

	Aut 1		Aut 2		Spr 1		Spr 2		Sum 1		Sum 2	
THEME/VALUE	Be Happy		Be Caring		Be Safe		Be Aspirational		Be Healthy		Be Forward-thinking	
Topic	Space (Science)		Space (Science)		Greece (Geography)		Ancient Greeks (History)		Anglo-Saxons and Vikings (History)		Who is the best civilisation: The Mayans or The Vikings? Ancient Civilizations – Contrast to British History - Vikings!	
Core	English Area 52 Do aliens exist? Space setting description	Maths Place value 4 operations	English <i>Mars travel – brochure/report</i> <i>Biography – Elon Musk</i> <i>Christmas advert</i>	Maths FDP Shape	English Greece tourist brochure Greek myth narrative Non-chron report – Greek gods	Maths Measure Translation Graphs (science) Area and Perimeter	English Y5 FDP consolidation Written methods Y6 Algebra Ratio Scale Volume Angles	Maths Y5 FDP consolidation Written methods Y6 Algebra Ratio Scale Volume Angles	English Lindisfame newspaper report	Maths Graphs Volume Shape	English Cover any areas needed for moderation Coco- setting description Summer Show rehearsals – Y6	Maths Consolidation
Reading focus	<i>Space</i>											
Guided Reading	<i>Cosmic Phoenix</i> <i>Boy in a girl's bathroom</i>		<i>Holes</i> <i>Boy in a girl's bathroom</i> <i>Wonder</i>		Who Let the God's out Percy Jackson		Nowhere Emporium <i>Holes</i> <i>Boy in a girl's bathroom</i>		Viking Boy		<i>Holes</i> <i>Boy in a girl's bathroom</i>	
History	History of Space travel a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066						Ancient Greece – a study of Greek life and achievements and their influence on the western world		Britain's settlement by Anglo-Saxons and Scots		a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. Mayans – Ancient Civilizations	
Geography	Using links to space to: identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)				Greece understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range				Plotting Viking Travels use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Viking names counties/villages In England Viking place names are of course most common in the area known as the Danelaw, the areas where Danish law applied in Northern and Eastern England, the shires of Yorkshire, Leicester, Nottingham, Derby, Stamford, Lincoln and Essex.			

