



The Priory Church of England Primary School
Learning together, aiming high
YEAR SIX – CURRICULUM MAP

Terms and Values	<u>Autumn 1 7</u> Friendship	<u>Autumn 2 7</u> Compassion	<u>Spring 1 6</u> Generosity	<u>Spring 2 5 & ½</u> Forgiveness	<u>Summer 1 5</u> Justice	<u>Summer 2 7</u> Courage
Theme Title	Planet protectors	Revolution and Unrest!	Civil Rights	Benin Kingdom	20th Century Conflict	All the World's stage / Population and Globalisation
History or Geography	<p>Sustainability</p> <p>Geography</p> <p>Children will think about the needs of a settlement, and the needs of the planet as a whole. They will find out where resource such as power and food come from, and look at ways in which natural resources can be conserved. After discussing the idea of a carbon footprint, children will have the chance to consider how their actions impact on others around the world, and to think about the changes that they could make to try to ensure that natural resources are shared so there is enough for everyone.</p>	<p>Christchurch</p> <p>UK Geography / History study</p> <p>History: This unit looks at how living and working conditions changed as a result of the industrial revolution. Furthermore, the children will learn about inventions and the political changes that took place during this time.</p> <p>This Geography unit looks at both human Geography and location knowledge. <u>A local history study:</u> The dissolution of the local monastery and the setting up of the Priory Church as we know it.</p>	<p>The World & Civil Rights</p> <p>History</p> <p>This unit looks into the Civil Rights movement in America, including research on significant figures such as , Rosa Parks and Martin Luther King Jr. Moving towards the Black Lives Matter Movement and the important / impact / reason for this.</p>	<p>Benin</p> <p>History</p> <p>This Benin unit looks in depth about where the ancient Kingdom of Benin was located and how it came to thrive, what the people there believed in and how they showed this in their artwork. The unit explores western attitudes towards African civilisations, comparing the achievements, oral tales and artefacts of ancient Benin to those in Europe at the same time. The children will also learn about the story of Eweka and finally discover how European invaders threatened the civilisation of ancient Benin.</p>	<p>WW2</p> <p>History</p> <p>This unit will demonstrate the journey from WW1 to WW2 looking in depth at the Treat of Versailles, Hitler, life in Nazi Germany and the discussion on whether or not WW2 was inevitable.</p>	<p>Population and Globalisation</p> <p>Geography</p> <p>Population: This unit looks at the population of the world and the challenges that we face.</p> <p>Globalisation: This unit looks about globalisation and links it to: communication, trade, fashion and food.</p>
<p>Brilliant Beginnings/ Fantastic Finales</p> <p>Visits</p>	<p>Brilliant Beginning: Become a planet protector. Let's generate a list of things you could do to help the planet and we can present it on a Friday. Little picks, recycling photos etc. The children are then going to create an advert for children/adults to convince them that they need to help save the planet.</p> <p>Reflection.</p> <p>Fantastic Finale: To end this topic, we will be holding a fashion show for the children to show off what they have made.</p>	<p>Brilliant Beginning - Local area walks. Identify historical sites around Christchurch on a trail. What can we find out about the castle? What was it used for and why?</p>	<p>Brilliant beginning</p>	<p>Brilliant Beginning - Fantastic Finale -</p>	<p>Brilliant Beginning: For our entry point, we will have 'WW2 day' with pupils invited to dress up in WW2 outfits (evacuee, land girl, soldier etc) Fantastic Finale – Invite parents in to showcase everything the children have learnt over time.</p>	<p>Brilliant Beginning- Fantastic Finale - End of year production.</p>
Global Diversity				We will locate Benin on a world map/globe/Google Earth. We will compare		We will be learning about different National Parks around the world and how they

				Benin and modern day as part of our learning.		are important to people who live in those countries.
