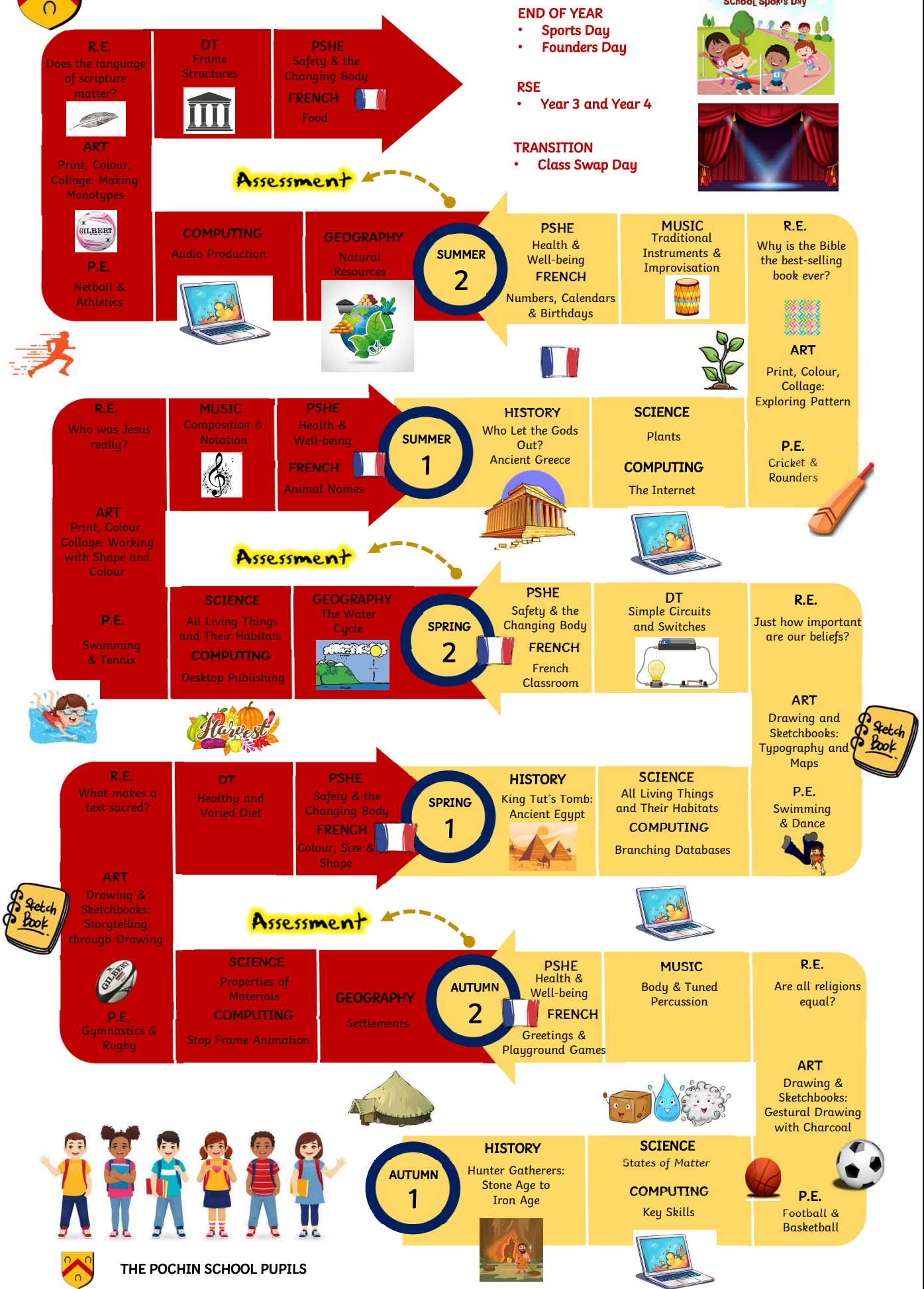




Class 3 Learning Journey (Cycle B)