			of methods, including sketch maps, plans and graphs, and digital technologies Y5/6 Grid references (Year 3/4 doing)		Place names ending in <i>-by</i> , Place names ending in <i>-thorpe</i> ,	
DT		Moon buggy – 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] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products			Viking Jewellery	Mechanisms
Art		Peter Thorpe Space art Painting		Greek sculpture – clay pottery Meander designs.	Viking longboats sketch	Frida Kahlo portrait
Science	Space 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	Forces Pupils should be taught to: 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	Animals including humans Pupils should be taught to: describe the changes as humans develop to old age	Living things and their habitats Pupils should be taught to: 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	Properties and changes of materials Pupils should be taught to: 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	Properties and changes of materials continued use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic 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
Science Investigation	How do shadows change through the day?	How does the size of the parachute change the speed of the fall?	Comparison of age investigation. Child vs adult competition		Which is the best material for retaining heat?	Which is the best material?
Computing	Micro:bit Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 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	Mars Rover 1 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	Mars Rover 2 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	Bletchley Park 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 technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour;	History of Computers 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 technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour;	Inventing a product Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 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			identify a range of ways to report concerns about content and contact	identify a range of ways to report concerns about content and contact	collecting, analysing, evaluating and presenting data and information
RE	<p align="center">Buddhist Worship and Beliefs</p> <p>To find out who Buddha was and why he is important to Buddhists today. To find out about some of the Buddhism. core beliefs and teachings of To learn about the Four Noble Truths and the Eightfold Path. To find out about the Buddhist beliefs of karma and reincarnation. To find out where Buddhists worship and the role of symbols within worship. To investigate the ways in which Buddhists worship.</p>		<p align="center">Stories of Hinduism</p> <p>To understand that Hindus believe God is represented in different forms. To explore how Krishna is represented in Hindu stories. To explore Hindu teachings on success. To explore the theme of punishment and forgiveness in a Hindu story. To explore a Hindu teaching about telling the truth</p>		<p align="center">Belief in our Community</p> <p>To find out about the different beliefs of religious and non-religious communities in our local area. To consider the ways in which belonging to a religious community can help people. To find out about the impact faith and beliefs have had on the lives of inspirational figures. To consider the difficulties for people of different religious beliefs living in non-religious communities. To think about what makes it difficult to live life according to our own beliefs</p>	
Music	Charanga Livin' on a prayer	Charanga Classroom Jazz 1	Charanga Make you Reel my Love	Charanga Fresh Prince of Bel-Air	Charanga Dancing in the street	Charanga Reflect Rewind Replay
French	Phonics lesson 3 and 4 (Core vocab) The date (Intermediate language unit)	My Home (Intermediate language unit) Planets (Progressive language unit) (moved from spring 2)	Clothes (Intermediate language unit)	Olympics (Creative curr language unit)	Regular verbs (Progressive language unit)	Me and the World (Progressive language unit)
PSHE	Keeping / Staying Safe- Peer Pressure (covered also at Crucial Crew) ⁷ Keeping / Staying Healthy - Smoking, (Y6 Science objective and covered in DART sessions) ⁶	Growing and Changing – Puberty (discrete Y5 only) Growing and Changing – Conception (discrete for Y6 only) Being Responsible – Looking out for Others	Feelings and Emotions – Anger ⁸	Computer Safety – Image Sharing	The Working World – Enterprise	First Aid⁷- Basic life support (Y5 discrete) Head injuries and severe bleeding (Y6 discrete) Minor burns and scalds (Y6 discrete) A World Without Judgement – Inclusion and Acceptance
PE	Bat & ball and Net, Wall, Striking & Fielding. Develop knowledge in competitive bat & ball and net, wall & striking/interactive games. Roles/responsibilities Officiating Leadership Rules Tennis, Cricket, Rounders, Table Tennis, Volley Ball	Games-Invasion. Invasion games applying attacking and defending principles Team work/individual Roles/responsibilities Officiating Leadership Rules Football, Rugby, Netball, Basketball, Hockey,	Gymnastics & Health, Exercise & Fitness. Mastering gymnastics movements while comparing and analysing their performances. Individual/Group Variety of fitness classes. Leadership Dance ♣ perform dances using a range of movement patterns To perform dances using a wide range of movement patterns confidently. Start to interlink actions, sequences and movements to create a complex routine. Evaluate peers' performance. Street dance/modern	Bat & ball and Net, Wall, Striking & Fielding. Develop knowledge in competitive bat & ball and net, wall & striking/interactive games. Roles/responsibilities Officiating Leadership Rules Tennis, Cricket, Rounders, Table Tennis, Volley Ball	Athletics and O&A Difference from sprinting/endurance runs, Power/stamina activities. Show good technique in all events in athletics. Organise & judge events/challenges. How performance could be improved! Competitive outdoor and adventure challenges individually and as a team. Leadership	Athletics and O&A Difference from sprinting/endurance runs, Power/stamina activities. Show good technique in all events in athletics. Organise & judge events/challenges. How performance could be improved! Competitive outdoor and adventure challenges individually and as a team. Leadership
	<p align="center"><u>Swimming</u> Swim competently, confidently & proficiently over at least 25m. Use a range of strokes Perform safe self-rescue in different situations</p>					
Visit/Living museum	Astronomy Dome Space Centre – Jodrell Bank				Murton Park Residential	

	Aut 1		Aut 2		Spr 1		Spr 2		Sum 1		Sum 2	
THEME/VALUE	Be Happy		Be Caring		Be Safe		Be Aspirational		Be Healthy		Be Forward-thinking	
Topic	WW2 – <i>Lest We Forget</i>		WW2 – <i>Britain Since 1930</i>		Rainforest Could you survive Jumanji? (Geog – compare sim and dif hum and phys– rainforests?) European Rainforest, UK Rainforest, Amareica Rainforest)		Monkey Business - Evolution		Healthy Lifestyles		Enterprise- smoothies!	
Core	English 1 st person narrative – evacuation/air raid –focus on vocab and punctuation (1 Week) (CP) Piano – narrative (3 weeks) (AM) Diary (Evacuee) (3 weeks)	Maths Place value 4 operations	English <i>Biography – Roald Dahl as model text. Children pick focus: Beatles etc (3 weeks) (CP)</i> <i>Non-chron Report – a decade (SG) 2 weeks</i> <i>Letter - Age UK – loneliness at Christmas</i>	Maths FDP Shape	English 1 week – sentence building/SPAG (SB) Setting description – Rainforest- Avatar (CP) Deforestation Palm oil persuasive Letter(AM)	Maths Measure Translation Graphs (science) Area and Perimeter	English Narrative – adventure/speech Report – new species found Newspaper report – last dodo/last rhino extinction	Maths Algebra Ratio Scale Volume Angles	English Info posters Explanation – circulatory system Discussion – transplant	Maths Revision (Y5 continue) Graphs Volume Shape	English Cover any areas needed for moderation Summer Show rehearsals – Y6	Maths Consolidation
Reading focus – class book	<i>AM- Goldfish Boy, Escape the Rooms, Non-fiction 'inspirational people' texts, guided reading extracts</i>		<i>Enid Blyton stories Boy</i>		The Explorer		Darwin Evolution					
Guided Reading	<i>Letters from a Lighthouse Goodnight Mr Tom</i>		<i>The boy at the back of the class.</i>				Journey to the River Sea Extracts		Pig heart boy Extracts			
History	British history: An extended period study (significant changes over time) – Battle of Britain		British history: An extended period study (significant changes over time) - WW2 post war to modern day. – research themes and present) A local history study – What was Bamsley like after the war – interviews if possible! Fashion Technology Music Cars									
Geography	locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (1 lessons – Allies and Axis)				identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Locational knowledge Locate the world's countries, using maps physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Y3/4 skills Rainforests under threat – the vanishing rainforest Biomes							

