# ALMUÑÉCAR INTERNATIONAL SCHOOL
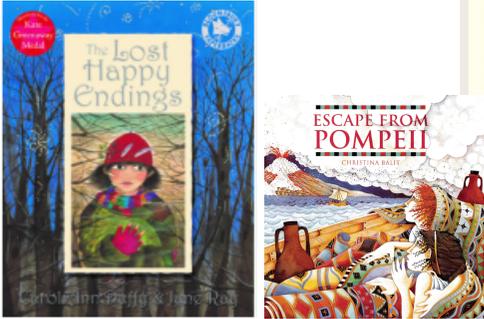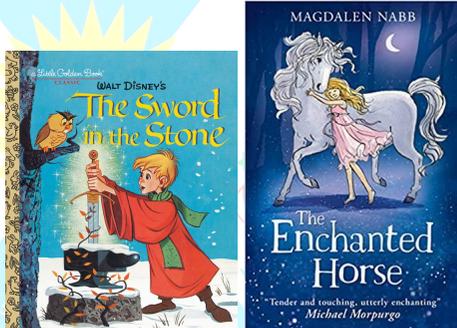
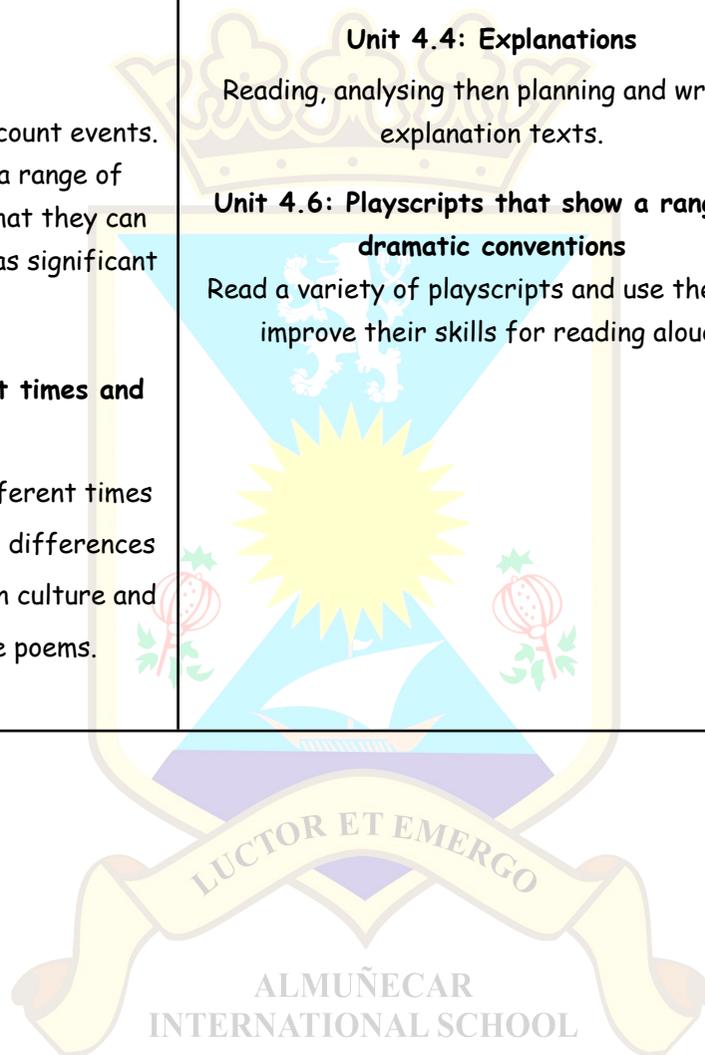## Year 4 Curriculum

## 2025-26

# Key Stage 2 – Long Term Plan 2025-26   Year 4 - Miss Drummond

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **Cross Curricular topic >** | Romans<br><br>Around the World | | Merlin<br><br>Savage Settlers | | Around the world pt.2<br><br>Musical Express | |
| **Core Texts** | The Lost Happy Endings | Escape From Pompeii | The Sword in the Stone | The Enchanted Horse | The Green Ship | The Iron Man |
| **English Language E2L**<br><br>**(Cambridge Curriculum)** | On-going work in Grammar & Punctuation<br><br>On-going work in Phonics and Spelling<br><br>Ongoing work in developing vocabulary<br><br>Ongoing work in handwriting<br><br>Ongoing work in reading<br><br>Ongoing work in speaking and listening | | | | | |

| English (Cambridge Curriculum 2021) | | | |
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**English**

**(Cambridge Curriculum 2021)**

**Unit 4.1: Historical fiction**

Reading, analysing then planning and writing historical fiction.

