

YEAR 3&4 Curriculum Map						
YEAR A	Autumn		Spring		Summer	
	Mighty Metals (Music focus)	Potions (Science focus)	Urban Pioneers (Science/Geo focus)	Predator (Science focus)	Road Trip USA (Geography focus)	Flow (Geography focus)
English	Fantasy Narrative Biographies	Adventure Narrative Instructions Rhyming Couplets	Dilemma Urban Poetry/Raps	Non-chronological Reports Leaflets Haiku	Myths and Legends Persuasive Writing Postcards/Emails	Narrative Fairy Stories Explanations Shape Poetry
Year 3	VGP (continue to embed previous years learning) Conjunctions Nouns, adjectives, Verbs CL, full stops, question marks, exclamation marks		VGP (continue to embed previous years learning) Adverbs Headings and Subheadings Apostrophes Inverted Commas		VGP (continue to embed previous years learning) Prepositions Paragraphs Present and perfect tense Main and subordinate clause	
Spellings (Statutory requirements)	-long /eɪ/ sound spelt –ei -long /eɪ/ sound spelt –y -long /eɪ/ sound spelt –ai -/ə:/ sound spelt ‘ear’ Homophones and near homophones	-create adverbs using –ly (no change to root word) -create adverbs using –ly (root word ending in –y with more than one syllable) -create adverbs (root word ends in ‘le’) -create adverbs (root word ends in ‘ic’ or ‘al) -create adverbs (exceptions to the rules)	-words with short /i/ sound spelt with ‘y -suffixes beginning with a vowel (er/ed/ing) (not doubling final consonant) -suffixes beginning with a vowel (er/ed/ing) (doubling final consonant) -negative meanings using prefix mis-/dis- -words with /k/ spelt ‘ch’	-homophones and near homophones -prefix bi- (two/twice) and re- (again/back) -words with /g/ sound spelt ‘gue’ and /k/ spelt ‘que’ -/sh/ sound spelt with ‘ch’	-words ending in –ary -short /u/ spelt with ‘o’ -short /u/ spelt ‘ou’ -word families based on common words	-words ending in suffix –al -words ending with an /zher/ sound spelt with ‘sure’ -words ending with a /cher/ sound spelt with ‘ture’ Silent Letters revision

Year 4	VGP (continue to embed previous years learning) Conjunctions Nouns, adjectives, Verbs		VGP (continue to embed previous years learning) Fronted adverbials followed by comma Expanded noun phrase Inverted commas including additional punctuation		VGP (continue to embed previous years learning) Paragraphs Apostrophes for plural and possession Noun/pronoun choice	
Spellings <i>(Statutory requirements)</i>	-words with /aw/ spelt 'augh' and 'au' -adding prefix in- (not/into) -prefix im- (before root word with 'm' or 'p') -prefix il- (before root word with 'l') and before prefix ir- (before root word starting with 'r') -homophones and near homophones -words with /shuhn/ spelt 'sion'(if root word ends in 'se', 'de' or 'd')	-words with /shuhn/ spelt 'sion'(if root word ends in 'se', 'de' or 'd') -words with /shuhn/ spelt 'ssion'(if root word ends in 'ss' or 'mit') -words with /shuhn/ sound spelt 'tion'(root ends in 'te' or 't' /no definite root) -words with /shuhn/ spelt with 'cian' (root word ends in 'c' or 'cs') -words with 'ough' to make a long /o/, /oo/ or /or/ sound	-homophones and near homophones -nouns ending in suffix -ation -adding prefix sub- (under) -adding prefix super- (above) -plural possessive apostrophes with plural words	-words spelt with /s/ sound spelt 'sc' -words with a soft c spelt 'ce' -words with a soft c spelt 'ci' -word families based on common words	-prefix inter- (between/among) -prefix anti- (against) -prefix auto- (self/own) -prefix ex- (meaning out) -prefix non- (meaning not) -words ending in -ar/-er	-adding suffix -ous (no change to root word) -adding suffix -ous (no definitive root word) -adding suffix -ous (words ending in 'e' drop the 'e' but not 'ge') -adverbials of frequency and possibility -adverbials of manner
Maths	White Rose Scheme of Learning is used as a basis for planning. Small steps and unit guidance are used to teach progression of skills, ensure fluency, reasoning, problem solving and Mastery opportunities are available for all children.					
Year 3	-Number: Place Value -Number: Addition and Subtraction	-Number: Addition and Subtraction -Number: Multiplication and Division Consolidation	-Number: Multiplication and Division -Measurement: Money -Statistics	-Measurement: Length and Perimeter -Number: Fractions Consolidation	-Number: Fractions -Measurement: Time	-Geometry: Properties of Shapes -Measurement: Mass and Capacity Consolidation

