

10	The Vikings	4.2.3.1 give short, basic description of people and objects; begin to describe past experiences on an increasing range of general and some curricular topics 4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics 4.5.7.1 use personal subject and object pronouns, including indirect object pronouns and use possessive pronouns mine, yours to give personal information and describe actions and events	1	05/10	
11	The Viking Day school trip.	4.1.8.1 understand short, supported narratives on an increasing range of general and some curricular topics 4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues	1	10/10	
12	People and places	4.1.5.1 identify initial, middle and final phonemes and blends; 4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues; 4.5.3.1 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things; use simple one-syllable and some two syllable adjectives [comparative and superlative] to make comparisons 4.2.4.1 respond to questions on an increasing range of general and some curricular topics 4.4.7.1 spell most familiar high-frequency words accurately when writing independently 4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive 's/s' to name, describe and label things	1	12/10	
13	Time for CLIL. Dragons and Creatures 1. SAU «Values in Myths and Legends»	4.3.3.1 recognize basic opinions in short, simple texts on an increasing range of general and some curricular topics 4.4.3.1 write with support short sentences which describe people, places and objects;	1	17/10	
14	Our world - Check point Dragons and Creatures 2	4.1.8.1 Understand short, supported narratives on an increasing range of general and some curricular topics 4.3.3.1 Recognise basic opinions in short, simple texts on an increasing range of general and some curricular topics 4.5.12.1 Use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often begin to use simple adverbs of manner e.g. well, badly; use common –ly manner adverbs to describe actions e.g. slowly, quickly 4.2.8.1 Express basic likes and dislikes; recount short, basic stories and events on a limited range of general and some curricular topics	1	24/10	
16	Unit revision Correction work	4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues 4.4.4.1 write with support a sequence short sentences in a paragraph to give basic personal information	1	26/10	
2 term 16 hours.					
Unit 3. Treasure and heritage.					
1	Treasure Maps 1-2	4.2.3.1 give short, basic description of people and objects on a limited range of general and some curricular topics begin to describe past experiences on an increasing range of general and some curricular topics 4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics 4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics 4.4.7.1 spell most familiar high-frequency words accurately when writing independently; 4.5.2.1 use cardinal numbers 1 -1000 and ordinal numbers 1 – 100	1	07.11	
2	Treasure and numbers 1	4.2.1.1 make basic statements which provide information on an increasing range of general and some curricular topics 4.4.3.1 write with support short sentences which describe people, places and objects;	1	09.11	
3	Study spot	4.2.1.1 make basic statements which provide information on an increasing range of general and some curricular topics 4.4.3.1 write with support short sentences which describe people, places and objects;	1	14.11	