**Unit 4.2: Recounts**

Explore non-fiction texts that recount events. Learners will read and discuss a range of recount texts, and understand that they can be about everyday things as well as significant events.

**Unit 4.3: Poems from different times and cultures**

Read and discuss poems from different times and cultures, and comment on the differences and similarities between their own culture and the cultures described in the poems.

**Unit 4.5: Fantasy stories**

Reading, analysing then planning and writing fantasy stories.

**Unit 4.4: Explanations**

Reading, analysing then planning and writing explanation texts.

**Unit 4.6: Playscripts that show a range of dramatic conventions**

Read a variety of playscripts and use these to improve their skills for reading aloud.

**Unit 4.8: Stories about problems and issues**

Reading, analysing then planning and writing stories that address problems and issues.

**Unit 4.9: Persuasive Texts**

Reading, analysing then planning and writing persuasive texts.

**Unit 4.7: A range of poetry, including free verse, on a common theme.**

Read and discuss poems that share a common theme. Learners will express their ideas about the type of poetry they like, stating what appeals to them in particular poems with regard to language, features and the images the poem creates.
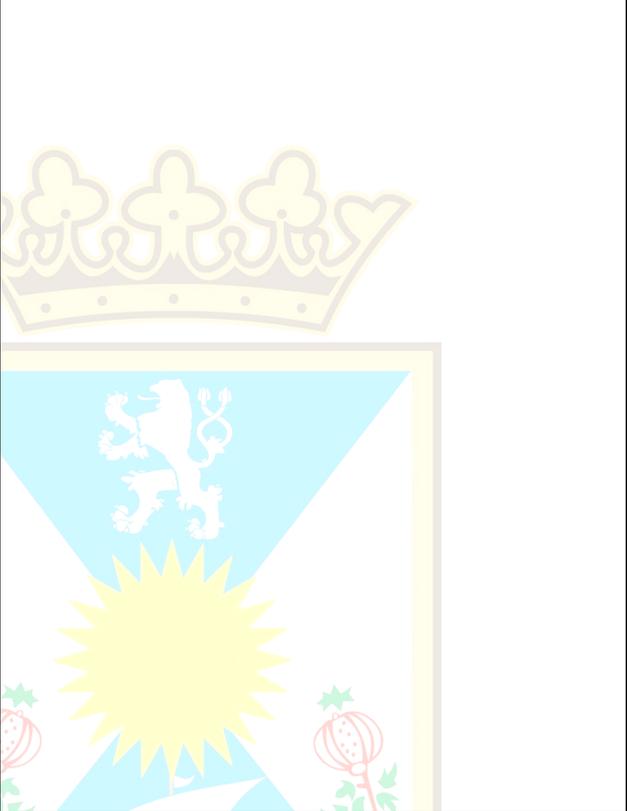
| Maths (Cambridge Curriculum 2021) | **Unit 4.1 Number**<br><br>● Introducing negative numbers<br>● Patterns and Sequences<br>● Place Value and Rounding<br>● Factors and Multiples<br><br>**Unit 4.4 Calculation**<br><br>● Addition and Subtraction<br>● Multiplication and Division<br><br>**Unit 4.2 Time**<br>● Reading and Recording Time<br>● Time Problems<br><br>**Ongoing**<br><br>● **Mental Strategies**<br>● **Calculation Methods**<br>● **Times tables**<br>● **Problem Solving** | **Unit 4.3 2D and 3D Shape**<br><br>● Tessellation, symmetry and reflection<br>● Area and Perimeter<br>● Recognising and building 3D shapes<br><br>**Unit 4.5 Statistical Methods**<br><br>● Collecting Data<br>● Presenting and Interpreting Data<br>● The Statistical Cycle<br><br>**Ongoing**<br><br>● **Mental Strategies**<br>● **Calculation Methods**<br>● **Times tables**<br>● **Problem Solving** | **Unit 4.6 Fractions and Percentages**<br><br>● Understanding Fractions<br>● Calculating with Fractions<br>● Percentages and Equivalence<br><br>**Unit 4.7 Angles, Position and Direction**<br><br>● Angles<br>● Position and Direction<br><br>**Unit 4.8 Probability**<br><br>● Describing Chance<br>● Conducting Experiments<br><br>**Ongoing**<br><br>● **Mental Strategies**<br>● **Calculation Methods**<br>● **Times tables**<br>● **Problem Solving** |
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| Science (Cambridge Curriculum 2021) | 4.1 Animal Skeletons including humans. | 4.2 On Earth and Beyond | 4.3 Materials: properties and changes | 4.5 Life processes and Ecosystems | 4.6 Electricity | 4.4 Energy and Light |
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| | Know that humans (and some animals) have bony skeletons inside their bodies.