Class 3 Autumn 1 Overview

English Writing - Unit 1 Writing to Entertain: Setting Description:	English Writing – Unit 2 Writing to Entertain: Character Description:	Reading, Spelling and Handwriting
Y3 Ready to Write: Word Class <ul style="list-style-type: none"> Nouns (including common, proper and abstract nouns) Y3 Ready to Write: Sentence Types <ul style="list-style-type: none"> Learning how to use both familiar and new punctuation correctly (full stops, capital letters, exclamations and questions) Y4 Ready to Write: Prepositions <ul style="list-style-type: none"> Prepositions and prepositional phrases 	Y3 Determiners/Y4 Ready to Write: Determiners <ul style="list-style-type: none"> Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel Y3 Ready to Write: Punctuation Types <ul style="list-style-type: none"> Commas to separate items in a list Apostrophes for omission and possession Y4 Punctuation <ul style="list-style-type: none"> Inverted commas 	Reading: Children will read a range of fiction, non-fiction and poetry and work on a range of question types. Spelling: <i>See No Nonsense Spelling Pathway</i> Handwriting The Ladder Family (l, i, u, t, y and j)
Maths	Science – States of Matter	Computing – Key Skills
Place Value Addition and Subtraction	Enquiry Questions: <ol style="list-style-type: none"> What are solids, liquids and gases Liquid Investigation How do materials change state What is the water cycle? Evaporation Investigation 	<ol style="list-style-type: none"> Parts of a PC Using a computer mouse or laptop trackpad Using a computer or laptop keyboard Launching applications Saving, finding and opening files Using our computer skills
History – Stone Age to Iron Age	RE – Are All Religions Equal? (Kapow)	PSHE – Health and Well-being (Kapow)
Enquiry Questions: <ol style="list-style-type: none"> What is prehistory and how do we know about it? What can we learn about life in the Stone Age from Skara Brae and Stonehenge? Is it true to say that the Stone Age man was just a simple hunter gatherer only interested in food and shelter? How did Bronze change life in Britain? What was life like in the Iron Age and how do we know? Who killed the 52 bodies at Maiden Castle? 	Enquiry Questions: <ol style="list-style-type: none"> How can we talk about religions and worldviews respectfully? How are different religious worldviews connected? Is there more than one way to understand God? Why is religious harmony important? How can people from different worldviews live in harmony? How and why should we celebrate religious equality? 	<ol style="list-style-type: none"> Looking after our teeth (Year 3 Lesson 1) Celebrating Mistakes (Year 3 Lesson 3) My Happiness (Year 3 Lesson 5) Emotions (Year 3 Lesson 6) Mental Health (Year 3 Lesson 7)
Art – Gestural Drawing with Charcoal (Access Art)	DT - Food - Healthy and varied diet Link to History (Stone Age)	Music – History of Music
Key Concepts: <ol style="list-style-type: none"> That when we draw we can use gestural marks to make work. That when we draw we can use the expressive marks we make to create a sense of drama. That when we draw we can move around. That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama. 	Enquiry Questions: <ol style="list-style-type: none"> What ingredients have been used? How does this fit the Eat Well Guide? How can we improve the taste? How can we describe the taste/texture/smell? How do the sensory characteristics affect your liking for the food? 	
P.E. – Football and Basketball	French – Greetings and Playground Games (Kapow)	Events/Visits
Pupils should be taught to: <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination 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 take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	Year 3 <ol style="list-style-type: none"> Using an appropriate greeting, introducing themselves and asking someone's name. Using appropriate greetings and recognising these in the written form. Speaking the numbers from one to six in French and recognising these in their written form. Speaking and understanding the numbers to 12 in French Saying their age and asking for someone else's age. Explaining similarities and differences between French and English sentence structures. Reading and recognising the numbers one to twelve in French. Identifying and pronouncing French words with the phonemes 'eu', 'oi', 'ou'. Using the numbers one to twelve in French to play games. 	September: <ul style="list-style-type: none"> 13th Roald Dahl Day 15th Mawlid 23rd National Coding Week 26th European Day of Languages Harvest Festival TBS October <ul style="list-style-type: none"> Black History Month 3rd National Poetry Day 8th Beaumanor Trip 18th Show Racism the Red Card

