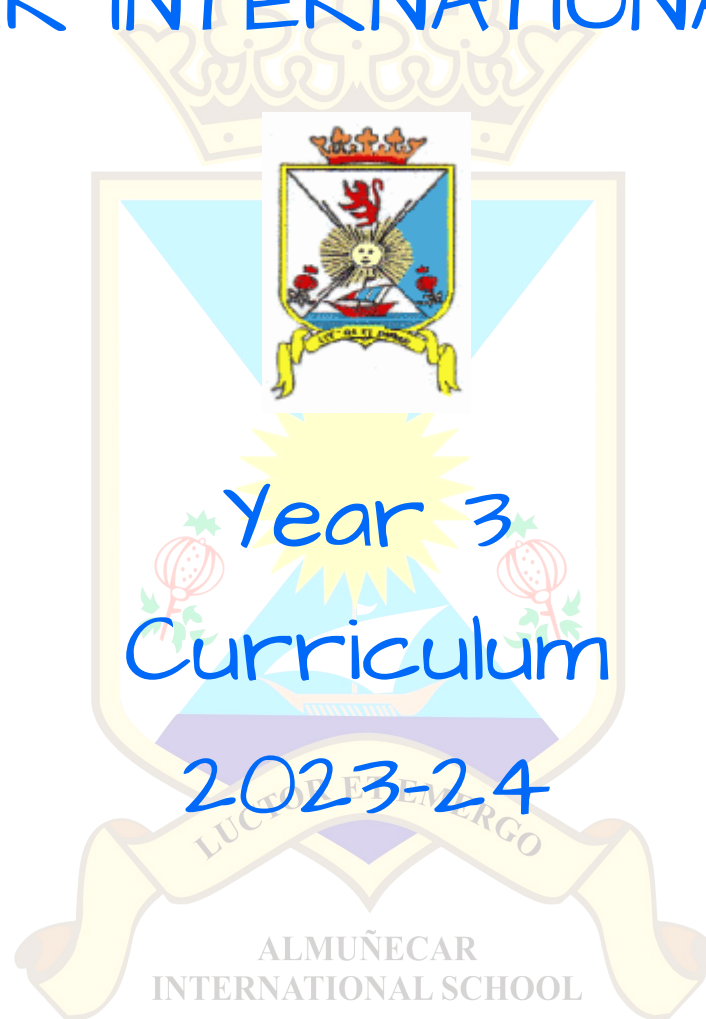


ALMUÑÉCAR INTERNATIONAL SCHOOL



Year 3
Curriculum

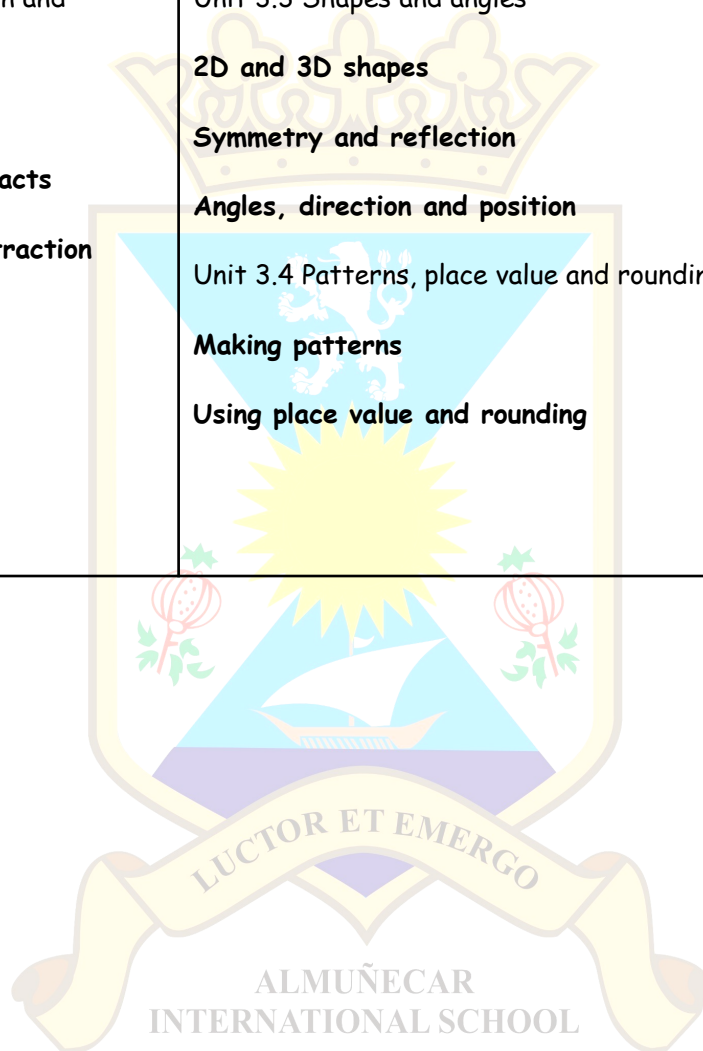
2023-24

ALMUÑÉCAR
INTERNATIONAL SCHOOL

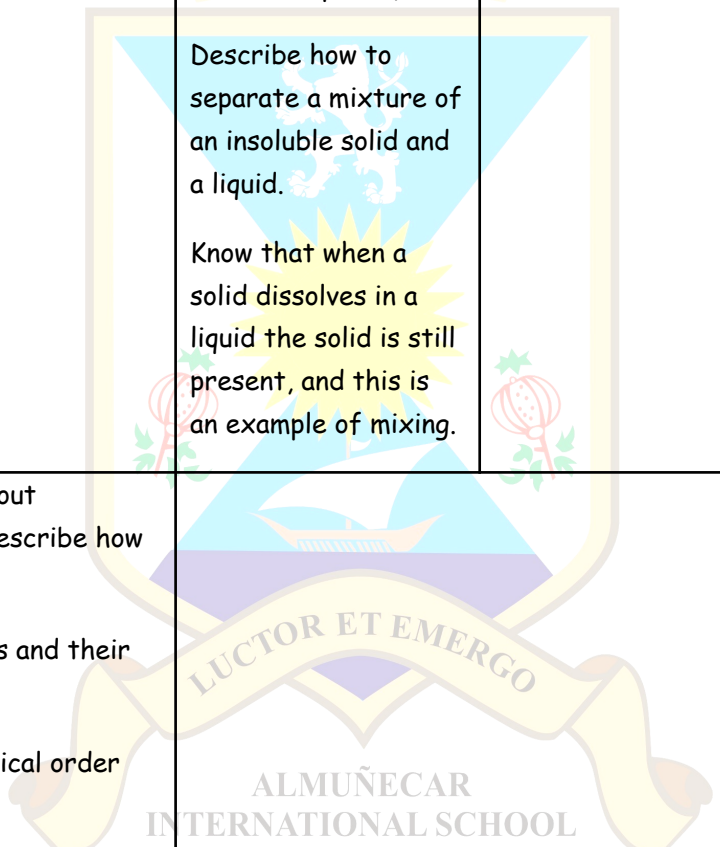
Key Stage 2 - Long Term Plan 2023-24 Year 3 -Toni Beaucage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross Curricular topic >	Trailblazers	It's Not Fair!	Zeus	Planet SOS	Catasrophe	Pre-historic planet
English Language E2L (Cambridge Curriculum)	Ongoing work in Grammar and Punctuation, Phonics and Spelling, Developing Vocabulary, Presentation of Handwriting, Reading, Speaking and Listening					
English (Cambridge Curriculum)	<p>Unit 3.1 Different stories by the same writer</p> <p><i>Reading and analysing different stories by the same writer and then planning and writing a story of their own.</i></p> <p>Unit 3.3 Poems from different cultures</p> <p><i>Reading and analysing poems from different cultures and then planning and writing their own.</i></p> <p>Unit 3.9 Instructions</p> <p><i>Reading, analysing, planning and writing instruction texts.</i></p>		<p>Unit 3.5 Myths and legends: narratives</p> <p><i>Reading and analysing myths and legends and then planning and writing their own.</i></p> <p>Unit 3.6 Myths and legends: playscripts</p> <p><i>Reading, analysing, planning and writing a playscript based on myths and legends.</i></p> <p>Unit 3.2 Formal and informal letters</p> <p><i>Reading, analysing, planning and writing letters for a variety of purposes.