Know how skeletons grow as humans grow, support and protect the body.

Know that animals with skeletons have muscles attached to the bones.

Know how a muscle has to contract (shorten) to make a bone move and muscles act in pairs. | Identify and describe Earth's structure and describe the common features of volcanoes and how the movement of the Earth's crust causes earthquakes.

Investigate how the spinning of the Earth on its axis causes night and day, the apparent movement of the Sun across the sky and the changes in shadows.

Know about the position of the Sun at the centre of the Solar System and the names of the planets and other objects which are found in space (e.g. comets, asteroids). | Know that matter can be solid, liquid or gas.

Explore granular solids which can be difficult to classify because, in some ways, they behave like a liquid.

Investigate how materials change when they are heated and cooled.

Know that melting is when a solid turns into a liquid and is the reverse of freezing.

Observe how water turns into steam when it is heated but on cooling the steam turns back into water. | Identify that different animals and plants are found in different habitats and that the animals and plants are suited to the conditions found there.

Use simple identification keys.

Develop their use of the words predator, prey, herbivore, carnivore and omnivore.

Research the diet of different animals and use their findings to construct food chains.

Recognise ways that human activity affects the environment e.g. river pollution, recycling waste. | Construct complete circuits using switch, cell (battery), wire and lamps.

Explore how an electrical device will not work if there is a break in the circuit.

Know that electrical current flows and that models can describe this flow, e.g. particles travelling around a circuit. | Research what energy is and where it is found.

Know that energy cannot be made, lost, used up or destroyed but it can be transferred.

Investigate how light travels in straight lines and reflects from surfaces.