Class 3 Autumn 2 Overview

English Writing - Unit 1 Writing to Inform: Information Text	English Writing – Unit 2 Writing to Instruct: Instructions	Reading, Spelling and Handwriting
Y3 Ready to Write: Conjunctions <ul style="list-style-type: none"> Co-ordination (mixed) Sub-ordination 'because', 'if' Sub-ordination 'when', 'that' Y4 Ready to Write: Conjunctions <ul style="list-style-type: none"> Co-ordinating and Subordinating conjunctions Y4 Pronouns <ul style="list-style-type: none"> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (nouns) Y4 Paragraphs <ul style="list-style-type: none"> Introduction to paragraphs to group material 	Y3 Ready to Write: Word Class <ul style="list-style-type: none"> Tenses – present and past tense including the progressive form Y4 Ready to Write: Tenses <ul style="list-style-type: none"> Present perfect form in contrast to the past tense Y4 Ready to Write: Adverbs <ul style="list-style-type: none"> Using adverbs to express time and cause (adverbs of time and cause) Y4 Fronted Adverbials <ul style="list-style-type: none"> Using fronted adverbials and commas after fronted adverbials 	Reading: Children will read a range of fiction, non-fiction and poetry and work on a range of question types. Spelling: <i>See No Nonsense Spelling Pathway</i> Handwriting The One-Armed Robot Family (n, m and h)
Maths	Science – Properties of Materials	Computing – Creating Media – Stop Frame Animation
Multiplication and Division A Area Multiplication and Division B	Enquiry Questions: <ol style="list-style-type: none"> Can you describe and compare properties? Insulating Investigation What is dissolving? How can you separate materials? What is an irreversible change? 	<ol style="list-style-type: none"> Can a picture move? Frame by frame What's the story? Picture Perfect Evaluate and make it great! Lights, camera, action!
Geography – Settlements	RE –What makes a text sacred? (Kapow)	PSHE – Safety and the Changing Body (Kapow) Link to Safety Week
Enquiry Questions: <ol style="list-style-type: none"> What are the different types of settlements in the United Kingdom? How has land use changed over time? How is land use different in Thurmaston and London? What are the human and physical features of our local area? Fieldwork Lesson: How is the land in Barkby used? How does land use affect the human and physical features of an area? 	Enquiry Questions: <ol style="list-style-type: none"> How do people communicate beliefs without words? What can we find out about scripture? What does it mean if scripture was revealed or remembered? Why do some worldviews have more than one book of scripture? How do some people demonstrate the value of scripture? How do sacred texts play a part in some people's lives? 	<ol style="list-style-type: none"> 1st Aid: emergencies and calling for help (Year 3 Lesson 1) Drugs, alcohol and tobacco: influences (Year 3 Lesson 7) Keeping safe out and about (Year 3 Lesson 8)
Art – Storytelling through Drawing (Access Art)	DT - Food - Healthy and varied diet Link to History (Stone Age)	Music – Christmas Production
Key Concepts: <ol style="list-style-type: none"> That we can tell stories through drawing. That we can use text within our drawings to add meaning. That we can sequence drawings to help viewers respond to our story. That we can use line, shape, colour and composition to develop evocative and characterful imagery. 	Enquiry Questions: <ol style="list-style-type: none"> What ingredients have been used? How does this fit the Eat Well Guide? How can we improve the taste? How can we describe the taste/texture/smell? How do the sensory characteristics affect your liking for the food? 	Children to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
P.E. – Gymnastics and Tag Rugby	French – Colour, Size and Shape (Kapow)	Events/Visits
Pupils should be taught to: <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination 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 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to 	Year 3 <ol style="list-style-type: none"> Recognising and naming colours in French. Using colour and size adjectives to describe shapes. Explaining the difference between English and French word order. Speaking and understanding vocabulary related to shape, size and colour and recognising similarities between French and English nouns. Following instructions in French and finding new French nouns in a bilingual dictionary. Using colour and shape vocabulary to describe a picture. 	October <ul style="list-style-type: none"> 28th Safety Week and Individual Photos PTA Halloween Disco TBC November: <ul style="list-style-type: none"> 1st Diwali 5th and 6th Parents Evening 11th Remembrance Day 11th Anti-bullying Week 15th Children in Need Stirring the Pudding TBC December: <ul style="list-style-type: none"> 11th Class 3 Christmas Show 12th Christmas Jumper Day 13th Whole School Panto 19th Christmas Dinner 20th Christmas Service

