



# Year 4-5 Curriculum Plan 2026 - 2027



## Year 4- 5

***A Curriculum that celebrates the Global Diversity of our school community***

|                     | Term 1                                                                            | Term 2                                                                            | Term 3                                                                                           | Term 4                                                    | Term 5                                                                                                                                               | Term 6                                                                                  |
|---------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| RE/STEAM key person | Saint Josephine Bakhita - When she was 8 years old she was sold in a slave market | Maggie Aderin-Pocock – Space scientist and science educator. She is also dyslexic | Timothy Berners Lee - Engineer of the World Wide Web                                             | Imhotep - first recorded engineer living in Ancient Egypt | Claes Oldenburg - Swedish-born American sculptor best known for his public art installations, typically featuring large replicas of everyday objects | Archimedes – Ancient Greek mathematician, physicist, engineer, astronomer, and inventor |
| Topic question      | What impact has Banksy had on Bristol?<br>Local History                           | What are the hottest and coldest places in the world?<br>Geography                | What was important to the Ancient Egyptians?<br>History<br>Egypt and the River Nile<br>Geography |                                                           | Where does our food come from?<br>Geography<br>Fairtrade                                                                                             | How did the Anglo-Saxons change life in Britain?<br>History                             |



# Year 4-5 Curriculum Plan 2026 - 2027



|                              |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                 |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Texts</b>                 | <p>Y4/5 Scribbleboy by Philip Ridley (fiction)</p> <p>Y4/5 Overheard in a tower block by Joseph Coelho (poetry)</p>                                                                                                                                                                                                   | <p>Y5 - Dr Maggie's Grand Tour of the Solar System by Maggie Aderin Pocock (non-fiction)</p> <p>Y3-4-5 The Incredible Ecosystems of Planet Earth by Rachel Ignotofsky (non-fiction)</p>                                                                                                | <p>Marcy and the Riddle of the Sphinx by Joe Todd Stanton (Historical fiction picture book)</p>                                                                                                                                                                                            | <p>Tutankhamun's Treasure by David Long (non-fiction chapter book)</p>                                                                                                                                                                                                                                             | <p>Earth Friends: Fair Fashion by Holly Webb (fiction)</p> <p>A Year of Nature Poems by Joseph Coelho (poetry)</p>                                                                                                                                           | <p>King Arthur and the Knights of the Round Table by Marcia Williams (non-fiction comic book)</p> <p>The Anglo-Saxons: Clever Ideas and Inventions from Past Civilisations (The Genius of) by Izzi Howell (non-fiction)</p>                                     |
| <b>Writing opportunities</b> | <p><b>Character descriptions</b> – Scribbleboy</p> <p><b>Setting description</b> – city scenes: concrete/colour</p> <p><b>News report</b> – new exhibition / street art found</p> <p><b>Poetry</b> (Bristol Young Poets workshops)</p>                                                                                | <p><b>Non-chronological report</b>- information text on habitats / biomes</p> <p><b>Biography</b> – Maggie Aderin Pocock / David Attenborough</p>                                                                                                                                      | <p><b>Explanation</b> – the Nile's journey through Africa</p> <p><b>Narrative</b> –Marcy's story (retell, innovate, invent)</p>                                                                                                                                                            | <p><b>Instructions</b> – How to mummify a banana</p> <p><b>Diary entry</b> - archaeologist</p> <p><b>Poetry competition</b> – NCET Trust theme and dates TBC</p>                                                                                                                                                   | <p><b>Balanced argument</b> – should we all buy Fairtrade?</p> <p><b>Formal letter</b> – persuade a shop to stock fairtrade products</p>                                                                                                                     | <p><b>News report</b> – Anglo Saxon hoard found!</p> <p><b>Graphic novel</b></p>                                                                                                                                                                                |
| <b>SPAG</b>                  | <p><b>Ready to write :</b><br/><u>How do we write sentences correctly?</u></p> <ul style="list-style-type: none"> <li>• Main clauses (caps and stops)</li> <li>• Nouns and Verbs</li> <li>• Tenses</li> <li>• Subject Verb Object</li> <li>• Conjunctions</li> <li>• Standard English (was/were, did/done)</li> </ul> | <p><u>How do we add detail to a sentence?</u></p> <ul style="list-style-type: none"> <li>• Y5 – <b>Parenthesis</b> (brackets, dashes, commas)</li> <li>• <b>Expanded Noun Phrases:</b> Determiners, Modifying adjectives and nouns, Prepositional phrases) y5 – Concise NPs</li> </ul> | <p><u>How do we use a range of punctuation?</u></p> <ul style="list-style-type: none"> <li>• <b>Commas:</b> in lists after FAs<br/>Y5 – avoid ambiguity</li> <li>• Y5 – colons in lists, semi-colons</li> <li>• <b>Punctuating</b> clauses</li> <li>• <b>Speech punctuation</b></li> </ul> | <p><u>How do we change the style for the audience? (formality)</u></p> <ul style="list-style-type: none"> <li>• <b>Dialogue.</b> Embedding speech.</li> <li>• Formal and informal Vocab</li> <li>• <b>Tenses</b> – present and past<br/>Y5 – present perfect, past perfect, future perfect, progressive</li> </ul> | <p><u>How do we add detail to our paragraphs? (cohesion)</u></p> <ul style="list-style-type: none"> <li>• Y5 – <b>Cohesion</b> (cohesive devices, concise ENPs, adverbials, relative clauses)</li> </ul> <p><b>Paragraphs</b> (sub-headings and devices)</p> | <p><u>How do we add tension to our narratives?</u></p> <ul style="list-style-type: none"> <li>• Use of punctuation (colons and dashes instead of conjunctions)</li> <li>• Building atmosphere through detail and imagery</li> </ul> <p><b>Consolidation</b></p> |