Investigate how we can see non-luminous objects. |

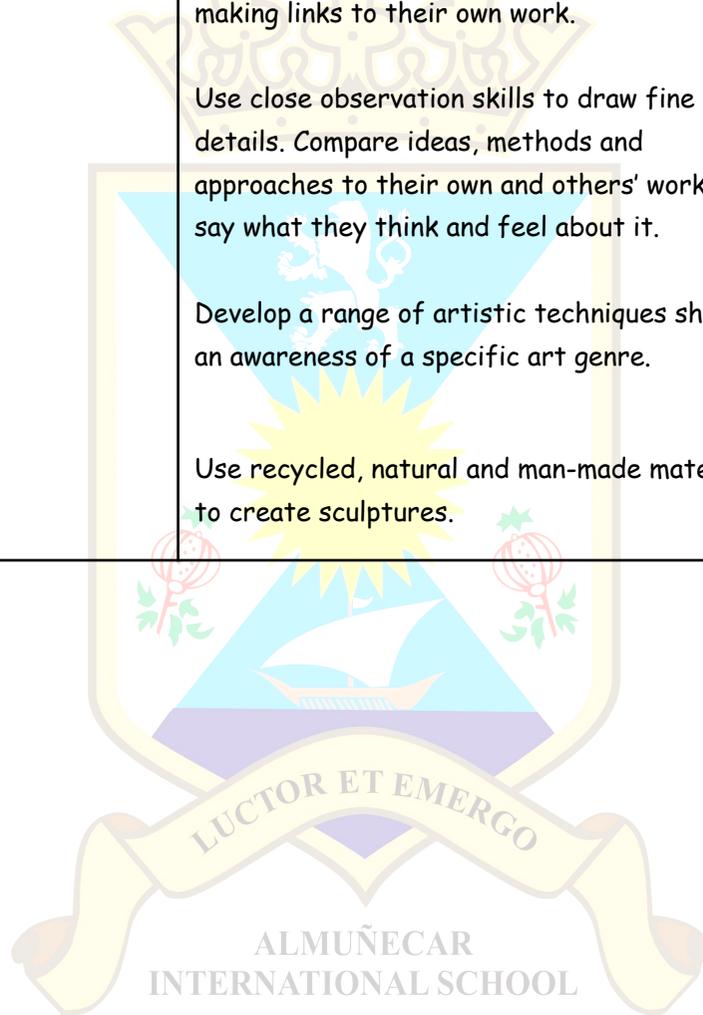| History<br><br>National<br>Curriculum (NC) | <ul><li>Creating a timeline of the Roman period.</li><li>Conduct research to answer historical questions: select, organise and record source information to present.</li><li>Explaining the growth of the Roman Empire.</li><li>Comparing the Romans and the Celts.</li><li>Explaining the Roman invasion of Britain.</li><li>Explaining the Romans' impact.</li><li>Know how to use dates and vocabulary relating to the passing of time including ancient and modern, BC, AD, century and decade.</li></ul> | | <ul><li>Study source materials in depth, making more sophisticated observations.</li><li>Organise periods of time, noting how historical periods can be classified, remembering key facts and dates.</li><li>Conduct research to answer historical questions: select, organise and record source information to present.</li><li>Discuss the positive or negative impact that a person or event had on life in Britain.</li><li>Explore significant lives of individuals who have contributed to international achievements.</li></ul> |

| Geography (NC) | <ul><li>To 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>Discuss the positive and negative impact of human activity on the environment.</li></ul> | <ul><li>Name and locate the countries of Europe, North and South America, Asia and Africa.</li><li>Locate topographical features of Britain, such as rivers, hills, mountains or coasts, describing the impact on the physical and human geography of these places.</li><li>Appreciate the geographical similarities and differences between different places and how the physical and human geography of places affect how people live.</li><li>Describe how the physical geography of a place has impacted on or changed the physical and/or human features over time.</li><li>Explain the impact of climate zones, biomes and vegetation belts on the physical environment.</li></ul> | |
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| D&T (NC) | **Roman weapon and shield**<br><br>Use a variety of materials (e.g. cardboard, paper, scissors, glue and paint) to create a replica weapon and shield. | **Make a fort or castle**<br><br>Develop joining techniques such as using glue guns, struts and running stitches to strengthen, stiffen and reinforce structures of increasing complexity.<br><br>Measure, weigh and combine a range of ingredients to cook specific dishes. | **Make a viking longship**<br><br>Use a variety of materials (e.g. cardboard, paper, scissors, glue and paint) to make a viking longship. |

| Art (NC) | **Roman Mosaics**<br><br>Use a variety of techniques (e.g. printing, dyeing, weaving and stitching) to create different textual effects. | **Create magical artwork**<br><br>Explore the work of artists, craftspeople and designers from different times and cultures, making links to their own work.<br><br>Use close observation skills to draw fine details. Compare ideas, methods and approaches to their own and others' work and say what they think and feel about it.<br><br>Develop a range of artistic techniques showing an awareness of a specific art genre.<br><br>Use recycled, natural and man-made materials to create sculptures. | **The Green Ship artwork**<br><br>Paint The Green Ship and characters mural in groups for display |