</i></p>		<p>Unit 3.8 Adventure stories</p> <p><i>Reading, analysing, planning and writing adventure stories.</i></p> <p>Unit 3.7 Poems with different structures</p> <p><i>Reading poems of different structures then analysing, planning and writing one.</i></p> <p>Unit 3.4 Information texts</p> <p><i>Reading, analysing, planning and writing non-chronological reports.</i></p>	

<p>Maths (Cambridge Curriculum)</p>	<p>Ongoing work throughout the year with mental mathematics including Unit 3.6 Multiplication and division (Using multiplication and division facts, Strategies for multiplication and division)</p>		
<p>Unit 3.1 Numbers to 1000, addition and subtraction</p> <p>Understanding numbers</p> <p>Using addition and subtraction facts</p> <p>Strategies for addition and subtraction</p> <p>Unit 3.2 Time</p> <p>Reading and recording time</p> <p>Time problems</p>	<p>Unit 3.3 Shapes and angles</p> <p>2D and 3D shapes</p> <p>Symmetry and reflection</p> <p>Angles, direction and position</p> <p>Unit 3.4 Patterns, place value and rounding</p> <p>Making patterns</p> <p>Using place value and rounding</p>	<p>Unit 3.5 Measurement</p> <p>Measuring length, mass, capacity and temperature</p> <p>Unit 3.7 Fractions</p> <p>Understanding fractions</p> <p>Comparing fractions</p> <p>Calculating with fractions</p> <p>Unit 3.8 Statistical methods and chance</p> <p>The statistical cycle</p>	



