



2022-2023 Year 6 Curriculum - Engage, Challenge, Inspire

	Term 1 <i>(7 weeks 2 days)</i>	Term 2 <i>(7 weeks)</i>	Term 3 <i>(7 weeks)</i>	Term 4 <i>(7 weeks)</i>	Term 5 <i>(5 weeks)</i>	Term 6 <i>(6 weeks 4 days)</i>
Topic/ Theme	From Source to Mouth: How do rivers change shape?	Planet in Peril: What impact are humans having on the world?	Rules, Reformation and Royalty: How did the power of the monarchy change over time?	The Home Front: What was life in Banbury like in WW2?	The Home Front: What was life in Britain like in WW2?	Magic and Mystery: How did the Ancient Maya live?
Hook	Visit to the river and reservoir (Geography)	Polluted classroom and Blue Planet II (TV series)	Watching Macbeth (animated tales) and the Witches' classroom	History loan box	Read Cloudbusting	Warner Brothers Studio Tour
Educational Visits/Visitors	Visit to the river and reservoir (Geography fieldwork) UKS2 optional residential and ambitious offer for those staying behind. Bikeability IMPS (PSHE)	Local area fieldwork (pollution)	Junior Citizen (PSHE)	Edd Frost visit to school (RE)	Warner Brothers Studio Transition visits (local secondary schools)	
Final Outcome (English / Humanities / Science)	English: The Giant's Necklace from an alternative viewpoint Humanities: Knowledge page Science: Set up and record own investigation about	English: Persuasive report Humanities: Google Slides presentation on pollution and renewable energy Science: knowledge page	English: Discussion text Humanities: Knowledge page on Monarchs Science: Plan own investigation and knowledge page on light	English: Radio reports about the Coventry bombings Humanities: continue into next term Science: Lighthouses	English: News report based on Cloudbusting Humanities: Knowledge page WW2	English: Harry Potter Narrative Humanities: Knowledge page Ancient Maya Science: Knowledge page Evolution and Inheritance

		digestion and knowledge page					
English	Reading	Kensuke's Kingdom by Michael Morpurgo	Floodland by Marcus Sedgewick	Treason by Berlie Doherty	Lifeboat 12 by Susan Hood	The Boy with the Butterfly Mind by Victoria Williamson	Harry Potter and the Chamber of Secrets
		The circulatory system (Twinkl)	What a Waste by Jess French/Guardians of the Planet by Clive Gifford	Shakespearean Poetry - The Witches Spell Act IV, Scene I (1 week)		SATs	
	The Digestive system (Twinkl)	A Christmas Carol by Charles Dickens					
	Narrative	The Giant's Necklace by Michael Morpurgo Rewriting the story from an alternative viewpoint. (2 weeks)	Greta and the Giants Setting description (2 week)	Macbeth retell a scene from the playscript (2 weeks)	Letters from the Lighthouse by Emma Carroll retell the story from an alternative viewpoint (2 weeks) Playscripts (2 weeks)	Cloudbusting by Malorie Blackman Alternative ending (2 weeks)	Harry Potter and the Philosopher's Stone by JK Rowling setting descriptions and dialogue (3 weeks) Transition units (1-2 weeks)
Non - narrative		Explanation text - The digestive system and the circulatory system (2 weeks)	Non-chronological reports on an animal from Blue Planet II (2 weeks) Persuasive reports on landfill and ocean pollution (2 weeks)	Letters between Macbeth and Lady Macbeth/Banquo (1 week) Discussion text - who was guilty of King Duncan's Murder? (2 weeks)	Radio reports about the bombing in Coventry	Newspaper report (3 weeks)	Persuasion: Visit the Chichen Itza/Harry Potter Studios (2 weeks)
	Poetry	The Sea by James Reeves (2 weeks)		Shakespearean Poetry - The Witches Spell Act IV, Scene I (1 week)		Cloudbusting by Malorie Blackman Haikus, rhyming couplets and calligrams Poems about bullying (1 week)	
Maths		Numbers and the number system <i>inc. measures and decimals</i> - missed unit from year	Shape: Visualising and constructing (1 week) - done during lockdown. Be aware.	Calculating FDP (3 weeks) Assessments	Measuring Space (1 week) Angles (1 week)	Calculating space (1 week) Movement (1 week)	Transition work

