make simple financial decisions and consider how to spend money, including pocket money and contributions to charity.</p> <p>I know there are different ways to gain money, including earning it through work.</p> <p>I know that it is possible to keep money safe by putting it into an 'account' in the bank, building society.</p> <p>I know that you can plan for future spending and how to save.</p> <p>I understand that money is a finite resource for individuals, institutions and the community.</p> <p>I am able to make comparisons between prices when deciding what is the best 'value for money'.</p>	<p>I can participate in making and changing rules.</p> <p>I know why different rules are needed in different situations.</p> <p>I know that choices we make can impact on the local, national and global communities.</p> <p>I know where to find impartial advice to inform my decision making.</p> <p>I can empathise with other people and situations through topical issues, problems and events.</p> <p>Moving on</p> <p>I can identify positive achievements during my time in Year 4/5.</p> <p>I can explain what I am worried about and what I am looking forward to in Year 5/6.</p> <p>I know what to expect when I start Year5/6.</p> <p>I can sometimes understand why other people are behaving as they are when they are finding change difficult.</p>
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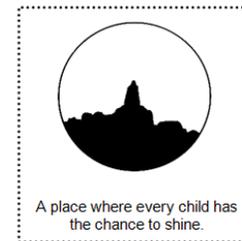
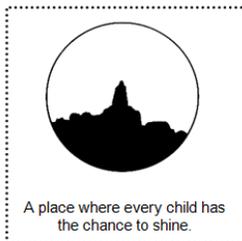
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	<p>I can judge what kind of physical contact is acceptable or unacceptable. I know how other families are similar or different to mine. I understand that it is OK to be different to others. I can describe the nature and consequences of bullying and express some ways of responding to it (this includes different types of bullying, how to recognise it, how to seek help and coping strategies). I can empathise with other people and situations through topical issues, problems and events. I can listen to and show respect for the views of others. I know the importance of valuing myself. I can recognise and challenge stereotypes. I know about change and loss including separation, divorce and bereavement.</p>		<p>I begin to understand why we have charities. I can explain why people work and the different jobs that people do. I am aware that the learning choices I make will affect my future options. I can talk positively about what I like to do and what I would like to do in the future.</p>		
RE	<p>NYCC unit 2.4 Why do people love their sacred places? •Synagogue, Temple, Gurdwara. Advent and Christmas -Light</p>		<p>NYCC unit 2.3 How and why do Hindus, Muslims and Christians see life like a journey? •Birth, death •Life after death Lent and Easter - Friendship and faith</p>		<p>Keeping the 5 Pillars of Islam: Muslim today. (RE Today) Bible stories: Jesus' miracles.</p>
MFL	Vive le sport,	je suis musicien	<u>Cher zoo,</u>	<u>les monstres</u>	A la plage
Class 5	Survival (Y6)	Britten's got talent	Heroes and Villains	Super Sleuth (Y6)	Oh I do like to be beside the seaside (Y6)