<p>Science (Cambridge Curriculum)</p>	<p>Unit 3.1 Living things including plants</p> <p>Describe differences between things that are living, that were once alive and that have never lived.</p> <p>Know that life processes common to plants and animals include nutrition, growth, movement and reproduction.</p> <p>Know that fossils are impressions, or remains, of things that were once alive.</p> <p>Know that plants need appropriate conditions, including temperature, light and water, to be healthy.</p>	<p>Unit 3.2 Forces and magnetism</p> <p>Know that friction is a force created between surfaces when they move against each other and it makes this movement harder.</p> <p>Know that forces can be measured with a force meter.</p> <p>Describe how smooth and rough surfaces can generate different amounts of friction.</p> <p>Describe magnets as having a north pole and a south pole.</p> <p>Describe how magnets interact when near each other, using the terms repel and attract.</p>	<p>Unit 3.3 States of matter</p> <p>Know that materials can be solids, liquids or gases.</p> <p>Describe differences in the properties of solids and liquids.</p> <p>Understand that a mixture contains two or more materials, where the materials can be physically separated.</p> <p>Understand that materials, generally, retain their properties within a mixture.</p>	<p>Unit 3.4 Animals including humans</p> <p>Identify the distinguishing features of different groups of animals, including fish, reptiles, mammals, birds, amphibians and insects.</p> <p>Describe and compare how the offspring of different animals grow into adults, including humans, birds, frogs and butterflies.</p> <p>Identify and describe simple food chains, where plants are producers and animals are consumers of plants and/or other animals.</p>	<p>Unit 3.5 Light and shadows</p> <p>Investigate how light can pass through some materials and is blocked by others, and use the terms transparent, translucent and opaque.</p> <p>Know that shadows are formed when light from a source is blocked by an object.</p> <p>Investigate how the size of a shadow is affected by the position of the object and the position of the light source.</p>	<p>Unit 3.6 On Earth and beyond</p> <p>Know that planet Earth is the source of all the materials we use and that many useful materials, including oil, natural gas and metals, come from or are found in rocks.</p> <p>Know that gravity on Earth is a force that pulls towards the centre of the Earth.</p> <p>Describe the Earth, Sun and Moon as approximately spherical.</p> <p>Describe the relative movement of the Earth and Moon.</p> <p>Describe the regular change in the position and appearance of the Moon.</p>
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	<p>Describe the function of the major parts of flowering plants (limited to roots, leaves, stems and flowers).</p>	<p>Investigate how some materials are magnetic but many are not.</p>	<p>Describe how to separate solid/solid mixtures based on the physical properties of the solids (processes involving dissolving are not required).</p> <p>Describe how to separate a mixture of an insoluble solid and a liquid.</p> <p>Know that when a solid dissolves in a liquid the solid is still present, and this is an example of mixing.</p>	<p>Identify some of the important organs in humans (limited to brain, heart, stomach, intestine and lungs) and describe their functions.</p>		
<p>History National Curriculum(NC)</p>	<p>I can ask and answer questions about significant people in history and describe how they impacted the world.</p> <p>I can discuss significant inventions and their impact on modern life</p> <p>I can place inventions in chronological order</p>		<p>I can obtain evidence and examine artefacts and explain how they can be used to provide information about the past.</p> <p>I can place events, people and changes in chronological order.</p> <p>I can explain the impact the Stone Age had on modern civilisation</p>			

<p>Geography (NC)</p>	<p>Use a map to locate and name provinces, cities, towns and features of European countries using different map formats.</p>	<p>I can locate and name the seven continents using different map formats and a globe.</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries of Europe and describe features studied.</p> <p>I can describe physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes, and the water.</p> <p>I know about habitats in different settings (oceans, savannahs, rainforests).</p> <p>I know that habitats are changing due to climate change and human activities.</p> <p>I know about the effect that humans are having on habitats and the wildlife that depend on them.</p>	
<p>D&T (NC)</p>	<p>Pupils will invent a robot, design it and make a prototype of it using junk modelling.</p> <p>Pupils will then evaluate their work and suggest improvements.</p> <p>Pupils create their own board game.</p>	<p>Pupils will design and make a maze/labyrinth.</p> <p>Pupils will make a paintbrush out of natural materials and use it to create artwork</p> <p>Pupils will create a model globe</p> <p>Pupils will design and build a ' Bug Hotel' using natural materials</p>	<p>Pupils will make a diorama to show how people lived in the Stone Age.</p> <p>Pupils will use different materials to make Stone Age tools.</p>