		<p>5. Assessment (3 weeks)</p> <p>Checking (1 week)</p> <p>Calculating + - x (2 weeks)</p> <p>Calculating ÷ (2 weeks)</p>	<p>Assessments</p> <p>Inv. properties of shapes (1 week) - done during lockdown. Be aware.</p> <p>Formulae (1 week)</p> <p>Exploring FDP (2 weeks)</p>	<p>Proportional Reasoning (2 weeks)</p> <p>Patterns (1 week)</p>	<p>Calculating FDP (3 weeks)</p> <p>Assessments</p> <p>Equations (1 week)</p>	<p>Presenting Data (1 week)</p> <p>Measuring data (1 week)</p> <p>SATs</p>	<p>Theme Park design - area, costs, profit and loss.</p> <p>Harry Potter Transition Unit - formulae, time.</p>
	Real life links	<p>Word problems involving money and measurement</p>	<p>Fractions of measurements including reading a variety of scales.</p> <p>Time - link to fractions.</p>	<p>Word problems involving fractions and percentages of money and measurement.</p> <p>Decimals in money and measurements.</p>	<p>Volume - making metre cubes, Easter Egg boxes.</p>	<p>Use equations to calculate area and perimeter</p> <p>Map work - co-ordinates</p>	<p>Profit and loss accounts</p> <p>Budgets</p>
	Cross-curricular links	<p>Geography: Presenting data from Rivers fieldwork, scale maps</p>	<p>Geography: Presenting data from pollution survey, scale maps</p> <p>DT: Nets and measuring bird houses</p>	<p>Science: Measuring the length of shadows</p> <p>Ratio of drinks (mocktails) - link to the witches' spell.</p>	<p>Electricity and WW2 word problems.</p>	<p>Computing: Presenting data</p> <p>PE: Time races and measure jumps (athletics)</p>	<p>Harry Potter word problems.</p>
History			<p>Monarchs whose power changed over time:</p> <p>To explore how the signing of the Magna Carta affected the power of John.</p> <p>To investigate how Richard III was able to seize the throne from his nephew.</p> <p>To explore the Wars of the Roses and how the Tudor dynasty began</p>	<p>Banbury in WW2 - a local study</p> <p>To explore the events that led to the outbreak of war.</p> <p>To explore how, when and why children were evacuated in WW2.</p> <p>To explore Banbury's role in evacuation.</p> <p>To explore how Banbury and Coventry</p>	<p>WW2 Continued</p> <p>To explore the changing role of women during WW2.</p> <p>To explore the 'Dig for Victory' campaign.</p> <p>To order key events from WW2.</p> <p>To investigate a key event from WW2 in detail (pupil choice).</p>	<p>Ancient Maya</p> <p>To locate the Ancient Maya Civilisation in time and place.</p> <p>To explore what artefacts from the past can tell us about how ancient civilisations lived.</p> <p>To explore the religious beliefs that the ancient Maya held.</p>	

			<p>To explore how Henry VIII changed the power of the church.</p> <p>To explore the conflict between Charles I and Oliver Cromwell during the English Civil War..</p>	<p>were affected by bombing raids.</p> <p>To understand how people adapted to reduced product availability.</p>	<p>To investigate the events and effects of the holocaust.</p>	<p>To investigate number and writing systems in ancient Maya.</p> <p>To investigate what everyday life was like in ancient Maya.</p>
Geography	<p>Rivers and Coasts</p> <p>To locate UK rivers and seas.</p> <p>To investigate the features of a river.</p> <p>To explore how a river changes shape.</p> <p>To recognise river features and the symbols used on a map.</p> <p>To observe and record human and physical geography in the local area.</p> <p>To explore different types of coastal erosion.</p> <p>To recognise coastal formations</p>	<p>Pollution</p> <p>To observe the impact that humans have on our local environment (fieldwork).</p> <p>To draw a scale map of our local area.</p> <p>To identify different forms of pollution (computing).</p> <p>To identify the seas and oceans of the world.</p> <p>To describe key aspects of the water cycle.</p> <p>To understand what natural resources (including fossil fuels) are.</p> <p>To describe what renewable energy sources are (computing).</p>		<p>Map skills: the location of the axis and the allies WW2 in Europe</p> <p>To read 8 points on a compass.</p> <p>To use four and six figure grid references to find locations.</p>		<p>Global Learning Week</p> <p>To locate Ancient Maya on a map of Central and South America.</p> <p>To read 8 points on a compass.</p> <p>To use four and six figure grid references to find locations.</p>
Science	Animals including humans	Living Things and Classification	Light	Electricity	SATs	Evolution and Inheritance