# Year 4-5 Curriculum Plan 2026 - 2027



| Classroom secrets planning:                                                                                    | Ready to Write<br>Apostrophes (Y4)<br>Pronouns (Y4)<br>Relative Clauses (Y5)                                                                                                                                                                                                      | Fronted Adverbials (Y4)<br>Modal Verbs (Y5)<br>Adverbs (Y5)                                                                                                                                                                                                                                                                                                                                   | Tenses (Y5)                                                                                                      | Parenthesis (Y5)<br>Expanded Noun Phrases (Y4+5)                                                                                                                                     | Commas (Y5)<br>Cohesion (Y5)                                                                                                                                                                                                                                                    | Consolidation                                                                        |
|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <b>Spelling Y5</b>                                                                                             | <u>Revisit:</u><br>Prefixes<br>-sure/-tur<br>Uh ou<br>K sh<br>Apostrophes<br>-gue -que<br><br>-cious -tious                                                                                                                                                                       | <b>Suffixes</b><br>words ending in -cial/-tial<br>words ending -fer before vowel<br>suffixes                                                                                                                                                                                                                                                                                                  | the 'ough' letter string                                                                                         | <u>Mastery</u><br>words ending in -cious/-tious<br>words ending in -cial/-tial<br>words ending -fer before <b>vowel</b><br><b>suffixes</b>                                           | <b>silent letters</b><br><b>the 'ei' grapheme after 'c'</b><br><b>homophones</b><br>your/you're,<br>their/there/they're,<br>our/are/hour<br>father/farther/further,<br>heard/herd, steal/steel<br>guessed/guest, passed/past,<br>missed/mist<br><b>UKS2 statutory word list</b> | <u>Mastery</u><br><b>UKS2 statutory word list</b><br><b>Mastery</b>                  |
| <b>Spelling Y4</b>                                                                                             | <u>Revisit</u><br>doubling consonants before<br>vowel suffixes (multi-syllable<br>words)<br>adding the -ly suffix<br>adding the -ous suffix<br>-tion/-sion/-ssion/-cian<br><b>Prefixes un / dis / mis</b><br><b>in / im / il / ir</b>                                             | <b>Homophones</b><br>your/you're, of/off,<br>their/there/they're<br>break/brake, peace/piece,<br>rein/rain/reign<br>accept/except, affect/effect,<br>whether/weather<br><b>suffixes</b><br>-sure/-ture                                                                                                                                                                                        | <b>LKS2 statutory word list</b><br><b>prefixes</b> (un/dis/mis/in/im/il/ir)<br>words ending <b>-sure / -ture</b> | <b>LKS2 statutory word list</b><br>the 'k' sound spelt 'ch'<br>the 'sh' sound spelt 'ch'<br>the 's' sound spelt 'sc'<br><b>prefixes</b><br>re / sub / inter / super / anti /<br>auto | apostrophes for plural poss<br><b>the -ation suffix</b><br><b>the 'uh' sound spelt 'ou'</b>                                                                                                                                                                                     | words ending in -gue -que<br><b>Mastery</b>                                          |
| <b>Maths</b><br>Follow WR Y5<br>And scaffold<br>below to Y4<br>and below<br><br><b>Year 5</b><br><b>Year 4</b> | <b>Place Value</b><br>Roman numerals<br><b>Numbers to 1,000</b><br>Numbers to 10,000<br><b>Numbers to 100,000/</b><br><b>1,000,000</b><br><b>Powers of 10</b><br>10/100/1000... more/less<br>Partitioning<br><b>Estimating</b><br>Number line<br>Compare/order<br><b>Rounding</b> | <b>Multiplication Division A</b><br><b>Multiply and Divide by</b><br><b>3,6,9,7,11</b><br>Multiples<br><b>Common multiples</b><br>Factors (spring1)<br><b>Common factors</b><br><b>Related facts</b><br><b>Prime numbers</b><br><b>Square numbers</b><br><b>Cube numbers</b><br><b>Informal written methods</b><br><b>Multiply 1 digit by 2 digits</b><br><b>Multiply 1 digit by 3 digits</b> | <b>Multiplication Division B</b><br><b>Fractions B</b>                                                           | <b>Decimals</b><br><b>Percentages</b><br><b>Length</b> Perimeter Area<br><b>Statistics</b>                                                                                           | <b>Shape</b><br><b>Position Direction</b><br><b>Money</b><br><b>Time</b>                                                                                                                                                                                                        | <b>Negatives</b><br><b>Converting units</b><br><b>Volume</b><br><b>Consolidation</b> |