Art (NC)	Pupils will learn about famous artists and try to emulate their artwork.	Pupils will create leaf rubbings and use these to make a picture Pupils will create a nature collage	Pupils will make cave art sketchings. Pupils will make jewellery using clay.
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<p>Music (NC)</p>	<p>Beat/Rhythm</p> <ul style="list-style-type: none"> • beat • quarter note • eighth notes • ligature • half note • accent <p><i>Obwisana</i></p> <p>Melody/Harmony</p> <ul style="list-style-type: none"> • high - middle - low <p><i>I Can Sing (sol-mi) Hill</i></p> <p><i>Engine Engine (la sol mi)</i></p> <p><i>Bounce High (practise la sol mi prepare do)</i></p> <p><i>Time to Play harmony Round</i></p> <p>Expression/Multicultural</p> <ul style="list-style-type: none"> • fast - slow • loud-soft <p><i>Poor Little Bug</i></p> <p><i>John Jacob</i></p> <p><i>Obwisa- na (Africa)</i></p> <p><i>Tony</i></p> <p>Instruments</p> <ul style="list-style-type: none"> • Orff 	<p>Beat/Rhythm</p> <ul style="list-style-type: none"> • practice quarter note, eighth notes, half notes rhythm • erase dictation • present dotted half note <p><i>Who's That</i></p> <p><i>Pease Porridge</i></p> <p>Melody/Harmony</p> <ul style="list-style-type: none"> • present do • practise la sol mi do • prepare re <p><i>Starlight</i></p> <p><i>Holiday Round</i></p> <p>Expression/Multicultural</p> <ul style="list-style-type: none"> • Sing expressively <p><i>Sing for Peace</i></p> <p><i>Make a Difference</i></p> <p><i>Napoléon</i></p> <p><i>O Hanukkah</i></p> <p>Instruments</p> <ul style="list-style-type: none"> • unpitched • Orff <p><i>Ring the Bells</i></p> <p>Listening/Form/Culture</p> <ul style="list-style-type: none"> • Brass Family • Nutcracker 	<p>Beat/Rhythm</p> <ul style="list-style-type: none"> • practice: quarter note, eighth notes, ligature, half note, quarter note rest <p>Melody/Harmony</p> <ul style="list-style-type: none"> • Practice: la, sol, mi, do <p><i>I See the Moon</i></p> <p>Expression/Multicultural</p> <ul style="list-style-type: none"> • Japanese New Year Song • Sea songs <p><i>Gitsigakomim</i></p> <p>Instruments</p> <ul style="list-style-type: none"> • Orff <p><i>I Like to Play</i></p> <p><i>Gitsigakomim</i></p> <p>Listening/Form/Culture</p> <ul style="list-style-type: none"> • Bach - read and listen • Video - <i>Bach's Fight for Freedom</i> • Woodwind Family <p>Creating/Movement</p> <ul style="list-style-type: none"> • create rondo • create tone bar 	<p>Beat/Rhythm</p> <ul style="list-style-type: none"> • practice: quarter note, eighth notes, ligature, half note, quarter note rest • present whole note <p>Melody/Harmony</p> <ul style="list-style-type: none"> • Practice: la, sol, mi, do • Prepare re <p><i>Hot Cross Buns</i></p> <p><i>Rabbits</i></p> <p>Expression/Multicultural</p> <ul style="list-style-type: none"> • Dynamics <p><i>Lollipop Tree</i></p> <p><i>Find the Easter Basket</i></p> <p><i>Salish Hand Game</i></p> <p>Instruments</p> <ul style="list-style-type: none"> • Orff <p>Listening/Form/Culture</p> <ul style="list-style-type: none"> • Spring, Vivaldi • loud-soft • Butterfly, Grieg • ABABAB <p><i>Bunnyhop</i></p> <p>Creating/Movement</p>	