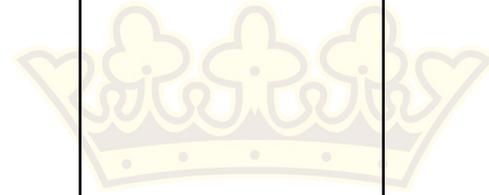| Music (NC) | Beat/Rhythm | Beat/Rhythm | Beat/Rhythm | Beat/Rhythm | Beat/Rhythm | Beat/Rhythm |
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| | Prepare, present and practice:<br>• beat<br>• quarter note<br>• eighth notes<br>• ligature<br>• half note<br>• accent<br>• syncopated rhythm<br>• time signature - 3/4<br>• dotted half note<br>• quarter note rest<br><br>**Melody**<br>*Number*<br>*Concentration (dms)*<br>*No Robbers (ms)*<br>*Plainsies Clapsies (ms l) Whoopee Cushion (dmsd')*<br>*Rocky Mountain (drm sl)*<br>*Turkey Lurkey (dms)*<br>*Pass a Beanbag (dms)*<br>*Bells in the Steeple (dms)*<br>*Seven Up (drm)*<br>*Closet Key (drm)*<br>*Trampin' (drm)*<br><br>**Expression** | Prepare, present and practice:<br>• beat<br>• quarter note<br>• eighth notes<br>• ligature<br>• half note<br>• accent<br>• syncopated rhythm<br>• time signature - 3/4<br>• dotted half note<br>• quarter note rest<br>• sixteenth notes<br><br>**Melody**<br>*Old Brass Wagon (s,l, drm)*<br>*Long Legged Sailor (drm)*<br>*Shake them 'Simmons (s,l, drm)*<br>*King's Land (drm sl)*<br><br>**Expression**<br>• dynamics<br>• expressive singing<br>*Remember Flanders*<br>*Children Together*<br>*Christmas Carols*<br><br>**Instruments**<br>• Orff | Prepare, present and practice:<br>• beat<br>• quarter note<br>• eighth notes<br>• ligature<br>• half note<br>• accent<br>• syncopated rhythm<br>• time signature - 3/4<br>• dotted half note<br>• quarter note rest<br>• sixteenth notes<br><br>**Melody**<br>*In the Land of Oz (ltd)*<br>*Double Double (drm sl)*<br>*Tideo (drm sl)*<br>*New Shoes (drm sl)*<br>*Shiny Penny (drm sl)*<br>*Coy Malindo (drm sl)*<br><br>**Expression**<br>• Pirate Song (expression)<br>• Got a Hat Hat (tempo review)<br>• Sakura (legato, create movement) | Prepare, present and practice:<br>• beat<br>• quarter note<br>• eighth notes<br>• ligature<br>• half note<br>• accent<br>• syncopated rhythm<br>• time signature - 3/4<br>• dotted half note<br>• quarter note rest<br>• sixteenth notes<br><br>**Melody**<br>*Old Blue (drm s)*<br>*Rabbits (drm)*<br>*Find the Basket (drm sl)*<br>*Swedish March (d msd')*<br>*Inuit Lullaby (s,l, dr)*<br><br>**Expression**<br>Expressive singing:<br>• Old Blue (tempo/ dynamics)<br>• When You Dream<br>• Wind<br>• Find the Basket (dynamics) | Prepare, present and practice:<br>• beat<br>• quarter note<br>• eighth notes<br>• ligature<br>• half note<br>• accent<br>• syncopated rhythm<br>• time signature - 3/4<br>• dotted half note<br>• quarter note rest<br>• sixteenth notes<br>• ligature<br><br>**Melody**<br>*Someone's Tapping (drm sl)*<br><br>**Expression**<br>• Someone's Tapping - vocal timbre, assess solo<br>• Review<br><br>**Instruments**<br>• Orff<br>• Unpitched<br>*Someone's Tapping* | Prepare, present and practice:<br>• beat<br>• quarter note<br>• eighth notes<br>• ligature<br>• half note<br>• accent<br>• syncopated rhythm<br>• time signature - 3/4<br>• dotted half note<br>• quarter note rest<br>• sixteenth notes<br>• ligature<br><br>**Melody**<br>*Someone's Tapping (drm sl)*<br><br>**Expression**<br>• Someone's Tapping - vocal timbre, assess solo<br>• Review<br><br>**Instruments**<br>• Orff<br>• Unpitched<br><br>**Listening/Form/Culture** |