Year 4	-Number: Place Value -Number: Addition and Subtraction	-Measurement: Length and Perimeter -Number: Multiplication and Division Consolidation	-Number: Multiplication and Division -Measurement: Area -Fractions	-Fractions -Decimals Consolidation	-Decimals -Measurement: Money -Time	-Statistics -Geometry: Properties of Shape -Geometry: Position and Direction Consolidation
Science	Working Scientifically - Investigations to be carried out at least once every half term.					
	Forces and magnets Sc3/4.2 Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which	States of Matter Sc4/3.1 Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	Light Sc3/4.1 Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect eyes Recognise that shadows are formed when the light from a light source is blocked by an opaque object Find patterns in the way that the size of shadows change.	Animals including humans Sc4/2.1 Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some animals have skeletons and muscles for support, protection and movement.	Electricity Sc4/4.2 Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, inc cells, wire, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators and associate metals with being good conductors	Sound Sc4/24.1 Identify how sounds are made, associating some of the with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases

	poles are facing.					
History		Historic Use of Potions Hi 6	A Local History Study Hi 5		Native Americans Hi9	
Geography			Geographical Skills and Fieldwork Ge SF 1, SF3, PK1,	Fieldwork; Using Maps to Locate Countries and Continents Ge SF1, SF3	Using World and US Maps; Human and Physical Geography Ge SF1, HP1, HP2	Using Maps; Fieldwork; Water Cycle; Human and Physical Features; Rivers of the World; Counties and Cities of the UK Ge SF2,3, HP1, HP2, LK1,2,3
Computing Switched On Computing Y3	Programming an animation In this unit, the children create an animated cartoon using characters they design. They use a paint tool to create characters and backgrounds. They then create an animation by translating a storyboard into a series of scripted instructions (program) for graphic objects.	Finding and correcting bugs in programs In this unit, the children work with six example Scratch projects. They explain how the scripts work, finding and correcting errors in them, and explore creative ways of improving them. The children learn to recognise some common types of programming error, and practise solving problems through logical thinking.	Videoing performance This unit gives pupils a chance to make a short narrated video of themselves practising a sport or other skill, and to use this to help improve their performance.	Exploring computer networks, including the internet In this unit, the pupils investigate how computer networks work. They use a simulation and learn some simple command prompt (C:) tools for testing network connections.	Communicating safely on the internet This unit allows the children to learn about a number of e-safety matters in a positive way. They will work with a partner in another class, learning how to use email and video conferencing safely.	Collecting and analysing data In this unit, the children create their own opinion poll, seek responses, and then analyse the results.
Art and Design	Embossed Pattern and Pictures; Making Jewellery.	Design; Clay Work; Crayon Art; Photography	Photography; Graffiti Art; Observational Drawing	3D Scale Models AD 2	Native American Dream Catchers; Weaving; Journey Sticks AD2	Painting AD2