<p>Beat/Rhythm</p> <ul style="list-style-type: none"> • practice: quarter note, eighth notes, ligature, half note, quarter note rest, whole note • present half note rest <p>Melody/Harmony</p> <ul style="list-style-type: none"> • Practice: la, sol, mi, do, re <p><i>Johnny</i></p> <p><i>Bought</i></p> <p>Expression/Multicultural</p> <ul style="list-style-type: none"> • legato/staccato <p><i>Sur le pont</i></p> <p><i>Juguemos</i></p> <p><i>Japanese Frog Song</i></p> <p><i>Kagome</i></p> <p>Instruments</p> <ul style="list-style-type: none"> • unpitched • Orff <p><i>Bought Me a Cat</i></p> <p>Listening/Form/Culture</p> <ul style="list-style-type: none"> • staccato/legato • move to show listening 	<p>Beat/Rhythm</p> <ul style="list-style-type: none"> • practice: quarter note, eighth notes, ligature, half note, quarter note rest, whole note, half note rest • present whole note rest <p>Melody/Harmony</p> <ul style="list-style-type: none"> • Practice: la, sol, mi, do, re <p><i>Bluebird</i></p> <p><i>Down Came Johnny</i></p> <p><i>Let Us Chase the Squirrel (round)</i></p> <p><i>Row Row</i></p> <p>Expression/Multicultural</p> <ul style="list-style-type: none"> • <i>Ooey Gooley poem</i> <p>Instruments</p> <ul style="list-style-type: none"> • unpitched • Orff <p><i>Ooey Gooley poem</i></p> <p>Listening/Form/Culture</p> <ul style="list-style-type: none"> • <i>Bluebird Tchaikovsky</i> <p>Creating/Movement</p> <ul style="list-style-type: none"> • create effects • <i>Ooey Gooley</i> create verses
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	<ul style="list-style-type: none"> • families for u/p <p><i>Time to Play</i> (create effects) <i>Birds and Bats</i></p> <p>Listening/Form/Culture</p> <ul style="list-style-type: none"> • environmental sounds • beat • fast/ slow • high • percussion family • fireworks <p>Creating/Movement</p> <ul style="list-style-type: none"> • move to show high and 3s • create effects • Birds and Bats - move like bones <p>Themes</p> <ul style="list-style-type: none"> • Names • Welcome • Fall • Halloween 	<ul style="list-style-type: none"> • Sleigh Ride • Mozart <p>Creating/Movement <i>This Way Thataway</i></p> <p>Themes</p> <ul style="list-style-type: none"> • <i>Holiday Fun</i> • <i>Hanukkah</i> • <i>Christmas</i> 	<p><i>I like to Play</i> <i>Oliver Twist</i> <i>See the Moon</i></p> <p>Themes</p> <ul style="list-style-type: none"> • Bach • <i>Going to Sea</i> • <i>Valentine's Day</i> 	<ul style="list-style-type: none"> • create acc. for poem intro • create a rain program • acc. for <i>Cookie story</i> • create new words <p><i>Rabbits</i> (movement) <i>Bunnyhop</i> (movement)</p> <p>Themes <i>Rain Rain Go Away</i></p> <ul style="list-style-type: none"> • Earth Day • Easter 	<p>Creating/Movement</p> <ul style="list-style-type: none"> • unpitched instruments to create effects • create accelerando <p><i>Bought Me a Cat</i> <i>Johnny</i> (movement) <i>Sur le pont</i> (movement)</p> <p>Themes</p> <ul style="list-style-type: none"> • Music Around the World 	<p>Themes</p> <ul style="list-style-type: none"> • Summer Fun
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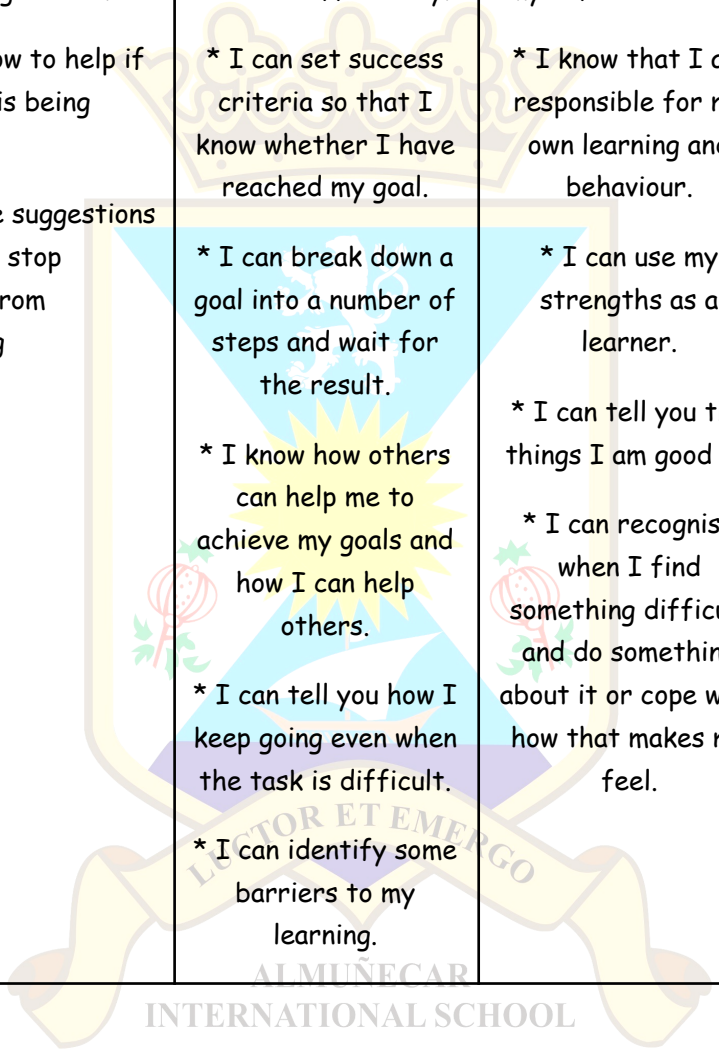