Learning How to Learn	We will have a growth mindset and learn that effort grows your brain. Ruby Resilience	Communicating ideas and listening to each other. Communicating Dotty	Collaboration - We will learn about Team Bee and how working together can make a difference.	Taking risks - Ralph the Risk taker We will learn what we mean by 'taking a risk' and the difference between those worth taking and those not.	Problem solving - Winston Wise Owl We will explore how the Egyptians solved problems and link this to our own learning.	Creativity - Sparky the Unicorn We will think of our own ideas to showcase learning.
Maths	<p>Maths Hub - Text A Chapter 1 - Number to 10,000 Numbers to 10,000,000 We will refine our knowledge of place value, working with numbers between 1 000 000 and 10 000 000. We will use concrete apparatus, numerals and words to represent numbers. We will round and compare numbers to 10 000 000, and place them in order from smallest to greatest.</p> <p>Chapter 2 - For operations on Whole Numbers 4 Operations on Whole numbers We will learn to create and solve expressions involving brackets, exponents, multiplication, division, addition and subtraction. We will then be multiplying 3- and 4-digit numbers by 2-digit numbers using number bonds and column multiplication as the key methods. After this, they we will learn to estimate the products of multiplication sentences before moving onto division. We will be learning to divide 3- and 4-digit numbers by 2-digit numbers using a variety of methods, including number bonds and long division. We will strategies to solve more complex word problems involving multiple operations, including multiplication and division, using the bar and other pictorial methods. We will deepen our understanding of common multiples, common factors and prime numbers.</p> <p>Chapter 3- Fractions We will refine our understanding of simplifying fractions using concrete apparatus and use this understanding to order fractions from the smallest to largest. We will learn to add and subtract fractions with different denominators, using pictures and diagrams to support</p>	<p>Maths Hub - Text A Chapter 3- Fractions We will refine our understanding of simplifying fractions using concrete apparatus and use this understanding to order fractions from the smallest to largest. We will learn to add and subtract fractions with different denominators, using pictures and diagrams to support our learning. We will extend our understanding to add and subtract mixed numbers. We will learn to use pictorial and abstract methods to multiply and learn how to divide fractions by a whole number.</p> <p>Chapter 4 - Decimals We will deepen our understanding of reading and writing decimals using base ten materials before moving on to dividing and multiplying decimals by 1-digit numbers with no regrouping or renaming. We will learn how to write fractions as decimals using division and pictorial methods before moving on to multiplying decimal fractions. We will learn to divide decimals by 1 and 2 digit numbers using a variety of methods, including: number bonds, the worded method, long division and the column method.</p>	<p>Maths Hub- Text A Chapter 5 - Measurements We will learn to convert units of measure using fractions and decimals. We will apply our knowledge to length, mass, volume and time.</p> <p>Chapter 6 - Word problems We will be learning to solve increasingly complex word problems using the 4 operations and bar model diagrams. We will be learning to use high-order reasoning skills to solve problems and we will also be creating and solving our own word problems.</p>	<p>Maths Hub- Text B Chapter 1 - Percentages We will be exploring how to calculate the percentage of numbers and quantities. We will learn how to solve for percentage change and use percentage to compare amounts. We will learn how to find the percentage of a quantity, measured in amounts such as litres and millilitres. We will learn how to use percentage to compare numbers and amounts.</p> <p>Chapter 2 - Ratio We will be learning to compare quantities and use fractions to represent this. We will learn to use the language of ratio: 'for every..'. We will then solve problems using ratio.</p> <p>Chapter 3 - Algebra We will be learning how to understand pattern using concrete apparatus and we will learn how to tabulate to help identify patterns. We will begin to understand how we can express the relationships between two numbers using a symbol or a letter. We will learn how to write algebraic expressions for each of the four operations. We will learn how to write and use formulae.