	<p>To revise the names and locations of the internal organs.</p> <p>To explore the circulatory system.</p> <p>To explain how the heart works.</p> <p>To explore the impact of a healthy diet and exercise on our bodies.</p> <p>To evaluate how your heart rate is affected by different types of exercise.</p> <p>To explore the impact of drugs and alcohol on our bodies (PSHE link to term 2).</p>	<p>To explore the seven life processes.</p> <p>To identify the characteristics of different types of animals.</p> <p>To apply knowledge of animal characteristics to group them.</p> <p>To explore the effects of micro-organisms.</p> <p>To explore the work of Carl Linnaeus.</p> <p>To make observations and draw conclusions (micro-organism investigation results).</p>	<p>To explore how light travels and the work of Isaac Newton.</p> <p>To explore how light can be reflected.</p> <p>To explore how light can be refracted.</p> <p>To investigate how we see colours.</p> <p>To investigate how shadows form and change.</p>	<p>To understand the history of electricity.</p> <p>To explain the meaning of a range of electrical symbols within a circuit.</p> <p>To understand the effect that voltage has on components within a circuit.</p> <p>To plan own lines of enquiry into what impacts the effectiveness of electrical circuits.</p> <p>To evaluate and improve investigations.</p>	<p>Revision of topics taught so far.</p> <p>PiXL SATs Papers</p>	<p>To find out how we inherit things from our parents.</p> <p>To explore adaptation and how this contributes to the theory of evolution.</p> <p>To design our own "extreme survivor".</p> <p>To explore the work of Mary Anning, fossils and evolutionary trees.</p> <p>To analyse the advantages and disadvantages of a particular adaptation.</p>
<p>RE</p>	<p>Does it matter what we believe about creation?</p> <p>To explore the Christian creation story.</p> <p>To explore the Hindu creation story.</p> <p>To compare Islamic and Buddhist views about creation.</p> <p>To explore whether a belief in a creator God makes a difference to</p>	<p>Is 'God made man' a good way to understand the Christmas Story?</p> <p>To explore our existing knowledge of the Christmas story.</p> <p>To analyse and compare different versions from the bible.</p> <p>To explore the Christmas story from an alternative viewpoint.</p>	<p>Are the Saints encouraging role models?</p> <p>To explore the concept of saints.</p> <p>To investigate the life of St Leonard.</p> <p>To understand the process of canonisation.</p> <p>To explore the concept of martyrdom.</p> <p>To consider whether Jesus was a saint.</p>	<p>Is the resurrection important to Christians?</p> <p>To explore beliefs about what happens when people die.</p> <p>To compare Hindu and Christian beliefs about what happens when people die.</p> <p>To explore the ways different religions conduct funerals.</p>	<p>Can we know what God is like?</p> <p>To explore different viewpoints.</p> <p>To explore the key characteristics of a range of world religions.</p> <p>To compare and contrast different religions' teachings about God.</p> <p>To suggest answers to questions of purpose, meaning and truth.</p>	<p>Do clothes express belief?</p> <p>To explore perceptions based on clothing.</p> <p>To investigate dress codes associated with religious beliefs.</p> <p>To evaluate why people have dress codes linked to their religious beliefs.</p> <p>To reflect on people's clothing choices.</p>