Class 3 Spring 1 Overview

English Writing - Unit 1 To entertain: Character Description	English Writing – Unit 2 To Explain: Explanation Text	Reading, Spelling and Handwriting
Y3 Speech <ul style="list-style-type: none"> Inverted commas Y4 Speech <ul style="list-style-type: none"> using and punctuating direct speech (speech verbs) using and punctuating direct speech (other punctuation and moving the reporting clause) Y4 Apostrophes <ul style="list-style-type: none"> indicating possession by using the possessive apostrophe with plural nouns 	Y3 Paragraphs <ul style="list-style-type: none"> Introduction to paragraphs to group material Y4 Paragraphs <ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme 	Reading: Children will read a range of fiction, non-fiction and poetry and work on a range of question types. Spelling: <i>See No Nonsense Spelling Pathway</i> Handwriting The One-Armed Robot Family (k, b, p and r)
Maths	Science – All Living Things and Their Habitats 1	Computing – Data and Information – Branching Databases
Length and Perimeter Fractions A	Enquiry Questions: <ol style="list-style-type: none"> What are the 7 life processes? How can we sort and group animals? What are vertebrate animals? Which living things can be found in the local area? What is a classification key? How is our environment changing? 	<ol style="list-style-type: none"> Yes or No Questions Making Groups Creating a Branching Database Structuring a Branching Database Planning a Branching Database Making a Dinosaur Identifier
History – Ancient Egyptians	RE – Just how important are our beliefs? (Kapow)	PSHE – Safety and the changing body (Kapow) Link to Safer Internet Day
Enquiry Questions: <ol style="list-style-type: none"> How can we discover what Ancient Egypt was like over 5,000 years ago? What did the River Nile offer the Egyptians? Who were the most influential Egyptians? (Queens and Pharaohs) Who opened Tutankhamun's tomb? What was the hierarchy of society? (Slaves and Pyramids) What did the Ancient Egyptians believe about the after-life? How did the Ancient Egyptian empire end? 	Enquiry Questions: <ol style="list-style-type: none"> What do promises mean? What promises do we make? Can we see the importance of someone's beliefs on the outside? How else might some people show their commitment? What else might people give up for their beliefs? What might someone sacrifice? 	<ol style="list-style-type: none"> Cyberbullying (Year 3 Lesson 4) Fake emails (Year 3 Lesson 5) Internet safety: Age restrictions (Year 4 Lesson 1) Share aware (Year 4 Lesson 2)
Art – Typography and Maps (Access Art)	DT – Electrical – Simple Circuits and Switches Link to Lighting for Habitats	Music
Key Concepts: <ol style="list-style-type: none"> That when designers work with fonts and layout it is called Typography. That we can use the way words look to help us communicate ideas and emotions. That we can create our own typography and combine it with other visual elements to make artwork about chosen themes. 	Enquiry Questions: <ol style="list-style-type: none"> Where and why is 'x' product used? What are the key features of this product? What is the products purpose? What is its intended purpose? How could this be dangerous? What are the benefits of battery power? What are the benefits of mains power? 	
P.E. – Dance and Swimming	French – French Classroom (Kapow)	Events/Visits
Pupils should be taught to: <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement compare their performances with previous ones and demonstrate improvement to achieve their personal best. swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations 	Year 3 <ol style="list-style-type: none"> Giving, understanding and responding to classroom instructions. Identifying whether nouns are masculine or feminine. Describing items in a school bag and pencil case and knowing their gender. Asking and answering a question in French about something they do or do not have. Using strategies to remember new vocabulary. Reading and understanding short sentences and creating new sentences from an example. Preparing and presenting a short text in French using previously learned vocabulary. 	January: <ul style="list-style-type: none"> 6th INSET Day 13th Energy Saving Week 29th Chinese New Year February: <ul style="list-style-type: none"> 3rd Children's Mental Health Week 4th Y3/4 Dodgeball Tournament 11th Safer Internet Day PTA Valentine Disco TBC