</p>	<p>Maths Hub- Text B Chapter 4 - Area & perimeter Area and perimeter We will be exploring how to calculate the area of rectangles, triangles and parallelograms.</p> <p>Chapter 5 - Volume We will be developing our understanding of volume as it relates to cubes and cuboids. We will use concrete materials to understand the meaning of volume thoroughly. We will then determine a formula for the volume of cubes and cuboids, estimating volumes and calculating total volumes with a formula. We will solve problems related to volume, using division and multiplication.</p> <p>Chapter 6 - Geometry We will explore angles and discover rules for opposite angles and adjacent angles. We will explore angles in quadrilaterals and triangles. We will learn to name the parts of a circle and investigate angles within a circle. We will practise precision drawing of quadrilaterals and triangles. We will explore the nets of three dimensional shapes and learn to draw them accurately.</p>	<p>Maths Hub- Text B Chapter 7 -Position and Movement We will be learning how to describe positions of shapes on a grid in all four quadrants. We will learn to describe translations and reflections in all four quadrants. We will learn how we can use algebraic expressions to describe a position or a movement of a shape.</p> <p>Chapter 8 - Graphs and Averages We will be deepening our understanding of the mean as an average and solve problems using the mean. We will learn how to read pie charts and line graphs with more complex scales. We will solve problems involving graphs and pie charts.</p> <p>Chapter 9 - Negative Numbers We will consolidate our understanding of negative numbers by learning how to add and subtract using them. We will learn to use negative numbers in context.</p>

	our learning. We will extend our understanding to add and subtract mixed numbers. We will learn to use pictorial and abstract methods to multiply and learn how to divide fractions by a whole number.											
English	Fiction Wonder Genre: Fiction - writing in the style of the Author Toolkit: Description, speech, inference.	Non-fiction Information page and letter to Tesco about plastic Genre Information page and writing to persuade Toolkit Writing to inform	Fiction: The Railway Children Genre: Classic Fiction	Fiction: A christmas Carol Genre: Diary entry Toolkit: Feelings	Non-fiction Christmas Toy Review Genre: Review Toolkit The gadget workbook.	Fiction: The Boy who swam with Piranhas Genre: Fiction Toolkit	Fiction Michael Morpurgo Book study Genre: Adventure Toolkit: Dialogue and characterisation	Non - fiction The Three Little Pigs Genre: Newspaper report Toolkit Writing to inform	The Cave of requirement Genre: Mystery story	Non-fiction Harry Potter and the Chamber of Secrets Genre: Third person narrative on making and taking the Polyjuice potion Toolkit: Instructions	Non-fiction Georges Marvellous medicine Genre: Sensationalised newspaper reports	Genre: Toolkit:
Poetry Spine	Injustice by Shakur Grant (mini unit)			The Highway man				Flanders Fields by John McCrae Children will explore the symbolic and deeper meaning of this heritage poem and then write their own focusing on symbolism.		A Midsummer night's dream Playscript		
Core Reading Spine	Wonder by R.J Palacio (guided reading) The boy in the back of the Class - Onjali Rauf Rooftoppers - Katherine Rundell				The Boy Who Swam with Piranhas (guided reading) War Horse - Micheal Morpurgo (ENGLISH LINK) The Island - Armin Greder The Arrival - Shaun Tan			Goodnight Mister Tom by Michelle Magorian (guided reading) Once - Maurice Geitzman Skellig - David Almond				
Science	Light The pupil can use the idea that light from light sources, or reflected light, travels in straight lines and enters our eyes to explain how we see objects, and the formation, shape and size of shadows.		Electricity The pupil can use simple apparatus to construct and control a series circuit, and describe how the circuit may be affected when changes are made to it; and use recognised symbols to represent simple series circuit diagrams.		Living Things and Habitats The pupil can use the observable features of plants, animals and micro-organisms to group, classify and identify them into broad groups, using keys or in other ways.		Evolution and Inheritance The pupil can use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved; and describe how fossils are formed and provide evidence for evolution.		Animals including Humans The pupil can name, locate and describe the functions of the main parts of the digestive, musculoskeletal, and circulatory systems, and can describe and compare different reproductive processes and life cycles, in animals. The pupil can describe the effects of diet, exercise, drugs and lifestyle on how their bodies function.		The Science of Sport This is a revision that includes aspects of all areas taught in Y5/6 including Classification, Materials, Air resistance and friction. Exercise, nutrition and injury, Inheritance. Electricity	