	<p>how you treat the environment.</p> <p>To debate how we can care for our environment.</p> <p>To explore an environmental issue with reference to creation beliefs.</p>	<p>To explore the concept of incarnation.</p> <p>To justify own thoughts about the meaning of Christmas.</p> <p>Carol Concert in Church</p>		<p>To explore whether beliefs affect how we live our lives.</p> <p>To explore my own beliefs about life after death.</p>	<p>To evaluate what I have learnt about beliefs in God.</p>	<p>To evaluate beliefs about dress codes.</p>
Computing	<p>Garageband</p> <p>To explore instruments and styles on garageband.</p> <p>To use a microphone to record on garageband.</p> <p>To compose a piece of music on garageband.</p> <p>To improvise a piece of music on garageband.</p>	<p>Networks, the internet and searching: Google Slides Presentation about pollution and renewable energy</p> <p>To understand how to search for information accurately and safely.</p> <p>To evaluate the reliability and accuracy of information found online.</p> <p>To combine media to present information.</p> <p>To add animations, transitions and timings to my presentation.</p>	<p>Scratch</p> <p>To animate characters and letters to move, rotate, appear and disappear (animate a name or animate a character).</p> <p>To add speech bubbles and change backdrops (tell a story).</p> <p>To create a game where participants can score points with a single sprite (pong game).</p> <p>To create a game where participants can score points with a multiple sprites (chase game).</p>	<p>Microbits</p> <p>Continue to develop coding and debugging skills using a range of project tasks on a new interface:</p> <ul style="list-style-type: none"> - Heart beat project - Tilt guitar project - Ocean adventure project 	<p>Spreadsheets: presenting data (Google Sheets)</p> <p>To present data from athletics events using tables and charts.</p> <p>To design a table to show progress in athletics skills using formulas to calculate progress.</p> <p>To analyse which chart is best suited to the data shown.</p>	<p>Online Safety</p> <p>To consider the advantages and risks of socialising online.</p> <p>To explore the controls in place to protect us online (age limits for certain apps, ceops button, report/block options, family linked accounts).</p> <p>To explore what to do when something makes you uncomfortable.</p> <p>Using Book creator or Google Slides, create a guide to staying safe on social media.</p>
Design and Technology		<p>Bird houses</p> <p>To evaluate successful designs.</p> <p>To design my own product.</p>		<p>Lighthouses</p> <p>To evaluate successful designs.</p> <p>To design my own product.</p>	<p>WW2 Ration Book Recipes</p> <p>To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>	

		<p>To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>To evaluate the effectiveness of my finished product.</p>		<p>To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p> <p>To evaluate the effectiveness of my finished product.</p>	<p>To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>To plan and cook my own rationing recipe.</p>	
Art and Design	<p>The Great Wave by Hokusai</p> <p>Key technique - painting</p> <p>To evaluate The Great Wave and plan own piece based on this.</p> <p>To lightly sketch the outline of the wave.</p> <p>To mix colours to create different shades of blue.</p> <p>To use stippling to add texture.</p> <p>To evaluate work.</p>	<p>Planet in Peril</p> <p>Key technique - collage</p> <p>To evaluate a range of artwork with an environmental message and plan own piece.</p> <p>To lightly sketch the outline and text of the piece.</p> <p>To use collage techniques to build areas of block colour.</p> <p>To use collage to build light/shade in the same colour.</p> <p>To use collage to add text.</p> <p>To evaluate work.</p> <p>Decoration Day - felt stockings</p>	<p>Macbeth 2015 Film Poster</p> <p>Key technique - sketching and painting</p> <p>To evaluate the film poster from Macbeth and plan own piece based on this.</p> <p>To lightly sketch the outline and text for own film posters.</p> <p>To use shading to add areas of dark and light.</p> <p>To use a single colour to add drama.</p> <p>To evaluate work.</p>		<p>WW2 Sculpture</p> <p>Key technique - sculpture</p> <p>To explore the work of Henry Moore and Barbara Hepworth.</p> <p>To plan own abstract sculpture based on WW2 and my evaluations.</p> <p>To use joining and shaping techniques to construct a sculpture from clay.</p> <p>To use paint and/or glaze to finish my sculpture.</p> <p>To display and evaluate my work.</p>	<p>Year 6 Production Props and backdrop</p> <p>Children to be involved in making the backdrop, other selected props programmes and promotional posters.</p>
Music	Garageband	Carol concert	Kapow: Film Music	Kapow: Songs of WW2	Kapow: Pop Art	Year 6 Production