	AD2	AD2, 3	AD1,2,3			
Design and Technology	Product Evaluation; Using Research to Inform Design; Selecting Materials; Making Vehicles; Building an Iron Man; Using Electrical Circuits DT E1, D1, M2, M1, TK1, E2, TK3	Product Development DT M1, M2, D1, E2		Selecting and Using Materials (Collage and Textiles) DT M2	Preparing US dishes; Model Making; Totem Pole Design DT D1,2 CN2	Mechanical Systems; Structures DT TK1, 2
Music	Performing Using Metal Objects for Instruments Mu1	Improvising Mu2			Traditional and cultural music Mu5	
PSHE	Including exploration of British Values; emotional, verbal, physical, cyber bullying; understanding bullying as a behaviour.					
			Being Safe; Presenting own Opinions PSHE 1a, 3e, 5d		Expressing opinions; Stereotypes and discrimination PSHE 1a, 4b	Expressing Opinions; Feeling Positive PSHE 1a, 2e, 5b
RE	BELIEVING: what people believe about God, humanity and the natural world <u>Christian</u> Evidence of God: God and humanity <u>Hinduism</u> God is worshipped in diverse forms and/or is believed to be formless. Some forms include Vishnu, Krishna, Rama, Hanuman, Lakshmi, Shiva, Ganesha, Kali, Durga	CELEBRATIONS: how and why celebrations are important in religion <u>Christian</u> Y3/4 Light in the darkness <i>(Why light forms an important aspect of religious festivals at this time of year)</i> <u>Hinduism</u> Y3/4 Light in the darkness <i>(Why light forms an important aspect of religious festivals at this time of year)</i>	LEADERS AND TEACHERS: figures who have an influence on others locally, nationally and globally in religion <u>Christian</u> Jesus as an historical figure He lived at the time of the Romans His story is told in the Gospels Key features of Jesus' life The life and teaching of Jesus as told in the Gospels <u>Hinduism</u> Gurus and disciples The importance of	STORY: how and why some stories are sacred and important in religion <u>Christian</u> The nature of the Bible Basis of Christian faith Versions of the Bible in England Bible as translated from its original languages of Hebrew, Aramaic and Greek The Bible includes: Hinduism Scriptures, Names and nature of the sacred texts Stories Rama's exile	SYMBOLS and BUILDINGS: how and why symbols express religious meaning and the Church <u>Christian</u> -The nature of God -Description of God -The foundation of the Diocese of Truro and the importance of the Cathedral for many who live in Cornwall today <u>Hinduism</u> Religious symbols Anum, the Lotus flower, The Swastika, The colour saffron	BELONGING: where and how people belong and why belonging is important MYSELF: who I am and my uniqueness as a person in a family and community <u>Christian</u> The church Beliefs about the Church <u>Hinduism</u> Family, community and tradition Hindu traditions The importance of the family

			spiritual teachers, eg holy people who visit Great Britain	and return The childhood of Krishna Stories with a moral		The journey of life
PE	The 'Real PE' Curriculum is followed, where children explore the key skills of Balance, Co-ordination and Dynamic Balance to Agility. Alongside this, children learn and apply physical skills, personal, social, cognitive and creative skills, whilst showing a knowledge and understanding of health and fitness. In order to be physically confident in a way which supports health and fitness, these skills will be applied and embedded through the following physical sports and activities.					
	Football	Dance	Gymnastics	Tennis	Cricket	Athletics
	All children will take part in weekly swimming lessons.					
French	Getting to Know You	All About Me	Our School	Family and Friends	Where in the World?	Time
Forest School	Building on knowledge of trees, mini beasts and plants ID children can start to classify and group them. Children also partake in topic-based activities and start knot making and fire lighting.					
	Autumn activities including naming trees, mini beasts and leaves. <u>Mighty metals</u> Which materials burn? Can you make a 1 min fire? <u>Potions</u> Making wands using simple knot	Spring Activities looking at changes in seasons re-cap names of trees and start to classify them. <u>Urban Pioneers</u> Nature pioneers – John Muir Den building using simple knots <u>Predator</u> Classify and group mini beasts Make large mini beasts using nature – Andy Goldsworthy.	Summer Activities notice the changes in the seasons. <u>Road Trip USA</u> Journey sticks and weaving as part of art curriculum <u>Flow</u> Water movement Using water to make art			