Computing	- E-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.		TinkerCad: Chn to use 3D modelling to create their own invention. <ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design 		Google Slides A history-led story about Black History. Use Google Slides to create an interactive information presentation about Black History and significant figures.		Code.org - Minecraft A history-led unit where the children will look at the Benin civilisation, discovering their traditions and how they lived. The children will learn about the ancient		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		Google sites - All about me	

	<p><u>Key NC Objectives:</u></p> <ul style="list-style-type: none"> ● To understand why it is important to keep personal information private when online ● 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>and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>To understand what the different tools in Tinkercad can do and which is the most effective for the task they are trying to accomplish</p>	<p><u>NC Objectives:</u></p> <ul style="list-style-type: none"> ● 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 ● select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information ● use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content <p>Skills:</p> <ul style="list-style-type: none"> ● To animate a picture which will then display certain information ● Add new slide ● Add titles, information, videos, text and pictures to slides and format them effectively ● To be able to present work confidently in front of the class. 	<p>civilization's beliefs and the history around it.</p> <p>The children will use code.org to animate a Benin story within in Minecraft</p> <p><u>NC objectives</u></p> <ul style="list-style-type: none"> ● design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ● use sequence, selection, and repetition in programs; work with variables and various forms of input and output ● use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ● use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact <p>Skills:</p> <ul style="list-style-type: none"> ● Use external triggers and infinite loops to control sprites. ● Create and edit variables. ● Use conditional statements. ● Design their own animation including sprites, backgrounds. ● Use conditional statements, loops, variables and broadcast messages in the animation. <p>Evaluate the effectiveness of the animation and debug as required.</p> <p>Assessment: Can children effectively manipulate a sprite in a variety of ways to create an animated sequence?</p>	<p>opportunities they offer for communication and collaboration</p>	
<p>Art or Design and Technology</p>	<p>Art/D&T - Fabric Bag</p> <p>A DT led topic where children will have to design, create and sew their own bag for life, thinking about the impact of recycling and reusable products on our environment, in preparation for a fashion show.</p>	<p>Art</p> <p>Lowry art - Matchstick Laurence Stephen Lowry RBA RA was an English artist. Many of his drawings and paintings depict Pendlebury, Lancashire, where he lived and worked for more than 40 years, Salford and its vicinity.</p>	<p>Land art</p>	<p>ART:</p> <p>Animal clay tiles</p> <p>As part of the topic, the children will adopt the Guild of Craftsmen. The children would have learnt about the 'gifts for the gods' and how they are going to make their own inspired by what they have learnt.</p>	<p>ART:</p> <p>The children will study artists and architects from WWII. They will focus on Charles Pears (artist) and Sir Horace Jones (architect of the Tower Bridge). They will research the artist and painting and famous landmark. Then sketch famous</p>	<p>Self-portrat?</p>

	<p>- to improve their mastery of art and design techniques, including sketching designing, sewing and with a range of materials [for example, pen, paint, fabric, buttons, sequins]</p> <p>Key Skills:</p> <ul style="list-style-type: none"> ● Accurately measure, mark out and cut materials ● Accurately assemble, join and combine materials ● Accurately apply a range of finishing techniques ● Understand that a single fabric shape can be used to make a 3d textiles project ● Strengthening fabrics 	<p>Lowry is famous for painting scenes of life in the industrial districts of North West England in the mid-20th century.</p>			<p>London buildings and paint similar scenes.</p>	