	<p>To explore instruments and styles on Garageband.</p> <p>To use a microphone to record on Garageband.</p> <p>To compose a piece of music on Garageband.</p> <p>To improvise a piece of music on Garageband.</p>	<p>To select, learn and perform 3 carols for the Year Six Carol Concert.</p>	<p>To identify the characteristics of film music and appraise different musical features.</p> <p>To identify and understand the composing techniques that create action, tension and emotion in the score of a film.</p> <p>To use graphic scores to interpret different emotions in film music.</p> <p>To create a notation of their own compositions with a graphic score.</p> <p>To create a soundtrack for a film clip (Macbeth) using their own graphic score.</p>	<p>To use musical vocabulary to describe features of the music of WW2.</p> <p>To develop accuracy in pitch and control and ability to sing with expression and dynamics.</p> <p>To identify pitches within an octave by exploring the pitch and tempo of the song 'Do-Re-Mi' and the war-time song 'The White Cliffs of Dover'.</p> <p>To use knowledge of pitch to develop confidence when singing different parts.</p> <p>To notate a melody using pitches up to an octave.</p>	<p>To explore the musical concept of theme and variations and discover how rhythms can be 'translated' onto different instruments.</p> <p>To compare and contrast different variations in the piece 'The Young Person's Guide the the Orchestra'.</p> <p>To use complex rhythms to perform a theme.</p> <p>To explore rhythmic elements and play tiki-tiki, ti-tiki and tiki-ti rhythms in 3/4 time.</p> <p>To use musical notation to create visual representations of tiki-tiki, ti-tiki and tiki-ti rhythms.</p>	<p>Learning and performing production songs.</p>
<p>PE</p>	<p>Health related exercise</p> <p>To record baselines scores to assess progress.</p> <p>To perform a cardio circuit developing their own aerobic fitness.</p> <p>To perform a flexibility circuit developing their own flexibility.</p>	<p>Swimming</p> <p>See plans from pool depending on stage:</p> <p>To understand pool safety and follow the rules of the pool.</p> <p>To float (with or without floats).</p> <p>To swim on our fronts (with or without floats).</p>	<p>Dance - Titanic</p> <p>To create balances and movements that represent The Titanic.</p> <p>To develop character movements linked to the different social classes in 1912.</p> <p>To select and apply choreography into a routine.</p>	<p>Orienteering</p> <p>To introduce the concept of a map or a plan and be able to use a key correctly to help us navigate.</p> <p>To use a map to follow a route.</p> <p>To orientate a map, locate points on the map, travel to them and record what they find.</p>	<p>Badminton</p> <p>To explore different forehand and backhand shots.</p> <p>To consolidate understanding of where, when and why we can play different forehand and backhand shots during a game.</p> <p>To consolidate different ways of</p>	<p>Swimming</p> <p>See plans from pool depending on stage:</p> <p>To understand pool safety and follow the rules of the pool.</p> <p>To float (with or without floats).</p> <p>To swim on our fronts (with or without floats).</p>

	<p>To perform a strength circuit developing their own strength.</p> <p>To perform an aerobic circuit developing their own aerobic fitness.</p> <p>To record their scores and compare their scores with their initial fitness assessment scores.</p> <p>Netball To consolidate passing and moving skills to keep possession and score.</p> <p>To understand the rules of the game and apply this knowledge to mini games.</p> <p>To understand that they are defending as soon as they lose possession of the ball.</p> <p>To understand and apply attacking and defending tactics to Stinger netball games.</p> <p>To consolidate the use of other passing styles.</p>	<p>To swim on our backs (with or without floats).</p> <p>To tread water (with or without floats).</p> <p>Football To consolidate passing, dribbling and moving skills to keep possession and score.</p> <p>To understand the rules of the game and apply this knowledge to mini games.</p> <p>To understand that they are defending as soon as they lose possession of the ball.</p> <p>To consolidate understanding of attacking and defensive tactics.</p>	<p>To extend choreography through controlled movements, character emotion and expression.</p> <p>To explore the relationships between characters, applying character emotion and expression.</p> <p>To review, describe and evaluate our dance performances.</p> <p>Basketball To use passing, dribbling and moving skills to keep possession.</p> <p>To understand the rules of the game and apply this knowledge to mini games.</p> <p>To understand that they are defending as soon as they lose possession of the ball.</p> <p>To understand and apply tactics to game situations.</p> <p>To understand and apply defensive tactics to game situations.</p>	<p>To locate points in a set order to follow a route.</p> <p>Hockey To consolidate passing, dribbling and moving skills to keep possession and score.</p> <p>To understand the rules of the game and apply this knowledge to mini games.</p> <p>To understand that they are defending as soon as they lose possession of the ball.</p> <p>To consolidate understanding of attacking tactics, applying them into game situations.</p> <p>To consolidate understanding of defensive tactics, applying them into game situations.</p>	<p>outwitting an opponent to score a point.</p> <p>To explore how the game changes when we play in pairs (doubles).</p> <p>To refine ability to think tactically about which shot to play whilst playing with a partner.</p> <p>Rounders To have a clear and accurate understanding of their roles and their team's role when batting and fielding.</p> <p>To introduce the full version of rounders.</p> <p>To consolidate fielding tactics.</p> <p>To understand what happens if the batter misses the ball and what happens if the batter hits the ball backwards.</p> <p>To consider tactics which batters can apply during the game.</p>	<p>To swim on our backs (with or without floats).</p> <p>To tread water (with or without floats).</p> <p>Athletics To run for speed in a competition.</p> <p>To run for distance in a competition.</p> <p>To throw in a competition.</p> <p>To jump in a competition.</p>
	PSHE	Me and My World	Keeping Me Healthy and Safe	Relationships and Feelings 1	We're Different and that's Amazing!	The World Outside the Classroom