YEAR B						
YEAR B	Autumn		Spring		Summer	
	Scrum-diddlyumptio US (DT focus)	I am Warrior (History focus)	Tremors (Geography focus)	Burps, Bottoms and Bile (Science focus)	Misty Mountain (Geography focus)	Blue Abyss (Art and Design focus)
English	Adverts and Persuasion Debates Nonsense Poetry	Historical Narrative Playscripts	Newspapers Similes/Metaphors/ Word Play	Fantasy Narrative Explanation Free Verse	Non-Chronological Reports Calligrams	Adventure Narrative Persuasive Letters Personification Poetry
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Science	Working Scientifically - Investigations to be carried out at least once every half term.					
	Animals Inc Humans Sc3/2.2 Identify that animals, including humans, need the right types and amounts of nutrition and that they cannot make their own food; they get nutrition from what they eat.	'Let's Investigate'	Rocks Sc3/3.1 Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.	Animals including humans Sc4/2.2 Identify the different types of teeth in humans and their simple functions. Describe the simple functions of the basic parts of the digestive system in humans.	Plants Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	'Let's Investigate'
History	Significant Individuals – James Lind	The Roman Empire and its' Impact on	Ancient Rome – Pompeii			19 th Century Ocean Exploration

	Hi6	Britain Hi2	Hi 2			Hi6
Geography	Food Miles and Fair Trade Ge SF1, HP2	Comparing Britain and Italy; Using Maps; Locational Knowledge; Human and Physical Geography Ge HP1, 2 LK1,2, PK1	Volcanoes and Earthquakes Ge HP1, SF1, LK1, 2		Using Maps; Human and Physical Geography Ge SF1, SF2, HP1, HP2, PK1	Seas and Oceans of the World; The Great Barrier Reef; Environmental Issues. Ge LK3, SF1, HP2
Computing Switched On Computing Y4	We are software developers - Developing a simple educational game	We are toy designers - Prototyping an interactive toy	We are musicians - Producing digital music	We are HTML editors - Editing and writing HTML	We are co-authors - Producing a wiki	We are meteorologists - Presenting the weather
Art and Design	Sculpture AD1, 2	Drawing; Sculpture; Mosaic; Jewellery Making AD1,2,3	Sculpture; Photography AD2		Clay Modelling; Weaving AD2	Observational Drawing; 3D Models; Clay Sculpture; Anthony Gormley- Another Place; Batik Art; Printing; Famous Seascapes AD1, 2, 3
Design and Technology	Cooking and Nutrition DT E1, E2, M1, M2, CN2, D1	Shields and Helmets; Roman Food; Roman Design DT D1, CN2, E3	Structures DT M2, TK1, D1	Healthy foods; Textiles; Working Models DT CN1, 2D1, D2, TK1,TK 2, CN1, M1, M2, E2		Submarine Design; Working Models DT E3, TK3
Music	Vegetable Orchestra Mu1, 2		Composition Mu 1, 2	Composing Lyrics Mu2	Writing Song Lyrics Mu2	
PSHE	Including exploration of British Values; emotional, verbal, physical, cyber bullying; understanding bullying as a behaviour.					

