



Term & Values	<u>Autumn 1</u> Friendship	<u>Autumn 2</u> Compassion	<u>Spring 1</u> Generosity	<u>Spring 2</u> Forgiveness	<u>Summer 1</u> Justice	<u>Summer 2</u> Courage
Theme Title	The Workshop of the World		Black Gold	Gladiators Ready!	Wizards World!	Infinity and Beyond
History & Geography	<p>A local History: Victorians</p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Victorians – our school was built & the local Red House Museum workhouse.</p>	<p>Geography : Locational Knowledge</p> <p>As part of an exploration of the British Empire, pupils will locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical characteristics, countries, and major cities. It is important that some time is spent exploring the 'workshop' of Russia</p>	<p>The Oil Industry</p> <p>This is primarily a geography unit, focusing on the process of extracting & refining oil, physical and human features of locations of refineries and renewable/non-renewable energy sources. This project also uses 8 compass points, 4 & 6 figure grid references, keys and the use of ordnance survey maps.</p>	<p>The Romans</p> <p>History (achievements of the earliest civilisations)</p> <p>A study of Roman Britain, the successful invasion and subsequent period of settlement: Boudicca, buildings, slavery, gladiators, food, entertainment, Gods & Goddesses.</p>		
Entry Point/visits	<p>Brilliant Beginning</p> <p>Visit the Victorian orphanage of Red house Museum</p> <p>Use the musical Oliver as stimulus for writing</p>	<p>Brilliant Beginning:</p> <p>Fantastic Finale</p> <p>Preparation for the Victorian Christmas at Beaulieu House e.g. in role/music and singing.</p>	<p>Brilliant Beginning:</p> <p>For our entry point we will replicate an 'oil spill' in class, using trays of sand and water to replicate a 'beach', then adding oil. Pupils will test different materials in an attempt to 'clean-up' the oil spill.</p> <p>Fantastic Finale:</p> <p>For our exit point, we will prepare a debate on the proposal of a new wind-turbine farm off the south coast.</p>	<p>Brilliant Beginning:</p> <p>For our entry point, we will make Roman bread.</p> <p>Fantastic Finale:</p> <p>For our exit point, the class will visit Fishbourne Roman Palace & Gardens in Chichester, taking part in the Roman Activity Workshop. This includes mosaic-making, writing on wax tablets, spinning wool, arch and roof building, and role play in the Roman kitchen.</p>	<p>Brilliant Beginning:</p> <p>For our entry point we will</p> <p>Fantastic Finale:</p> <p>For our exit point, we will launch our water 'Rokits' from the school playground!</p>	<p>Brilliant Beginning:</p> <p>For our entry point, pupils will discover evidence of an extra-terrestrial visit to Priory School, as stimulus for their recount work in English.</p> <p>Fantastic Finale:</p> <p>To end this topic, we will be baking and decorating 'planet cookies', to celebrate the solar system.</p>
Global Neighbours	Understand the growth of diversity based on immigration and emigration during the Victorian period e.g. growth of the Empire	Identification of places including countries and cities and as well as understanding diverse environmental conditions.	We will consider the impact the oil industry has had on the world economy and politics. We will make a comparison between a prominent UK oil refinery (Esso, Fawley) and a prominent refinery in the USA (Bay Town, Texas). We will consider the environment and the potential effects of global warming, and how the burning of fossil fuels may have contributed to this.	We will evaluate the impact the Romans had on ancient civilisation across Europe and the wider world, and the legacy they left behind, how Roman ideas, beliefs, inventions and customs have shaped the modern world.		We will learn about the Solar System within which our planet Earth exists and how this relates to the universe. We will consider the possibility of other civilisations existing beyond our solar system and the scientific evidence relating to this.
Learning How to Learn	Pupils will be reminded of the school values introduced last year: resilience, risk-taking and teamwork , and how these will be key as a new school year begins.		We will learn how to respond to feedback and reflect on our own learning. We will develop our debating skills, how to listen to the points of view of others and respond critically. Winston the Wise Owl.		We will further learn how to respond to feedback and reflect on our own learning. We will develop the 'Marketplace' approach in our topic lessons, with pupils becoming 'experts' in an area of knowledge and creating learning posters to cascade this to their peers.	