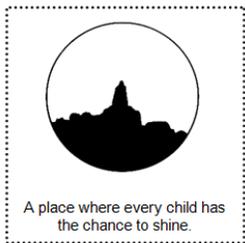
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Y5-6	(Y6)	(Y6)	(Y6)	(Y6)
Resources to supplement the LCC scheme or to use instead of the science, ICT and music in the LCC scheme.	<p>NYCC science topic- Evolution and inheritance</p> <p>ICT Rising Stars- We are game developers (Y5)</p> <p>Music Express-World unite (step dance performance)- Y 6</p>	<p>NYCC science topic Light</p> <p>ICT Rising Stars- We are cryptographers(Y5)</p> <p>Music Express- Journeys (song cycle performance)- Y 6</p>	<p>ICT Rising Stars- We are artists(Y5)</p> <p>Music Express.- Growth (street dance performance)- Y6</p>	<p>NYCC science topic- Living things and their habitats</p> <p>We are web developers (Y5)</p> <p>Music Express- Roots (mini musical performance)- Y6</p>
PE				
PSHE	<p><u>Keeping myself safe</u></p> <p>I can identify a range of risks connected to alcohol, tobacco, medicines and illegal drugs.</p> <p>I know which commonly available substances and drugs are legal and illegal, and their effects and risks.</p> <p>I recognise that not all information on the internet is accurate or unbiased (advertising) and develop strategies for identifying the origin of a website.</p> <p>I can use online tools safely to exchange information and collaborate with others within and beyond school.</p> <p>I understand the potential risks of providing personal information in an increasing range on</p>	<p><u>My Healthy Lifestyle</u></p> <p>I know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors (positive and negative) that affect mental health, including positive self-image.</p> <p>I know where individuals, families and groups can get help and support.</p> <p>I can express my views confidently and listen to and show respect for the views of others.</p> <p>I can resolve differences, looking at alternatives, making decisions and explaining choices.</p> <p>I can deal positively with my feelings and recognise a range of emotions in others and can explain the intensity of my feelings to others.</p> <p><u>Me and my future</u></p> <p>I know about the range of jobs carried out by people.</p>	<p><u>Becoming an active citizen</u></p> <p>I know how to access local and national support groups.</p> <p>I can talk and write about my opinions.</p> <p>I know that circumstances in other countries and cultures may be different from our own.</p> <p>I know about Fair Trade and what it means.</p> <p>I know that individual and community rights and responsibilities need to be taken into account when making decisions.</p> <p>I understand that choices we make as individuals, a community and a nation impact internationally.</p> <p>I am beginning to understand that 'poverty' might have different meanings to different</p>	<p>NYCC science topic- Electricity</p> <p>We are web bloggers (Y5)</p> <p>We are architects (Y5)</p> <p>Music Express-Class awards (Awards show performance) and Moving on (Leavers assembly performance).-Y6</p>

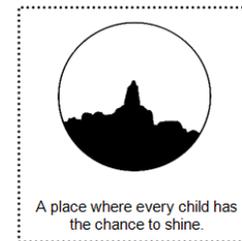


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	<p>online technologies both within and outside school. I understand that the person that I think I am communicating with on-line may not be who they say they are. I know how to present myself safely online eg social media sites. I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people I know and the media.</p> <p><u>Me and my relationships</u> I understand simple, safe routines to prevent the spread of bacteria and viruses. I can name and explain male and female body parts, relating to Sex and Relationship Education. I know the ways in which boys and girls grow and develop in puberty -physically and emotionally. I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way. I know where individuals, families and groups can get help and support.</p>	<p>I know and understand how I can develop skills to make a contribution in the future. I know that there are a range of earnings for different jobs. I am able to plan for future spending. I understand how and why people save. I can differentiate between essentials and desires - needs and wants. I understand 'value for money' and can make informed choices to get 'value for money'. I am able to assess 'best buys' in a range of circumstances. I am able to understand and manage feelings about money, my own and others. I can discuss wider issues such as 'does money make you happy?' I can describe the main types of employment in my area now and in the past. I know that I have the same rights and opportunities in learning and work the same as other people. I recognise and use the qualities and skills to be enterprising.</p>	<p>people in different circumstances. I can recognise and challenge stereotypes. I know where to find impartial advice to inform my decision making. I can express my views confidently and listen to and show respect for the views of others. I can resolve differences, looking at alternatives, making decisions and explaining choices.</p>
RE	NYCC unit 2.8. What will make our community more tolerant and	Christian builders and leaders •William Wilberforce	NYCC unit 2.5 Christian Aid and Islamic Relief.



Cowling Community Primary School
Supporting Excellence In Education



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	<p>respectful? What religions are found in our local area, town and region? Christmas - Sacred Text</p>	<ul style="list-style-type: none"> •Joseph Rowntree •Michelangelo •Mother Theresa •Martin Luther <p>Easter - Why do Christians believe in resurrection?</p>	<ul style="list-style-type: none"> •Rich and poor. •Fair and unfair <p>Bible stories: Samson and Delilah, Daniel and the lions' den.</p>
MFL	Le calendrier des fetes, les animaux.	Ma famille	le petit dejeuner. Tour de France