Class 3 Spring 2 Overview

English Writing - Unit 1 To Persuade: Leaflet	English Writing – Unit 2 To Entertain: Humorous Poetry	Reading, Spelling and Handwriting
Y3 Adverbs <ul style="list-style-type: none"> using adverbs to express time and cause (adverbs of time and cause) Y4 Noun Phrases <ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (noun phrases) 	Y3 Word Families <ul style="list-style-type: none"> Word families based on common words, showing how words are related in form and meaning Y4 Noun Phrases <ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (determiners) 	Reading: Children will read a range of fiction, non-fiction and poetry and work on a range of question types. Spelling: <i>See No Nonsense Spelling Pathway</i> Handwriting The One-Armed Robot Family (k, b, p and r)
Maths	Science – Plants	Computing – Creating Media – Desktop Publishing
Mass and Capacity Fractions B	Enquiry Questions: <ol style="list-style-type: none"> What do plants need? Do the different parts of the plant have a different function? What are roots? How to plants transport water? How do plants reproduce? How are seeds dispersed? 	<ol style="list-style-type: none"> Words and Pictures Can you edit? Great Template Can you add content? Lay it out Why DTP?
Geography – The Water Cycle	RE – Who was Jesus really? (Kapow)	PSHE – Health and Well-being (Kapow)
Enquiry Questions: <ol style="list-style-type: none"> What are the 3 states of water? What are the processes in the water cycle? What order does the water cycle happen? Why is the water cycle closed? What are the physical features linked to the water cycle? How does the water cycle impact humans? Why do some places flood? 	Enquiry Questions: <ol style="list-style-type: none"> What do we know about Jesus? Who was around at the time of Jesus? What did people think of the Romans? What is a prophecy? What might miracles suggest about Jesus? What happened when Jesus died? 	<ol style="list-style-type: none"> Looking after our teeth (Year 4 Lesson 1) Celebrating Mistakes (Year 4 Lesson 3) My Happiness (Year 4 Lesson 5) Emotions (Year 4 Lesson 6) Mental Health (Year 4 Lesson 7)
Art – Working with Shape and Colour (Access Art)	DT – Electrical – Simple Circuits and Switches Link to Lighting for Plants	Music
Key Concepts: <ol style="list-style-type: none"> That we can be inspired by key artworks and make our own work in creative response. That we can use shape and colour as a way to simplify elements of the world. That shapes have both a positive and negative element. That we can arrange shapes to create exciting compositions. That we can build up imagery through layering shapes. That we can use collage to inspire prints. 	Enquiry Questions: <ol style="list-style-type: none"> Where and why is 'x' product used? What are the key features of this product? What is the products purpose? What is its intended purpose? How could this be dangerous? What are the benefits of battery power? What are the benefits of mains power? 	
P.E. –Tennis and Swimming	French – Animal Names and Habitats	Events/Visits
Pupils should be taught to: <ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis] compare their performances with previous ones and demonstrate improvement to achieve their personal best. swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations 	Year 3 <ol style="list-style-type: none"> Identifying and recognising key phonemes in new nouns (animals and habitats). Using a dictionary to determine the gender of new French nouns. Recognising and using the negative form and the correct article (un/une, le/la) for a noun's gender. Building positive and negative sentences. 	February: <ul style="list-style-type: none"> 25th Book Fair 25th and 26th Parents Evening March: <ul style="list-style-type: none"> 3rd National Careers Week 6th World Book Day 10th British Science Week 15th Comic Relief 16th Holi 23rd Mad March Hair Day 24th Class Photos April: <ul style="list-style-type: none"> Easter Service TBC

Class 3 Summer 1 Overview

Class 3 Summer 1 Overview		
English Writing - Unit 1 To Entertain: Narrative		Reading, Spelling and Handwriting
Y3 Prepositions <ul style="list-style-type: none"> Prepositions and prepositional phrases Y3 Speech <ul style="list-style-type: none"> Inverted commas Y4 Speech <ul style="list-style-type: none"> using and punctuating direct speech (speech verbs) using and punctuating direct speech (other punctuation and moving the reporting clause) Y4 Suffixes <ul style="list-style-type: none"> -tion -sion -ssion -cian 		Reading: Children will read a range of fiction, non-fiction and poetry and work on a range of question types. Spelling: <i>See No Nonsense Spelling Pathway</i> Handwriting The Curly Caterpillar Family (f, q and o)
Maths	Science – All Living Things and Their Habitats 2	Computing – Computing Systems and Networks – The Internet
Time Decimals Money	Enquiry Questions: <ol style="list-style-type: none"> How do mammals reproduce? Do animals reproduce in the same way? How do plants reproduce? What is a life cycle? What are the stages of a life cycle of a plant? 	<ol style="list-style-type: none"> Connecting Networks What is the internet made of? Sharing information What is a website? Who owns the web? Can I believe what I read?
History – Ancient Greece	RE – Why is the Bible the best-selling book of all time? (Kapow)	PSHE – Health and Well-being
Enquiry Questions: <ol style="list-style-type: none"> How can we know so much about the Ancient Greeks who lived over 2,500 years ago? What was life like in Ancient Greece? Would you prefer to live in Athens or Sparta? What was the impact of the Plague of Athens? What does the Olympics tell us about Ancient Greece? What were the greatest Greek achievements and what did the Greeks do for us? 	Enquiry Questions: <ol style="list-style-type: none"> How did the Christian Bible come to be? What is in the Bible? How did the Bible become a bestseller? How can the Bible mean different things to different people? Where might we find the Bible? How is the Bible relevant for some people today? 	<ol style="list-style-type: none"> The importance of rest (Year 5 Lesson 2) Taking responsibility for my feelings (Year 5 Lesson 5) Healthy Meals (Year 5 Lesson 6) Sun Safety (Year 5 Lesson 7)
Art – Exploring Pattern	DT – Frame Structures Link to Ancient Greek Buildings	Music
Key Concepts: <ol style="list-style-type: none"> That the act of making drawings can be mindful. That we can use line, shape and colour to create patterns. That we can use folding, cutting and collage to help us create pattern. That we can create repeated patterns to apply to a range of products or outcomes. 	Enquiry Questions: <ol style="list-style-type: none"> How well does the frame structure meet users' needs and purposes? Why were materials chosen? What methods of construction have been used? How has the framework been strengthened reinforced and stiffened? How does the shape of the framework affect its strength? How innovative is the design? When, who and where was it made? 	
P.E. – Cricket and Rounders	French – Numbers, Calendars and Birthdays	Events/Visits
Pupils should be taught to: <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination 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 take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	Year 4 <ol style="list-style-type: none"> To learn the numbers to 31 and do maths calculations in French. To say the days of the week in French. To say the months of the year. To know how to ask what the date is and to write down the date in French. To learn about the similarities and differences between traditional birthday celebrations in France and England. 	May: <ul style="list-style-type: none"> 5th May Day 12th Mental Health Awareness Week 12th KS2 SATS Week 20th World Day for Cultural Diversity