<p>Maths</p>	<p>Maths No Problem - 5A</p> <ul style="list-style-type: none"> Numbers to 1 000 000 <p>We will be looking at numbers and their place value to 1 000 000. We will learn to read and write numbers to 100 000, quickly moving onto numbers to 1 000 000. We will use concrete materials to represent numbers to 1 000 000, including number discs and place-value charts. We will learn to compare numbers to 1 000 000 using our knowledge of place value. We will explore number patterns and learn to round numbers to the nearest 10, 1000, 10 000 and 100 000.</p> <ul style="list-style-type: none"> Whole Numbers: Addition & Subtraction <p>We will be exploring addition and subtraction of numbers to 1 000 000. We will learn to use simple strategies to add and subtract, such as counting on and counting back. We will then focus on adding within 1 000 000 and subtracting within 1 000 000. We will learn to use a range of methods, such as the column method and number bonds to add and subtract numbers. We will use concrete materials to improve our visualisation and mental skills.</p>		<p>Maths No Problem - 5A</p> <ul style="list-style-type: none"> Whole Numbers: Multiplication & Division <p>We will be learning to multiply and divide 3- and 4-digit numbers by single- and double-digit numbers. We will be finding and defining multiples, factors and common factors. We will begin to work with prime numbers and determine what makes a number prime or composite. We will then learn about square and cube numbers before moving on to multiplying and dividing by 10, 100 and 1000. We will be using a variety of methods, including: number bonds, column methods and the grid method.</p> <ul style="list-style-type: none"> Whole Numbers: Word Problems <p>We will be challenging ourselves to apply our learning of all four operation to solve multiple step word problems. We will be using the bar model and other visual representations to help visualise word problems.</p> <ul style="list-style-type: none"> Graphs <p>We will be learning to read and interpret information in tables and in line graphs. We will be deepening our understanding of time as we read increasingly complex timetables. We will be comparing line graphs and bar graphs.</p>		<p>Maths No Problem - 5A/5B</p> <ul style="list-style-type: none"> Fractions <p>We will be learning to use more diverse problems involving fractions, including dividing and multiplying fractions by whole numbers. We will be supporting our learning with concrete apparatus and diagrams to help visualise fractions. We will learn to add and subtract fractions with different denominators and fractions represented with mixed numbers and improper fractions. We will begin to multiply fractions by whole numbers and multiply mixed numbers by whole numbers. We will solve problems involving fractions using the bar model.</p> <ul style="list-style-type: none"> Decimals <p>We will be learning to read and write decimals to thousandths, using concrete apparatus to support our learning. We will order decimals using our understanding of place value. We will explore the link between hundredths and thousandths written as fractions and decimals. We will apply our understanding of addition and subtraction to add and subtract decimals.</p>		<p>Maths No Problem - 5B</p> <ul style="list-style-type: none"> Percentage <p>We will learn to link hundredths to other equivalent fractions. We will then understand how other fractions can be shown as 'out of 100' and write this as both a decimal and percentage. We will then calculate percentages.</p> <ul style="list-style-type: none"> Geometry <p>We will be learning how to measure angles in degrees using a protractor. We will explore the angles that make 180° or straight line and those that make a full turn. We will practice drawing lines and angles accurately and use this to create accurate drawings of 2D shapes. We will apply our understanding of angles to solve problems involving angles. We will learn what a polygon is be able to name regular polygons.</p>		<p>Maths No Problem - 5B</p> <ul style="list-style-type: none"> Position & Movement <p>We will be embedding our understanding of writing co-ordinates of points. We will understand how to translate and reflect shapes on a grid. We will be able to solve problems involving translations and reflections of shapes.</p> <ul style="list-style-type: none"> Measurements <p>We will embed our understanding of how to convert between different units of length, mass and time. We will learn to use negative numbers when reading scales, such as thermometers. We will solve problems involving measurements.</p> <ul style="list-style-type: none"> Area & Perimeter <p>We will embed our understanding of how to calculate area and perimeter of shapes. We will be learning how to use scale diagrams to find the area and perimeter of figures. We will understand how to estimate area and when this might be useful.</p>		<p>Maths No Problem - 5B</p> <ul style="list-style-type: none"> Volume <p>We will be learning how to find the volume of solid shapes. We will explore how we can find the capacity of cuboids. We will understand how to convert between units of measurement for volume, estimate volume and solve</p> <ul style="list-style-type: none"> Roman Numerals <p>We will be learning to read and write Roman numerals up to 1000 and writing years in this way.</p>	