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| • *Glad I'm Back* (ABA<br>• *Missus Tong*<br>(loud-soft, fast-slow,<br>high-low)<br>• *Seasons*<br>(expression, effect<br>of choices)<br>• *Third Base Coach's<br>Dance* (tempo)<br>• *Closet Key -*<br>(dynamics)<br><br>**Instruments**<br>• Orff<br>• Unpitched<br><br>**Listening/Form/Culture**<br>• cup game for rondo<br>form<br>• *I'm Glad I'm Back*<br>(ABA)<br>• *Indian Summer*<br>• *Ceremonial Dance*<br><br>**Create/Movement**<br>• *Shake the Papaya -*<br>create rondo<br>• *Plainsies,* create<br>movement | • Unpitched<br><br>**Listening/Form/Culture**<br>• *Nothing But*<br>(Spiritual)<br>• *Bonhomme* (French)<br>• *Caribbean*<br>• *Nochebuena,* Spanish<br><br>**Create/Movement**<br>• *Old Brass Wagon,*<br>movement<br>• *Long Legged,* create<br>movement<br>• *Washboard,* create<br>rondo<br>• *Shake 'Simmons,*<br>create movement<br><br>**Themes**<br>• Peace<br>• Dancing Fun!<br>• Holiday Fun | • Donkey Riding<br>(staccato, legato,<br>accent)<br>• Coy Malindo<br>(expression -<br>dynamics)<br><br>**Instruments**<br>• Orff<br>• Unpitched<br>*Shiny Penny*<br><br>**Listening/Form/Culture**<br>• *January First*<br>(Japan)<br>• *Koto* (Japan)<br>• *Sakura* (Japan)<br>• Strauss<br>• *Ton moulin* (French)<br>• *E Papa* (Maori)<br><br>**Create/Movement**<br>• *Love Somebody -*<br>create B section<br>• *Eating is Fun -*<br>create words<br><br>**Themes**<br>• Japan<br>• Loggers and Love | **Instruments**<br>• Orff<br>• Unpitched<br>*Be-Believe in You*<br>*Find the Basket*<br>*Inuit Lullaby*<br><br>**Listening/Form/Culture**<br>• *Irish Reel*<br>• theme and variations<br>• *Waltzing* (Australian)<br>•*Didgeridoo*(Australian)<br>• *Mexico*<br>•*Inuit*<br>• *TingaLayo*<br><br>**Create/Movement**<br>• *Be-Believe in You,*<br>create effects<br>• *Irish Reel,* create<br>movement<br><br>**Themes**<br>• Irish Fun<br>• Earth Day<br>• Indigenous | **Listening/Form/Culture**<br>• Kaaniiskina,<br>(Indigenous)<br>• El Burrito<br>(Spanish) • La Pulga<br>(Spanish) •The<br>Provinces (Canada)<br><br>**Create/Movement**<br>• Tinga Layo -<br>rondo, create with<br>u/p<br><br>**Themes**<br>• Sing in Spanish | • Kaaniiskina,<br>(Indigenous)<br>• El Burrito (Spanish)<br>• La Pulga (Spanish)<br>•The Provinces<br>(Canada)<br><br>**Create/Movement**<br>• Tinga Layo - rondo,<br>create with u/p<br><br>**Themes**<br>• Summer Fun |