Class 3 Summer 2 Overview

English Writing - Unit 1 To Inform: Non-chronological Report	English Writing – Unit 2 To Recount: Letter	Reading, Spelling and Handwriting
Y3 Paragraphs <ul style="list-style-type: none"> Headings and subheadings to aid presentation Y4 Paragraphs <ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme Y4 Suffixes <ul style="list-style-type: none"> Spell words ending: <ul style="list-style-type: none"> -ation -ly -ous 	Y3 Tenses <ul style="list-style-type: none"> Present perfect form in contrast to the past tense Y4 Standard English <ul style="list-style-type: none"> Standard English forms for verb inflections instead of local spoken forms 	Reading: Children will read a range of fiction, non-fiction and poetry and work on a range of question types. Spelling: <i>See No Nonsense Spelling Pathway</i> Handwriting The Zigzag Monster Family (z, v, w and x)
Maths	Science – All Living Things and Their Habitats 2	Computing – Creating Media – Audio Production
Shape Position and Direction Statistics	1. Jane Goodall Project	1. Recording a sound 2. Editing Audio 3. Planning a Podcast 4. Creating a Podcast 5. Combining Audio 6. Evaluating Podcasts
Geography – Natural Resources	RE – Does the language of scripture matter? (Kapow)	PSHE – Safety and the changing body and Transition (Kapow)
Enquiry Questions: <ol style="list-style-type: none"> What are natural resources? How have human needs for resources changed over time? How is energy generated and distributed? How is water generated and distributed? Why are foods imported and exported? How can we reduce energy, food and water waste? 	Enquiry Questions: <ol style="list-style-type: none"> What came before written scripture? How has Biblical Hebrew evolved? Is all Arabic the same? Should prayers be said in their 'original' languages? How important are translations of religious scripture? Why does some religious scripture contain artwork? 	Year 4 Only: <ol style="list-style-type: none"> Introducing puberty (Year 4 Lesson 7) All: <ol style="list-style-type: none"> Coping Strategies (Year 3 Lesson 1)
Art – Making Monotypes (Access Art)	DT -	Music –
Key Concepts: <ul style="list-style-type: none"> That Monotype is a process where we make images by transferring ink from one surface to another to make a single print. That we can use the “distance” that monotype gives us between mark making and outcome to make images with texture and a sense of history/process. That we can combine monotype with other disciplines such as painting and collage. That we can make art by expressing our own personal response to literature or film. 	Enquiry Questions:	
P.E. – Athletics and Netball	French – Food (Kapow)	Events/Visits
Pupils should be taught to: <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination 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 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	Year 4 <ol style="list-style-type: none"> To begin to understand a conversation in French To read and say amounts of money in French To say the names of French shops correctly. To work out the meanings of unfamiliar words. To create a French menu based on authentic texts. 	June: <ul style="list-style-type: none"> PRIDE Month 2nd Y4 MTC 9th Healthy Eating Week 9th Money Sense Week 16th Arts Week 16th National School Sports Week 20th Sports Day 20th Summer Fayre July: <ul style="list-style-type: none"> Transition Days TBC 8th Class 4 and 5 End of Year Production 9th Reports 11th Founders Day