<p>English Text and plot pattern and writer toolkit</p>	<p>Fiction 1: Historical Stories Oliver Twist – Dickens (Inc 1 Week – Characters/ settings) Toolkit Description/ editing Break in Narrative. Toolkit Description/ Settings</p>	<p>Non-Fiction 1: Oliver Twist – Dickens Link to Break In Newspaper Reports</p> <p>Toolkit Newspapers/ recounts</p>	<p>Fiction 2 Significant Authors Alfred Noyes Narrative (Link to Poetry) Toolkit Figurative Language/ description</p>	<p>Non-Fiction 2: Weeks Crazy Competitions (Instructions and Explanations)</p> <p>Fiction 3 Short stories Dangle Toolkit Settings</p>	<p>Non-Fiction 1 How is oil extracted? Non-chronological reports Toolkit Explanation</p> <p>Fiction 1 Classic fiction The Wolves of Willougby Chase Toolkit Setting</p>	<p>Non-Fiction 2 Famous Oil Disasters Newspaper reports Toolkit Writing to recount</p>	<p>Fiction 2: Modern stories with a twist The Present. Toolkit Setting/ Editing</p>	<p>Fiction 3 Historical Narrative Ali-Baba Toolkit Dialogue</p>	<p>Non-Fiction 1 Reports and Journalistic Writing - Stop Thief Hook! Toolkit Description</p> <p>Fiction 1 Modern stories with a twist. Dangle! Toolkit Settings/Description/Feelings</p>	<p>Non-Fiction 2 Non-Chronological reports (link The Jabberwocky) and mysterious creatures. Toolkit Explain/entertain.</p>	<p>Non-Fiction 1 UFO Police Report Recounts Toolkit Recount</p>	<p>Fiction 1 Macbeth Classic Fiction - Shakespeare Toolkit Characterisation & dialogue</p> <p>Doctor Who - Should Daleks Live on Earth? Discussion Text Toolkit Discussion</p>
<p>Poetry Spine</p>	<p>Free Verse/Narrative and Ballad</p>		<p>Highwayman (Narrative)</p>		<p>Riddles and Puzzles</p>		<p>Imagery/Moral (Message to the Earth)</p>		<p>The Jabberwocky</p>		<p>Rhythm and Rap (leaflets)</p>	
<p>Core reading spine</p>	<p>Whole class text: (Reading Study) Oliver - Dickens (Abridged Version) Oliver Link to characters/settings/story writing and newspaper in writing reports/topic The Highwayman. Alfred Noyes (link to Writing)</p>				<p>Whole class text: (Reading Study) Look into My Eyes, Ruby RedFort - Lauren Child Rigby Navigator (Information texts) 20:20 Vision (Information Text Examples)</p>				<p>Whole class text: (Reading Study) Harry Potter and the Philosophers Stone JK Rowling CGP Reading Comprehension?</p>			

	Trapped – Rigby Nicholas Nickleby Rigby Navigator In the Dark – Hounds of the Baskervilles Great Expectations Class reader: The Runaways by Ruth Thomas	Class Reader - The Wolves of Willoughby Chase – Anne Fine & Butterfly Lion		Class Reader: The Demon Headmaster (Gillian Cross)		
Science	Animals, including Humans <ul style="list-style-type: none"> describe the changes as humans develop to old age 	Living Things and their Habitat <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals 	Materials <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda 		Fantastic Forces <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect 	Earth and Space <ul style="list-style-type: none"> describe the movement of the Earth and other planets relative to the sun in the solar system describe the movement of the moon relative to the Earth describe the sun, Earth and moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky
Computing	Online Safety We will understand what constitutes personal information and how this information can best be kept private online. Pupils will be introduced to their Google Accounts and understand the importance of password integrity. <u>Key NC Objectives:</u> <ul style="list-style-type: none"> To understand why it is important to keep personal information private when online 	Bridge Design CAD? Google Classroom - online editing We will learn how to use Google Classroom and Google Drive as an online space to store documents. We will learn how to collaboratively create and edit work. <u>Key NC Objectives:</u> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content 	Computer Science - Scratch Slug Trail We will learn how to design, debug and write programs that accomplish specific goals by using <i>Scratch</i> to create a playable game which includes the use of variables. Key NC Objectives: <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals Solve problems by decomposing them into smaller parts Use sequence, selection and repetition in programs 	Digital Literacy - Prezi /Jamboard We will learn how to use Prezi/Jamboard as