| | • *Something*, create effects with u/p<br><br>**Themes**<br>• Back to School<br>• Let's Sing!<br>• Give Thanks<br>• Spooky Sounds | | | | | |
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| Computing (NC)<br><br>Switched On Computing Scheme - published by Rising Stars and following EDUU Scheme.<br><br>The order of delivery may change during the year. | We Are Software Developers (Merlin) Developing a simple educational game<br><br>**In this unit, pupils will learn to:**<br>• develop an educational computer game using selection and repetition<br>• understand and use variables<br>• start to debug computer programs<br>• recognise the importance of user interface design, including consideration of input and output.<br><br><br>Resources :<br>Scratch, Google Workspace - Classroom, Slides, Mindmapping | We Are Artists (Savage Settlers) Fusing geometry and art<br><br>**In this unit, pupils will learn to:**<br>• develop an appreciation of the links between geometry and art<br>• become familiar with the tools and techniques of a vector graphics package<br>• develop an understanding of turtle graphics<br>• experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it, and receive feedback from their peers<br>• develop some awareness of computer-generated art.<br><br>Resources : Scratch, Art software, Google Workspace - Classroom, Slides, Draw | We Are Presenters (What Did The Romans Do For Us ?)<br>Videoing a presentation against a green screen<br><br>**In this unit, pupils will learn to:**<br>• develop their web-based research skills<br>• structure, prepare and deliver a talk about a given topic or subtopic studied in another curriculum area<br>• record a piece to camera<br>• edit a movie using static images and green screen footage<br>• give constructive, critical feedback on recorded presentations.<br><br>Resources :<br>Adobe Creative Express, Camera / Tablet, microphone, Google Workspace - Classroom, Slides | We Are Musicians (Musical Express) Creating a piece of music<br><br>**In this unit, pupils will learn to:**<br>• create a repeating percussion rhythm<br>• play music using virtual instruments<br>• compose or edit tunes using the piano roll (pitch and duration) tool<br>• perform electronic music using pre-recorded loops, and create their own loops<br>• create a multi-track composition or performance using multiple instruments<br>• give feedback to others on their compositions and performances.<br><br>Resources:<br>Google Workspace - Classroom, Docs Music site (Garageband / Bandlab), headphones | We Are Meteorologists (Around The World)<br>Presenting the weather<br><br>**In this unit, pupils will learn to:**<br>• understand different measurement techniques for weather – both analogue and digital<br>• use computer-based data logging to automate the recording of some weather data<br>• use spreadsheets to create charts<br>• analyse data, explore inconsistencies in data and make predictions<br>• practise using presentation and video software.<br><br><br>Resources | We Are Makers ( Mountain High River Low) Coding for Microbit<br><br>**In this unit, pupils will learn:**<br>• about the input – process – output model of computation<br>• about the inputs and outputs available on a BBC micro:bit<br>• to program using the MakeCode block-based environment<br>• to test and debug programs they write, using an on-screen simulator and the micro:bit<br>• how to convert and transfer a program written on screen to the micro:bit.<br><br>Resources:<br>Google Workspace - Classroom, Docs<br><br>Microbit |
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|  |  |  |  |  | Equipment for measuring weather, Google Workspace - Classroom, Sheets, Slides |  |
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| **PE (NC)** | **Throughout Year 4 children are taught to:** |