# Year 4-5 Curriculum Plan 2026 - 2027



|                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                    |                                         |                                    |                                                                   |                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|------------------------------------|-------------------------------------------------------------------|------------------------------------------|
|                                                                                                                                                    | <b>Addition Subtraction</b><br>Mental strategies<br>Column addition<br>No exchange<br>With exchange<br>More than one exchange<br>Column subtraction<br>No exchange<br>With exchange<br>More than one exchange<br>Rounding to check/efficient<br>Inverse<br>Multi-step problems<br>Compare calculations<br>Missing numbers | Divide 2 digit by 1 digit<br>Divide 3 digit by 1 digit<br><br>Multiply by 10 100 1,000<br>Divide by 10 100 1,000<br>Multiples of 10 100 1,000<br><br>Correspondence problems<br>Efficient multiplication<br><br><b>Fractions A</b> |                                         |                                    |                                                                   |                                          |
| <b>Times Tables</b><br>Whole class to follow Y4 ADTT<br>3,6,9,7,11x tables taught here in place of Year 4 'Multiplication A' unit in maths lessons | <b>Revise 2x 5x 3x</b> (already on working wall)<br><br><b>Teach 4x 6x</b> (adding new facts to the wall as we learn them)                                                                                                                                                                                                | <b>8x</b><br><b>7x</b><br><b>9x</b>                                                                                                                                                                                                | <b>7x 9x</b><br><b>11x (up to 6x11)</b> | <b>11x</b><br><b>12x</b>           | <b>All tables</b><br>(MTC style – no division. focus 6x 7x 8x 9x) | <b>Y4 MTC check</b>                      |
| <b>Trips</b>                                                                                                                                       | Visitor- graffiti artist<br>Walk to Banksy mural – park street<br><br>We the curious – poetry workshop                                                                                                                                                                                                                    |                                                                                                                                                                                                                                    | Bristol museum Egyptians section        |                                    | Grow wilder? St Werburgh's farm?                                  |                                          |
| <b>Religious Education</b>                                                                                                                         | <b>Branch 1 – Creation and Covenant</b>                                                                                                                                                                                                                                                                                   | <b>Branch 2 – Prophecy &amp; Promise</b>                                                                                                                                                                                           | <b>Branch 3 – Galilee to Jerusalem</b>  | <b>Branch 4 – Desert to Garden</b> | <b>Branch 5 – Ends of the Earth</b>                               | <b>Branch 6 – Dialogue and Encounter</b> |