an online presentation tool, creating a presentation linked to the Black Gold topic. We will evaluate the advantages and disadvantages of Prezi, comparing it to Microsoft Powerpoint. <u>Key NC Objectives:</u> <ul style="list-style-type: none"> use technology purposefully to create, 	Google Sheets Data Handling/Internet Google Sheets - understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Computer Science – Lego WeDo We will learn how to design, debug and write programs that accomplish	Google Classroom - online editing We will continue to use Google Classroom and Google Drive as an online space to store documents. We will learn how to collaboratively create and edit work. <u>Key NC Objectives:</u> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content

	<ul style="list-style-type: none"> To understand that meeting someone online can be dangerous To know that accepting emails from strangers can be dangerous To understand the need to ensure information online is checked and verified To know who to tell if you are worried about anything you have experienced online <p>Our School Network We will understand how computer networks operate to store, retrieve and manipulate information.</p>		<ul style="list-style-type: none"> Use logical reasoning to explain how simple algorithms work Detect and correct errors in algorithms in programs 	<p>organise, store, manipulate and retrieve digital content</p>	<p>specific goals by using <i>Lego WeDo to Fantastic Forces</i>.</p> <p>Key NC Objectives:</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals Solve problems by decomposing them into smaller parts Use sequence, selection and repetition in programs Use logical reasoning to explain how simple algorithms work Detect and correct errors in algorithms in programs 	
<p>Art or D&T</p>	<p>ART Van Gogh –Starry Night and (1800s)</p> <p>-to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] -about great artists, architects and designers in history. (Link to Victorian Period)</p>	<p>D&T A Bridge too Far!</p> <p>Look at bridges e.g. Brunel/suspension bridges. Competition to make the greatest span of bridge. Design -use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately -select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate - investigate and analyse a range of existing products - understand how key events and individuals in design and technology have helped shape the world</p>	<p>D&T Construction of Refinery/Rig Design</p> <p>-generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately -select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Technical knowledge -apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Art - Black Gold Charcoal drawings - oil rigs, oils slicks to improve their mastery of art and design techniques, including drawing,</p>	<p>ART – Construction of Roman pots/tiles - clay work.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>D&T - Roman Bread</p> <p>Design, bake, decorate and evaluate a traditional Roman loaf using rye flour.</p>  <p>Skills:</p> <p>~ <i>Understanding principles of a healthy and varied diet.</i> ~ <i>Prepare and cook food.</i> ~ <i>Understand seasonality.</i></p>	<p>Art - Portrait Pop Art (Andy Warhol)</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>D&T Lego wedo / AI</p> <p>Apply their understanding of computing to program, monitor and control their lego wedo robot (product)</p> <p>D&T - Cam toys</p> <p>Technical knowledge (use of mechanisms) Cam construction</p> <ul style="list-style-type: none"> how mechanisms can be used to make things move in different ways, e.g. a cam  <p>ART - Planets</p> <ul style="list-style-type: none"> pastel and paint

			painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]			
R.E.	Understanding Christianity Incarnation: Was Jesus the Messiah? British Value: <i>mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</i>	Living Difference Pilgrimage (Hajj) What is the importance of the festival of Eid for Muslims? British Value: <i>mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</i>	Understanding Christianity Salvation: What did Jesus do to save human beings? British Value: <i>mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</i>	Living Difference Fasting (Ramadan / Sawm) How do Muslims view the concept of temptation / self-control? British Value: <i>mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</i>	Understanding Christianity People of God: How can following God bring freedom and peace? British Value: <i>mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</i>	Understanding Christianity Creation: Creation and Science: conflicting or complementary? British Value: <i>mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</i>