	<p>To know why our classroom / school has rules.</p> <p>To be able to identify how I contribute to our class.</p> <p>To know the ways in which I can take responsibility.</p> <p>To know how to show good learning behaviour.</p> <p>To understand how to cope with the pressure of social media.</p>	<p>To understand why we are vaccinated against some illnesses.</p> <p>To know how to cope with domestic violence.</p> <p>To know ways to combat isolation/loneliness and who to seek advice from.</p> <p>SCIB focus</p>	<p>To understand how friendships and relationships involve give and take.</p> <p>To know ways I can cope with stress.</p> <p>To understand the meaning of STOP.</p> <p>To know how to cope with peer pressure.</p>	<p>To understand that not everyone has the same experiences as me. (immigration)</p> <p>To understand how people's experiences may affect them.</p> <p>To understand that people have different points of view.</p> <p>To understand that we all have the right to be treated with respect.</p> <p>To understand how stereotyping can be unfair/negative.</p>	<p>To be able to identify jobs I might be interested in.</p> <p>To be able to find out how I might achieve my aspirations.</p> <p>To be able to suggest ways to care for our school environment.</p> <p>To be able to suggest ways to care for our community.</p> <p>To be able to plan a simple budget.</p>	<p>To understand that marriage is a legal commitment. (NB - incl opposite/same sex/religious/civil)</p> <p>SRE - puberty.</p> <p>SRE - reproduction.</p> <p>SCIB - Project Ten</p> <p>To be able to consider my experience at St Leonard's.</p>
<p>French</p>	<p>À l'école</p> <p>To repeat and recognise the vocabulary for school subjects.</p> <p>To say what subjects they like and dislike at school.</p> <p>To say why they like/ dislike certain school subjects.</p>	<p>Moi dans la monde</p> <p>To investigate the many countries in the Francophone world.</p> <p>To explore different festivals (religious and non-religious) around the world.</p>	<p>Le weekend</p> <p>To ask what the time is in French.</p> <p>To tell the time accurately in French.</p> <p>To learn how to say what they do at the weekend in French.</p>	<p>Manger et bouger</p> <p>To name and recognise ten foods and drinks that are considered good for your health.</p> <p>To name and recognise ten foods and drinks that are considered bad for your health.</p> <p>To say what activities they do to keep in shape during the week.</p>	<p>N/A SATs</p>	<p>La seconde Guerre Mondiale</p> <p>To group/order unknown vocabulary to help decode text in French.</p> <p>To improve their listening and reading skills.</p> <p>To name the countries and</p>

	<p>To tell the time (on the hour) in French.</p> <p>To say what time they study certain subjects at school.</p>	<p>To understand that we are different and yet all the same.</p> <p>To understand that we can all help to protect our planet.</p> <p>To know how to use "à" (when talking about living IN a city) and "en/au/aux" (when talking about living IN a country).</p>	<p>To learn to integrate connectives into their work.</p> <p>To present an account of what they do and at what time at the weekend.</p>	<p>To say in general what they do to keep a healthy life-style.</p> <p>To learn to make a healthy recipe in French.</p>		<p>languages involved in WW2.</p> <p>To say what the differences were in city and country life during the war.</p> <p>To learn to integrate all their new and previous language writing a letter home as an evacuee living in the countryside.</p>
<p>Whole School Enrichment</p>	<p>Art Week - British Wildlife art</p> <p>Cross Country</p> <p>Y5 /6 Residential</p> <p>Harvest Festival</p> <p>Eco Week</p>	<p>Black History Week</p> <p>Maths Week - Incl. Times Table Competition</p> <p>Prayer Space</p> <p>Christmas Read Around</p> <p>KS1 Christmas Production</p> <p>Carol Service</p>	<p>Aspirations Week</p> <p>DT Week</p> <p>Read Around</p> <p>Family Food Festival</p>	<p>Science Week</p> <p>Book Week</p> <p>Y3/4 Production</p> <p>Holy Week</p>	<p>Eid-Al-Fitr</p> <p>Times Timetables Champions' Week</p> <p>LKS2 Residential</p> <p>Global Learning Week including Read Around - Story from another culture</p>	<p>Sports Day</p> <p>School Summer Fayre (PTFA)</p> <p>Y6 Production</p> <p>Eid Al- Adha</p>