## Year 4-5 Curriculum Plan 2026 - 2027



| Catholic Social Teaching                             | Caring for Creation – God's creation<br><br>Teach the EYFS children about the Wildflower meadow and Allotment                                                                                                                                                                                    | Call to family, community and participation – We are one<br><br>Make Christmas cards or gifts for those in need                                                                                                                                                                                                                                                                                                | Life and Dignity of the Human person – We all matter!<br><br>Imago Dei Art Collage                                                                                                                                                                                                                                                           | Option for the Poor – that's not fair!<br><br>Afternoon of role play and activities: Needs v wants sorting game | Rights and responsibilities I am responsible!<br><br>Research Fairtrade and make biscuits using Fairtrade only products                                                                                                                                                                                                                                                                                      | The dignity of work and rights of workers/ solidarity - A powerful world!<br>Create a presentation teaching others about Fairtrade |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Science Y4                                           | Sound and Vibration                                                                                                                                                                                                                                                                              | Classification and changing habitats                                                                                                                                                                                                                                                                                                                                                                           | Electricity and circuits                                                                                                                                                                                                                                                                                                                     | States of matter                                                                                                | Digestion and Food                                                                                                                                                                                                                                                                                                                                                                                           | Making connections                                                                                                                 |
| Science Y5                                           | Unbalanced forces                                                                                                                                                                                                                                                                                | Earth and space                                                                                                                                                                                                                                                                                                                                                                                                | Properties and changes of materials                                                                                                                                                                                                                                                                                                          | Mixtures and separation                                                                                         | Life cycles                                                                                                                                                                                                                                                                                                                                                                                                  | Making connections                                                                                                                 |
| History                                              | Significant local individual C20th-C21st<br>Local history study                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                | the achievements of the earliest civilizations - Ancient Egyptians                                                                                                                                                                                                                                                                           |                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                              | Britain's settlement by Anglo-saxons                                                                                               |
| Geography<br>Taught by Miss Bowen in PPA Thursday pm | <b>Locational Knowledge</b><br>I can locate the United Kingdom on a world map.<br>I can name and locate cities of the UK including the capital cities and Bristol.<br><b>Geographical Skills</b><br>I can use maps, atlases, globes and digital / computer mapping to locate the United Kingdom. | <b>Locational Knowledge</b><br>I can identify the position and significance of the Northern Hemisphere, the Southern Hemisphere, latitude, Equator, Tropics of Cancer and Capricorn and Arctic and Antarctic circles.<br>Year 5 – longitude, the Prime / Greenwich Meridian and time zones (including night and day) - Science link.<br><b>Physical Geography</b><br>I can describe and understand key aspects | <b>Locational Knowledge</b><br>I can locate Egypt and the river Nile using maps.<br><b>Physical geography</b><br>I can describe and understand key aspects of rivers.<br><i>Focus on the river Nile.</i><br><b>Geographical Skills</b><br>I can use maps, atlases, globes and digital / computer mapping to locate Egypt and the river Nile. |                                                                                                                 | <b>Locational Knowledge</b><br>I can locate countries on a world map, focusing on South America, concentrating on its key physical and human characteristics.<br><b>Human Geography</b><br>I can describe and understand key aspects of human geography including economic activity and trade links and the distribution of natural resources including food.<br><i>Focus on bananas from South America.</i> |                                                                                                                                    |



## Year 4-5 Curriculum Plan 2026 - 2027



of climate zones, biomes and vegetation belts.  
**Place Knowledge**  
I can understand geographical similarities and differences through the study of the human and physical geography of a region of South America – the Amazon rainforest.  
**Geographical Skills**  
I can use maps, atlases, globes and digital / computer mapping to locate the Amazon rainforest.