Music Charanga	Livin' On A Prayer by Bon Jovi and other Classic Rock songs. Children will: <ul style="list-style-type: none"> Listen and Appraise Take part in warm up games Learn new songs and perform Play instrumental parts 	Classroom Jazz - Three Note Bossa and The Five Note Swing Children will: <ul style="list-style-type: none"> Listen and Appraise Learn about the interrelated dimensions of music through playing instruments and improvising Performance 	Make you Feel My Love by Bob Dylan (A pop ballad sung by Adele) and other pop ballads. Children will: <ul style="list-style-type: none"> Listen and Appraise Take part in warm up games Pulse, rhythm, pitch etc. Sing Play instruments Improvise and compose 	The Fresh Prince of Bel Air (Old School Hip Hop by Will Smith) Children will: <ul style="list-style-type: none"> Listen and Appraise Take part in warm up games have an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. 	Dancing In The Street by Martha and the Vandellas Children will: <ul style="list-style-type: none"> Listen and Appraise Take part in warm up games have an integrated approach where the games, the dimensions of music, singing and playing instruments are all linked. 	Reflect, Rewind and Replay Children will: <ul style="list-style-type: none"> Consolidate the learning that has occurred during the year, focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of The Language of Music Listen and Appraise classical music Sing Play instruments with a song Improvise using voices and instruments Compose and perform to peers
P.E. & Games	Invasion games: Netball Gym: Counter Balance and Counter Tension	Invasion: Football Health related exercise	Invasion: Tag Rugby Dance: The Circus	Invasion: Hockey OAA: Communication	Striking and Fielding: Rounders Net and wall: Tennis	Striking and Fielding: Cricket Athletics
Heartsmart	Get Heartsmart <ul style="list-style-type: none"> guard your heart worms 	Don't Forget to Let the Love In <ul style="list-style-type: none"> heart to heart trash or treasure? 	Too Much Selfie Isn't Healthy <ul style="list-style-type: none"> better to give or receive points of view 	Don't Rub It In, Rub It Out! <ul style="list-style-type: none"> post it poster it's not permanent 	Fake Is A Mistake <ul style="list-style-type: none"> handy build on truth 	No Way Through Isn't True <ul style="list-style-type: none"> mission possible the hobbit
P.S.H.E Jigsaw Scheme of Work	Being Me in my World Puzzle outcome: My year ahead Being me in Britain Y5 responsibilities Rewards and consequences Learning charter Owning my behaviour	Celebrating Difference Puzzle outcome: Different cultures Racism Rumours and name calling types of bullying Does money matter celebrating difference across the world	Dreams & Goals Puzzle outcome: jobs & careers dream job dreams and jobs in other cultures rallying support	Healthy Me Puzzle outcome: smoking awareness alcohol awareness emergency aid body image my relationship with food	Relationships Puzzle outcome: getting on and falling out girlfriends and boyfriends relationships and technology	Changing Me (Sex education unit) Puzzle outcome: self and body image puberty for boys and girls conception
French	<ul style="list-style-type: none"> Greetings Bonjour/ salut/ au revoir Comment ça va? Ça va bien/ ça va mal, ça va comme-ci comme-èa Introducing yourself Say what you're called and ask others what they're called. Comment tu t'appelles? Je m'appelle... 		<ul style="list-style-type: none"> Numbers 0-12 un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze Phonics consonants + French Alphabet CH/K/S/T/J/G/Z, Learn French consonants + imitate sounds Age Learn how to say your age and ask others, Quel âge as-tu?/ J'ai ... Days of the week lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche 	<ul style="list-style-type: none"> French Pancake Day "La Chandeleur". To know about Pancake Day in France and to compare it with the one in England and the rest of the world. Numbers 20-31 Months of the year les 12 mois de l'année 		

	<ul style="list-style-type: none"> • Phonics vowels AEIOU (Y) sounds • Recognise + imitate sounds of French vowels • Family members (close family members) mon père/mon frère /ma mère/ ma soeur • Christmas lesson Noel 	<ul style="list-style-type: none"> • Numbers 13-20 treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt • Colours bleu/blanc/rouge/marron/noir/violet/orange/jaune/rose/vert/gris • Class instructions regardez/écoutez/écrivez/répétez/prenez vos stylos/Silence/ asseyez-vous/levez-vous/levez la main 	<ul style="list-style-type: none"> • French mother's Day "La fete des meres" All about mother's day in France, England, world • Easter Paques All about Easter in France, England, etc ... • Pets Les animaux domestiques L'oiseau/ le lapin/ le poisson/le chien/le hamster/le serpent / Le cochon-d'inde/la tortue/la souris/le chat • Body parts Mon corps La tete/les epaules/les genoux/les pieds/les yeux/les oreilles/la bouche/le nez
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