<p>Computing (NC)</p> <p>Switched On Computing Scheme - published by Rising Stars and following EDUU Scheme.</p> <p>The order of delivery may change during the year.</p>	<p>We Are Bug Fixers (Trailblazers) Finding and correcting bugs</p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> • develop a number of strategies for finding errors in programs • build up resilience and strategies for problem solving • increase their knowledge and understanding of Scratch • recognise a number of common types of bugs in software. <p>Resources: Scratch, Screen recording software, Google Workspace - Classroom, Docs</p>	<p>We Are Programmers (Prehistoric Planet) Programming an animation</p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> • plan and create an algorithm for an animated scene in the form of a storyboard • write a program in Scratch to create the animation, including characters, dialogue, costumes, backdrops and sound • review their animation programs and correct mistakes. <p>Resources: Scratch, cameras, microphones, Google Workspace - Classroom, Docs</p>	<p>We Are Opinion Pollsters (Zeus) Collecting and analysing data</p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> • understand some elements of survey design • understand some ethical and legal aspects of online data collection • use the Internet to facilitate data collection • gain skills in using charts to analyse data • gain skills in interpreting results. <p>Resources: Google Workspace - Classroom, Docs, Forms, Sheets, Slides, Drive</p>	<p>We Are Bloggers (Planet SOS) Share experiences and opinions</p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> • become familiar with blogs as a medium and a genre of writing • create a sequence of blog posts on a theme • incorporate additional media • comment on the posts of others • develop a critical, reflective view of a range of media, including text. <p>Resources: Purple Mash 2Blog, camera, audio recorders, Google Workspace - Classroom, Docs</p>	<p>We Are Who We Are (Catastrophe) Creating presentations about ourselves</p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> • create a number of structured presentations • create a narrated presentation • consider issues of trust and privacy when sharing information. <p>Resources: Audio software, Google Workspace - Classroom, Docs, Slides</p>	<p>We Are Co-Authors (It's Not Fair) Producing a Wiki</p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> • understand the conventions for collaborative online work, particularly in wikis • be aware of their responsibilities when editing other people's work • become familiar with Wikipedia, including potential problems associated with its use • practise their research skills • write for a target audience using a wiki tool • develop collaboration skills • develop proofreading skills. <p>Resources: Google Workspace - Classroom, Docs, Chrome, Sites</p>
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PE (NC)	Tennis and Football Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.	Gymnastics and Basketball Perform gymnastic routines using a range of movement and patterns. Develop flexibility, strength, technique, control and balance. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Use running, jumping, throwing and catching in isolation and in combination.	Athletics and Hockey Develop flexibility, strength, technique, control and balance. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
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<p>PSHE (SEAL)</p>	<p>PSHE teaches the children the following skills:</p> <ul style="list-style-type: none"> • Self Awareness • Managing Feelings • Empathy • Motivation • Social Skills <p>New Beginnings</p> <p>* I know how to make someone feel welcomed and valued at school.</p> <p>* I can predict how I am going to feel in a new situation or meeting new people.</p>	<p>Bullying</p> <p>I know who to go to if I am being bullied.</p> <p>I know how to help if someone is being bullied</p> <p>I can give suggestions as how to stop bullying from happening</p>	<p>Going for Goals</p> <p>* I know what I need to learn effectively.</p> <p>* I can set success criteria so that I know whether I have reached my goal.</p> <p>* I can break down a goal into a number of steps and wait for the result.</p> <p>* I know how others can help me to achieve my goals and how I can help others.</p> <p>* I can tell you how I keep going even when the task is difficult.</p> <p>* I can identify some barriers to my learning.</p>	<p>Good to be Me</p> <p>* I can tell you about myself as a learner.</p> <p>* I know that I am responsible for my own learning and behaviour.</p> <p>* I can use my strengths as a learner.</p> <p>* I can tell you the things I am good at.</p> <p>* I can recognise when I find something difficult and do something about it or cope with how that makes me feel.</p>	<p>Changes</p> <p>* I know that what we feel and think affects what we do (how we behave).</p> <p>* I can tell you why I behave as I do when I am finding a change difficult.</p> <p>* I know some of the reasons that change can feel uncomfortable and scary.</p> <p>* I know some ways of dealing with the feelings that sometimes arise from changes.</p> <p>* I can sometimes understand why other people are behaving as they are when they are finding a change difficult.</p> <p>* I can tell you how it feels to belong to a group, and know it is important for everyone.</p>
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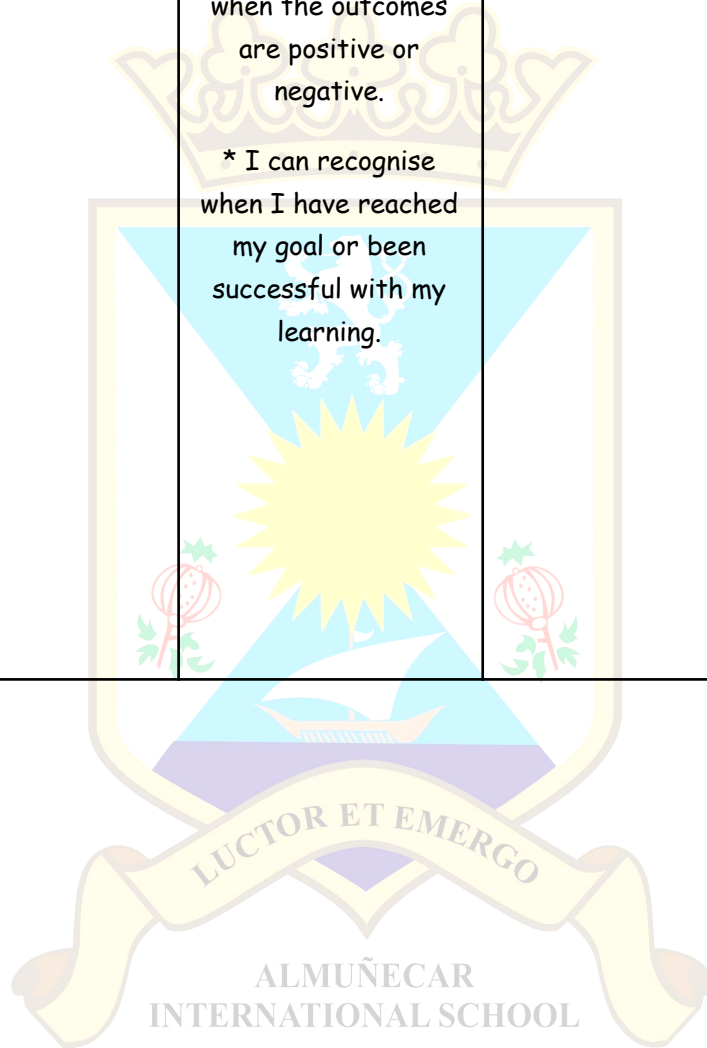