<p>Music</p>	<p>Happy</p> <p>All the learning in this unit is focused around one song: Happy, a Pop song by Pharrell Williams</p> <p>This unit contains all the classic teaching resources you would expect but with upgrades. These include new Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool. Perform with more options too!</p> <p>This is a six-week Unit of Work supported by One-page step-by-step / weekly Lesson Plans, and an Assessment Framework (see Assessment tab on the Charanga Musical School homepage).</p> <p>The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>Classroom Jazz 2</p> <p>This unit is a little lighter in content as you will be busy with general Christmas activities. Don't forget to look at the Productions in the Freestyle section.</p> <p>This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around two tunes and improvising:</p> <p>Bacharach Anorak and Meet The Blues.</p> <p>Charanga would like to acknowledge the kind support of Storyville Records and musician and music educator Ian Gray in the production of the Musical School Jazz units.</p>	<p>A New Year Carol</p> <p>A Friday Afternoons Song by Benjamin Britten</p> <p>This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol.</p> <p>Other learning within the unit gives your class the opportunity to research Benjamin Britten's life and to listen to many of his other works through links to Fridayafternoonsmusic.co.uk (you can also download a piano reduction for this song from here too).</p>	<p>You've got a friend in me</p> <p>All the learning in this unit is focused around one song: You've Got A Friend by Carole King</p> <p>This unit contains all the classic teaching resources you would expect but with upgrades. These include new Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool. Perform with more options too!</p> <p>This is a six-week Unit of Work supported by One-page step-by-step / weekly Lesson Plans, and an Assessment Framework (see Assessment tab on the Charanga Musical School homepage).</p> <p>The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>Music and Me is the first in a series of units focusing on inspirational women working in music, and part of Brighter Sound's pioneering gender equality initiative Both Sides Now.</p> <p>Your students can access this Unit of Work to write their own music. Click the button below to assign the Yumu Package for this unit to a group.</p> <p>Throughout this series, they will explore the concept of 'identity' – the various elements that shape us. In this unit, we start with gender, with reference to social and cultural differences.</p> <p>They will be invited to try out different ways of making their own music, while exploring the work of some of the most influential women in music over the last 100 years.</p> <p>Four British female contemporary artists are featured and interviewed in the unit; all living in the UK, expressing themselves through music and with different cultural backgrounds:</p>	<p>Reflect, Rewind and Replay</p> <p>This unit contains all the classic teaching resources you would expect but with upgrades. These include new Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool.</p> <p>Consolidate your learning and perform</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p>Musical learning focus:</p> <ul style="list-style-type: none"> ● Listen and Appraise Classical music ● Continue to embed the foundations of the interrelated dimensions of music

					<p>Shiva Feshareki: A turntablist and composer of Iranian descent who works with orchestras.</p> <p>Eska Mtungwazi: A London-born singer-songwriter and multi-instrumentalist, known professionally as Eska.</p> <p>Afrodeutsche: A British-born Ghanaian/Russian/German composer, producer and DJ based in Manchester.</p> <p>Anna Meredith: A composer and performer of electronic and acoustic music.</p> <p>Recurring themes are discussed by the artists and built into the step-by-step lesson plans provided for discussion and use in your students' compositions if appropriate. Ultimately, your students will discover that music offers a perfect way of exploring and expressing our identity, giving us confidence, power and purpose!</p>	<p>using voices and instruments</p> <ul style="list-style-type: none"> ● Singing ● Play instruments within the song ● Improvisation using voices and instruments ● Composition ● Share and perform the learning that has taken place <p><i>Year 6 End of year production Perform in solo and ensemble contexts using voices and instruments with increasing accuracy, fluency, control and expression.</i></p>