**Geographical Skills**  
I can use maps, atlases, globes and digital / computer mapping to locate countries.

|                                  |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                            |                                                                                                |                                                                                                                                           |                                                                                                                                                     |                                          |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| <b>PSHE</b><br>Kapow – Year 4    | The online world – How can we decide what to trust online?                                                                                                                                                                                                                                                                            | Connecting with others: How can we respect each other?                                                                                                     | My healthy self: How can I make healthy life choices?                                          | Citizenship: How can I spend money responsibly?                                                                                           | Ten Ten – RSE                                                                                                                                       | Ten Ten – RSE                            |
| <b>Music</b>                     | <b>Preludes Music</b> are an external organisation who provide passionate and creative music curriculum that covers the National Curriculum and is adapted to meet the needs of our learners and our curriculum each term. Children have the opportunity to experience a range of instruments, genres, musical knowledge and history. |                                                                                                                                                            |                                                                                                |                                                                                                                                           |                                                                                                                                                     |                                          |
| <b>Computing – Y4 Curriculum</b> | <b>Computing systems and networks – The Internet</b>                                                                                                                                                                                                                                                                                  | <b>Creating Media – Audio editing</b>                                                                                                                      | <b>Creating Media – Photo editing</b>                                                          | <b>Data and information – Data logging</b>                                                                                                | <b>Programming – Repetition in shapes</b>                                                                                                           | <b>Programming – Repetition in games</b> |
| <b>PE</b>                        | <b>Swimming</b><br><b>Outdoor adventurous activities: solving problems</b><br>1. Solving problems by cooperating in pairs<br>2. Solving problems with communication and trust                                                                                                                                                         | <b>Swimming</b><br><b>Gymnastics – symmetry and asymmetry</b><br>1. Symmetry<br>2. Asymmetry<br>3. Learning on apparatus<br>4. Sequence formation in pairs | <b>Swimming</b><br><b>Gymnastics – symmetry and asymmetry</b><br>7. Create sequences in unison | <b>Swimming</b><br><b>Invasion games: maintaining possession and stopping an attack in ball games</b><br>1. Combine passing and receiving | <b>Invasion games: maintaining possession and stopping an attack through basketball</b><br>1. Dribbling<br>2. Passing, receiving and creating space | <b>Striking and fielding games</b>       |



## Year 4-5 Curriculum Plan 2026 - 2027



|                 |                                                                                                                                                                                                                                |                                                                                        |                                                                                                                                                                                                                |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                            |                                                                                                                                               |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
|                 | <p>3. Solving problems using leadership and motivation</p> <p>4. Solving problems with a team</p> <p>5. Solving problems by working together to score a point</p> <p>6. Solving problems with good teamwork in a challenge</p> | <p>5. Unison in sequence</p> <p>6. Canon in sequence</p>                               | <p>8. Create sequences in canon</p> <p>9. Sequences on apparatus in pairs</p> <p>10. Sequence work in groups</p> <p>11. Sequence completion and peer review</p> <p>12. Sequence completion and performance</p> | <p>2. Passing, receiving and creating space in games</p> <p>3. Combine passing and moving to create shooting opportunities</p> <p>4. Combine passing, moving and shooting</p> <p>5. Defending to stop an attack</p> <p>6. Game application</p> | <p>3. Combine passing and dribbling</p> <p>4. Shooting</p> <p>5. Defending</p> <p>6. Game application</p> <p><b>Athletics</b></p> <p>1. Running at speed</p> <p>2. Sprinting</p> <p>3. Pacing</p> <p>4. Tactics for running at distance</p> <p>5. Throwing for distance</p> <p>6. Jumping for distance</p> |                                                                                                                                               |
| <b>Art / DT</b> | <p>ART</p> <p>Drawing: Graffiti</p>                                                                                                                                                                                            | <p>DT</p> <p>Mechanisms</p> <p>Design and make a fidget spinner for 9-10 year olds</p> | <p>ART</p> <p>2 Term project – Ancient Egyptian Art Project</p> <p>Colour, pattern, collage, drawing</p>                    |                                                                                                                                                                                                                                                | <p>DT</p> <p>Cooking &amp; Nutrition: Make fairtrade chocolate biscuits</p>                                                                                                                                                                                                                                | <p>DT &amp; ART</p> <p>Structure/ Drawing Long boats</p>  |
| <b>MFL</b>      | <p>Intermediate Je me presente (presenting myself)</p>                                                                                                                                                                         | <p>Intermediate</p> <p>Quel temps fait il? (what is the weather like?)</p>             | <p>Intermediate Je A L'école (at school)</p>                                                                                                                                                                   | <p>Intermediate As Tu un Animal ? (do you have a pet?)</p>                                                                                                                                                                                     | <p>Intermediate Chez moi (my home)</p>                                                                                                                                                                                                                                                                     | <p>Intermediate Les Habitats (habitats)</p>                                                                                                   |