** I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe and unfair.*

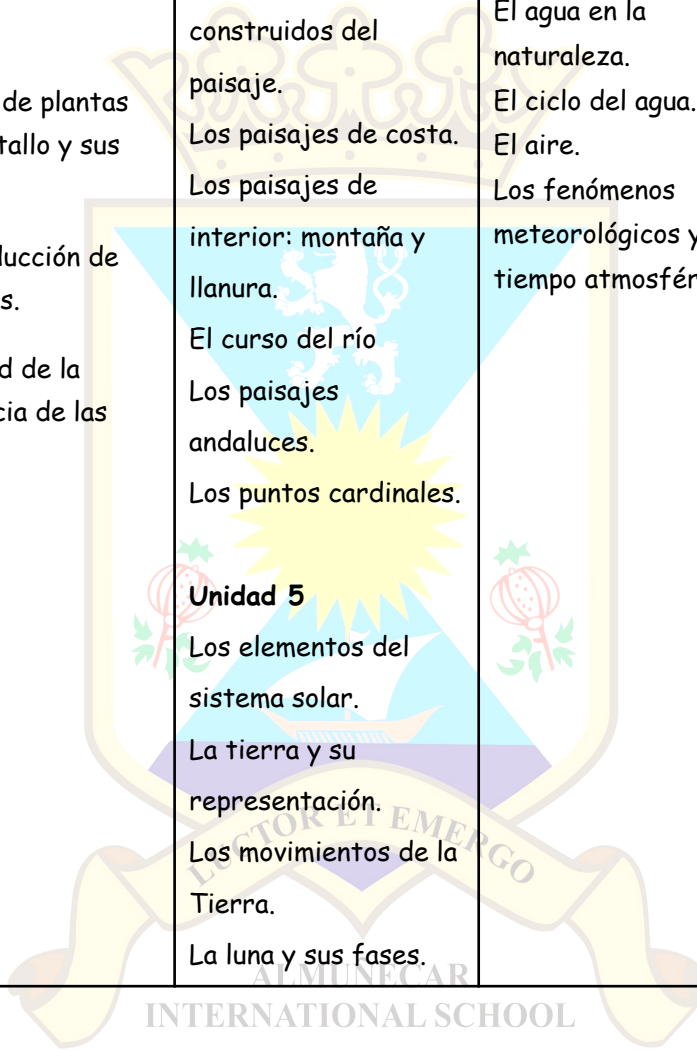
** I understand my rights and responsibilities in the school. understand why we need to have different rules in different places, and to know what the rules are in school.*