		Recognising Achievements PSHE 1b	Topical Issues PSHE 2a	Healthy Bodies PSHE 3a, 3b	Facing New Challenges; Mountain Safety PSHE1c, 4g	
RE	<p>BELIEVING: what people believe about God, humanity and the natural world</p> <p>Christian Beliefs, values and experience Personal and community action</p> <p>Sikhism Sikhs believe in One God who is</p> <ul style="list-style-type: none"> - The Supreme Truth - The Ultimate Reality - The Creator of all things 	<p>CELEBRATIONS: how and why celebrations are important in religion</p> <p>Christian Worship The Eucharist, the Lord's Supper, the Lord's Table, the Breaking of Bread, Mass, the Divine Liturgy The use of silence and language in worship Some prayers and their meaning, especially the Lord's</p> <p>Sikhism The Gurus The lives and teachings of the ten Gurus</p>	<p>LEADERS AND TEACHERS: figures who have an influence on others locally, nationally and globally in religion</p> <p>Christian Teaching about the Kingdom of God in parables and miracles The Beatitudes and the two greatest commandments Holy week and the Passion Narratives; Resurrection</p> <p>Sikhism Practices Holy days (Gurpurbs) Birthdays of Guru Nanak, Guru Gobind Singh (Baisakhi) Martyrdoms of Guru Arjan, Guru Tegh Bahadur and the Sahibzades (four sons of Guru Gobind Singh)</p>	<p>STORY: how and why some stories are sacred and important in religion</p> <p>Christian Uses of the Bible Personal devotion In public worship It is read in services The Gospel often has special status Use of psalms Readings for festivals As a basis for art, song and culture</p> <p>Sikhism The Guru Granth Sahib The teachings of Guru Nanak and other Gurus and saints, outlining the principles and practices of Sikhism</p>	<p>SYMBOLS and BUILDINGS: how and why symbols express religious meaning and the Church</p> <p>Christian Description of God Language, symbols, stories and songs describe God as Creator and sustainer Loving; ruler; saviour; just judge</p> <p>Sikhism Gurdwara A place of Sikh worship, which extends a welcome to all races and creeds.</p> <p>Symbols Ik Onkar (there is one God)</p>	<p>BELONGING: where and how people belong and why belonging is important</p> <p>MYSELF: who I am and my uniqueness as a person in a family and community</p> <p>Christian Key Christian Values (Fruit of the Spirit) Love Joy Peace Patience Kindness Goodness Faithfulness Gentleness Self-control</p> <p>Sikhism Ceremonies including Naming; Turban tying; Amrit ceremony; Marriage; Death</p> <p>The Five K's (obligatory for the Khalsa) Kesh, Kangha, Kara, Kachera, Kirpan</p>
PE	<p>The 'Real PE' Curriculum is followed, where children explore the key skills of Balance, Co-ordination and Dynamic Balance to Agility. Alongside this, children learn and apply physical skills, personal, social, cognitive and creative skills, whilst showing a knowledge and understanding of health and fitness.</p> <p>In order to be physically confident in a way which supports health and fitness, these skills will be applied and embedded through the following physical sports and activities.</p>					
	Hockey	Dance	Gymnastics	Badminton	Rounders	Athletics

	All children will take part in weekly swimming lessons.					
French	Food	On the Move	Holidays and Hobbies	What's the Time?	All Around the Town	All Around the Town
. Forest School	Building on knowledge of trees, mini beasts and plants ID children can start to classify and group them. Children also partake in topic-based activities and start knot making, planting and fire lighting					
	<p>Autumn activities including naming trees, mini beasts and leaves.</p> <p><u>Scrumdiddlyumptious</u> Identify and classify mini beasts</p> <p><u>I am Warrior</u> Fire for 2 minutes Stone age murals with natural objects /natural paints.</p>	<p>Spring Activities looking at changes in seasons re-cap names of trees and start to classify them.</p> <p><u>Tremors</u> Andy goldsworth sculptures Using I pad to photograph natural environment</p> <p><u>Burps, Bottoms and Bile</u> Animal classification more than one criteria Sticks and knots to make animals</p>	<p>Summer Activities notice the changes in the seasons.</p> <p><u>Misty Mountain</u> Planting and growing</p> <p><u>Blue Abyss</u> Clay sculptures – Boggits storytelling</p>			