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R.E.	<p>Understanding Christianity Incarnation</p> <p>Key question: Was Jesus the Messiah?</p>	<p>Understanding Christianity Salvation</p> <p>Key question: What difference does the resurrection make for Christians?</p>	<p>Living Difference RE Sacredness (Islam)</p> <p>Key question: What do Muslims consider to be sacred?</p>	<p>Living Difference Rites of Passage (compare and contrast Christianity and Islam)</p>	<p>Understanding Christianity Kingdom of God</p> <p>Key question: How Can following God bring freedom and peace? (a look at monotheistic faiths)</p>	<p>Living difference: RE & Art link Religious Art with a particular focus on Angels & interpretation</p>
P.E. & Games	<p>Gymnastics (Matching & mirroring) – Apparatus, safety, jumping and landing. developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>Games-Football - Develop attacking/defending use of space, develop passing and dribbling skills</p>	<p>Dance -Perform dances using a range of movement patterns, vary use of space, direction and levels-Link to Beaulieu Visit.</p> <p>Games-Tag Rugby - Use passing and moving to create attacking opportunities to score a try. Defend to prevent attacking opportunities. Consolidate attacking and defending in games of tag rugby and lead to in-house tournament.</p>	<p>Dance Developing flexibility, technique, strength and balance</p> <p>Games-Handball - Apply tactics and decision making when defending in different games scenarios. Apply effective attacking and defending skills leading to an in-house tournament developing running, catching and throwing.</p>	<p>Gymnastics - Developing balance and counter tension in Gymnastics. Compare performance in order to make improvements to movements.</p> <p>Games: Netball - Consolidate understanding of attacking and defending tactics applying them to high-five netball games. Consolidate the use of passing styles. Demonstrate where and why other passing styles will be effective. Resulting in an in-house tournament.</p>	<p>Games- Cricket and Rounders we will develop our Striking and Fielding skills.</p>	<p>Athletics We will develop our Athletics abilities in running, jumping and throwing. (Sports Day)</p> <p>Outdoor Adventurous Activities-(PGL Weymouth)Challenges both individually and as a team</p>
French	<ul style="list-style-type: none"> ● Greetings 		<ul style="list-style-type: none"> ● Numbers 0-12 <p>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze</p>		<ul style="list-style-type: none"> ● French Pancake Day 	

	<p>Bonjour/ salut/ au revoir Comment ça va? Ça va bien/ ça va mal, ça va comme-ci comme-èa</p> <p>● Introducing yourself</p> <p>Say what you're called and ask others what they're called.</p> <p>● Comment tu t'appelles?</p> <p>Je m'appelle...</p> <p>● Phonics vowels</p> <p>AEIOU (Y) sounds</p> <p>● Recognise + imitate sounds of French vowels</p> <p>● Family members</p> <p>(close family members) mon père/mon frère /ma mère/ ma soeur</p> <p>● Christmas lesson</p> <p>Noel</p>	<ul style="list-style-type: none"> ● 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 ● 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 	<p>"La Chandeleur". To know about Pancake Day in France and to compare it with the one in England and the rest of the world.</p> <ul style="list-style-type: none"> ● Numbers 20-31 ● Months of the year les 12 mois de l'année ● 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 			
<p>P.S.H.E <i>(Includes circle time, links to School Council and debating)</i></p>	<p>Jigsaw: Being in my world & Celebrating differences</p> <p>Heartsmart: Get Heartsmart and Don't Forget to Let the Love in</p> <p>British Values: Rule of Law Examine rules at school why they are necessary, links between rights and responsibilities and Ready, Respectful and Safe. Tolerance of those with different faiths and beliefs. Explore through Rites of Passage during R.E. Explore modern slavery within Victorian Britain topic</p>	<p>Jigsaw: Dreams and Goals & Healthy Me</p> <p>Heartsmart: Too much selfie isn't healthy & Don't rub it in, rub it out.</p> <p>British Values: Democracy and individual liberty - Link to the Civil War and King v Parliament.</p>	<p>Jigsaw: Relationships and Changing Me (Relationships and Sex Education)</p> <p>Hearsmart: Fake is a mistake & No way through isn't true,</p> <p>British Values: Mutual RespecDemocracyt - To be developed over the residential eg sharing rooms with others and respect between boy/girl differences Changing me/Sex Education. Links to People's Parliament</p>			
<p>Heartsmart</p>	<p>Get Heartsmart</p>	<p>Don't forget to let the love In</p>	<p>Too much selfie isn't healthy</p>	<p>Don't rub it in, rub it out!</p>	<p>Fake is a mistake</p>	<p>No way through isn't true</p>