** I am able to take responsibility for my actions and learning when the outcomes are positive or negative.*


** I can recognise when I have reached my goal or been successful with my learning.*



<p>Conocimiento del medio</p>	<p>Unidad 1 Las etapas de la vida. Las funciones vitales. El aparato locomotor. El aparato respiratorio. El aparato digestivo. Los grupos de alimentos.</p> <p>Unidad 2 Los animales vertebrados e invertebrados. Los grupos de vertebrados.</p>	<p>Unidad 3 Las funciones vitales y las partes de las plantas. Los tipos de plantas según su tallo y sus hojas. La reproducción de las plantas. La utilidad de la importancia de las plantas.</p>	<p>Unidad 4 Los elementos naturales y contruidos del paisaje. Los paisajes de costa. Los paisajes de interior: montaña y llanura. El curso del río Los paisajes andaluces. Los puntos cardinales.</p> <p>Unidad 5 Los elementos del sistema solar. La tierra y su representación. Los movimientos de la Tierra. La luna y sus fases.</p>	<p>Unidad 6 Las características del agua. El agua en la naturaleza. El ciclo del agua. El aire. Los fenómenos meteorológicos y el tiempo atmosférico.</p>	<p>Unidad 7 Los tipos de localidades: pueblos y ciudades. Pueblos y ciudades de Andalucía. Las normas de convivencia, educación vial. El gobierno de la localidad. Los tipos de trabajos.</p> <p>Unidad 8 La historia personal. La historia de la localidad. Monumentos y tradiciones de Andalucía. Personajes del pasado.</p>	<p>Unidad 9 El mundo de la ciencia. Los estados de la materia. Las sustancias y las mezclas. Los materiales y sus propiedades. La luz y el sonido.</p>
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<p>Spanish Lengua</p>	<p>Unidad 1 Comunicación oral: las cosas que hemos aprendido. Leer y comprender un cuento, un diálogo y un poema. Palabras sinónimas. El uso de la mayúscula. El lenguaje y las lenguas. Describir personas.</p> <p>Unidad 2 Comunicación oral: los animales. Leer y comprender un cuento y un texto informativo. Palabras antónimas.</p>	<p>Unidad 3 Comunicación oral: experiencias artísticas. Leer y comprender un cuento, un diálogo y un poema. Aumentativos y diminutivos. Palabras con ca co cu que qui. Sustantivos comunes y propios. Describir un objeto.</p>	<p>Unidad 4 Comunicación oral. Leer y comprender un cuento y un texto informativo. Familia de palabras. Palabras con ga go gu que gui. Alfabetización informacional: las fuentes de los textos. El género y número de los sustantivos. Crear un personaje.</p> <p>Unidad 5 Comunicación oral: amigos y familia. Leer y comprender un cuento, un diálogo y un poema. Palabras compuestas. Palabras con za zo zu ce ci</p>	<p>Unidad 6 Comunicación oral: Las fiestas. Leer y comprender un cuento y un texto informativo. Palabras derivadas. Palabras con br bl. El adjetivo. Alfabetización informacional: los titulares. Escribir el final de un cuento.</p>	<p>Unidad 7 Comunicación oral: hábitos lectores. Leer y comprender un cuento, un diálogo y un poema. Palabras polisémicas. Palabras con mp y mb. El verbo: presente, pasado y futuro. Describir un paisaje.</p> <p>Unidad 8 Comunicación oral: el tiempo libre. Leer y comprender un cuento y un texto informativo. Campo semántico. La coma en las enumeraciones.</p>	<p>Unidad 9 Comunicación oral: planes para el futuro. Leer y comprender un cuento, un diálogo y un poema. Significado de expresiones. Los signos de interrogación y exclamación. Clases de oraciones. Escribir una noticia.</p>
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	<p>Palabras con Alfabetización informacional: los símbolos informativos.</p> <p>La lengua oral y la lengua escrita.</p> <p>Elaborar un cómic.</p>		<p>El artículo.</p> <p>Describir un proceso.</p>		<p>Alfabetización informacional: las páginas web</p> <p>Sujeto y predicado.</p>	
<p>Opportunities for Possible Visits</p>	<p>Imagination museum</p>	<p>Chocolate factory</p>		<p>Aquarium - Benalmadena or el parque de las ciencias - Granada</p>	<p>Archeological Sites of La Araña - malaga</p> <p>Recycling centre and mammoth park</p>	<p>Botanical Gardens - Malaga</p>