| **PE (NC)** | **Throughout Year 4 children are taught to:**<br><br>* use running, jumping, throwing and catching in isolation and in combination<br><br>* 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<br><br>* develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]<br><br>* perform dances using a range of movement patterns<br><br>* take part in outdoor and adventurous activity challenges both individually and within a team<br><br>* compare their performances with previous ones and demonstrate improvement to achieve their personal best.<br><br>**Football**        **Volleyball**        **Gymnastics**<br><br>**Tennis**        **Fitness**        **Athletics**        **Rounders** |
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| **PSHE (SEAL)**<br><br>Throughout the year:<br><br>Bullying<br><br>Cultural differences<br><br>School rules | **Readiness**<br><br>❑ Health<br>❑ Being prepared<br>❑ Responsiveness<br>❑ Just Say YES | **Respect**<br><br>❑ Respecting others<br>❑ Childrens rights<br>❑ British Values<br>❑ Role Models<br>❑ Self Awareness<br>❑ Good Manners | **Responsibilities**<br><br>❑ Responsible citizen<br>❑ Helping others<br>❑ E-safety<br>❑ Personal Safety<br>❑ Attitude | **Resilience**<br><br>❑ Reflectiveness<br>❑ Motivation<br>❑ Risk taking<br>❑ Critical thinking | **Relationships**<br><br>❑ Feelings<br>❑ Growing up<br>❑ Friends and Family<br>❑ Cooperation<br>❑ Teamwork |
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| Spanish Lengua (Srta. Peral) | 1) ¿Te presento a mi amiga?<br>2) ¿Somos iguales?<br>3) ¿Me echas una mano?<br>4) ¿El tiempo está loco? | COMPETENCIA LECTORA:<br>Un gorro colorado.<br>Todo es valioso.<br>El guerrero terrible.<br>El trocito de sol.<br><br>VOCABULARIO:<br>Las palabras sinónimas.<br>Las palabras antónimas.<br>Las palabras polisémicas.<br>Las palabras colectivas.<br><br>ORTOGRAFÍA:<br>El sonido K.<br>El sonido G suave.<br>El sonido J.<br>El sonido R fuerte.<br><br>GRAMÁTICA:<br>La comunicación y el lenguaje.<br>La oración. Sujeto y predicado.<br>Sonidos y letras.<br>La sílaba. Clases de sílabas. | 5) ¿Cuidamos a los mayores?<br>6) ¿Está de moda?<br>7) ¿Hacemos las paces?<br>8) ?Sabemos comprar? | COMPETENCIA LECTORA:<br>Un anciano sabio.<br>El avispón Mobuto salva una vida.<br>La discusión de las jirafas.<br>Un callejón sin salida.<br><br>VOCABULARIO:<br>Las palabras derivadas.<br>Los aumentativos.<br>Los diminutivos.<br>Las palabras compuestas.<br><br>ORTOGRAFÍA:<br>Palabras con mb y mp.<br>Palabras terminadas en -y.<br>Palabras terminadas en -z y en -d.<br>Palabras terminadas en -illo o -illa.<br><br>GRAMÁTICA:<br>El sustantivo.<br>El género en los sustantivos. | 9) ¿Qué hay ahí arriba?<br>10) ¿Cuidamos la naturaleza?<br>11) ¿Queremos un mundo más justo?<br>12) ¿Qué quieres ser de mayor? | COMPETENCIA LECTORA:<br>Los conejos y la luna.<br>La leyenda del baobab.<br>El árbol de las hojas mágicas.<br>El hada Esmeralda.<br><br>VOCABULARIO:<br>Los gentilicios.<br>Las familias de palabras.<br>Las palabras onomatopéyicas.<br>Las frases hechas.<br><br>ORTOGRAFÍA:<br>Las palabras ha y a.<br>La coma.<br>Los signos de interrogación y exclamación.<br>Los dos puntos.<br><br>GRAMÁTICA:<br>Los posesivos.<br>El adjetivo.<br>Los pronombres personales.<br>El verbo. |

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| | | LITERATURA: Las canciones de juego. Las retahílas. | | El número en los sustantivos. Los artículos y los demostrativos. LITERATURA: Los caligramas. Las nanas. | | LITERATURA: Los juegos de palabras. Los poemas narrativos. |
| **Spanish Cultura** (Srta. Peral) | 1) Descubrimos los paisajes. 2) Necesitamos el agua para vivir. | CONCEPTOS: ¿Cómo es la Tierra? ¿Cómo son los paisajes de montaña? ¿Cómo son los paisajes de llanura? ¿Cómo son los paisajes de costa? Las rocas en los paisajes. Las aguas marinas. ¿Cómo son los ríos? El recorrido de un río. Otras aguas. | 3) ¡Qué importante es el aire! 4) Vivimos juntos. | CONCEPTOS: ¿Cómo es la atmósfera? ¿Por qué llueve? ¿Qué tiempo hace? El tiempo de cada estación. ¿Cómo son los pueblos? ¿Cómo son las ciudades? ¿Cómo se gobierna la localidad? ¿Qué servicios nos da el ayuntamiento? | 5) ¡Cuántos trabajos diferentes! 6) Muchas cosas nos hablan del pasado. | CONCEPTOS: ¿Cómo se organizan los trabajos? La pesca. ¿Cómo son los trabajos en el campo? ¿Qué es una fábrica? Necesitamos los servicios. ¡Cuánto hemos cambiado! El comienzo de la historia de la localidad. La localidad cambia con el paso del tiempo. Testimonios del pasado en Andalucía. |

| Opportunities for Possible Visits | Roman aqueduct - Almunecar | Science Park - Granada<br><br>Museum of imagination - Malaga | Music museum - Malaga |
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