			Trade links – Fair trade			
DT	<p>Lights Out! – Electrics understand and use electrical systems in their products. [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>Grow your own! Rations - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Mend and Make do - Recycle old clothing to make something useable Textiles 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</p>				<p>Food – Cook healthy meals</p> <p>understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>£5 challenge</p> <p><i>Design</i></p> <ul style="list-style-type: none"> 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 <p><i>Make</i></p> <ul style="list-style-type: none"> 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
Art	<p>Felt tip drawings - Propaganda posters - Phillip Zec</p> <p>Pastels - Blitz art</p> <p>(3 lessons – Learn, practise, create)</p>	<p>Digital Media – Water Colour Painting Pop Art – Andy Warhol Michael Craig-OMartin – Modern Day Andy Warhol</p> <p>(3 lessons – Learn, practise, create)</p> <p>Shadow art - Tin foil people</p>	<p>Coloured pencil sketches – Henri Rousseau art.</p>	<p>Pencil Observational Drawing - 4 view animal art. (looking at whole face then close up detail of, nose, eye and pattern)</p>	<p>Sketching – Da Vinci anatomical heart drawings</p>	
Science	<p>Lights out! – Electricity associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>use recognised symbols when representing a simple circuit in a diagram</p> <p>(5 lessons – vocab Plan Investigation, investigate + write up, DT - Plan a torch, Create, evaluate)</p>	<p>Light & shadow including the eye – periscopes</p> <p>recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> <p>(5 sessions - vocab, 1 per objective)</p>	<p>Living things and their habitats (classification)</p> <p>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>give reasons for classifying plants and animals based on specific characteristics</p> <p>(5 sessions - vocab, 1 per objective)</p>	<p>Evolution & adaptation</p> <p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>Mr Men/Dog DNA – Dog Traits activity (5 sessions - vocab, 1 per objective)</p>	<p>Animals including humans (circulatory system / healthy lifestyles)</p> <p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>describe the ways in which nutrients and water are transported within animals, including humans</p>	<p>Research a famous scientist</p> <p>https://planbee.com/products/great-british-scientists</p> <p>(6 sessions)</p>
Science Investigation	<p>Do the number of cells/bulbs affect the brightness?</p> <p>(2 lessons – Plan then do –review see above)</p>	<p>How does the time of day affect the length of shadow? Graph!</p> <p>2 lessons – Plan then do –review see above</p>	<p>Which condition creates the most mould?</p>	<p>Which beak is the best type? Chop sticks, tweezers, spoons, Record results on graph</p>	<p>How does exercise affect your heart rate? Graph of results</p>	

<p>Computing</p>	<p>Programming music</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>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</p>	<p>Stop motion animation</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>	<p>Search engines</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Big data 1</p> <p>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</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Big data 2</p> <p>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</p> <p>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</p>	<p>Introduction to Python</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>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</p>
<p>RE Needs updating??</p>	<p>What is a church? To consider what is written in the Bible about the foundation of the Christian church. To consider ways in which churches reflect local culture. To consider how churches help Christians worship. To identify ways in which churches serve their communities. To consider ways in which local churches form part of a global community. To reflect on what has been church. learned about the Christian</p>		<p>Sikh Worship and Community 5 lessons To find out what Sikhs believe and some of the features of Sikh worship. To find out how Sikhs worship through prayer. To find out how children are welcomed in to the Sikh community. To explore the Sikh tradition of the langar. To explore the Sikh practice of sewa.</p>		<p>What happens when we die? To understand that sadness is felt by everyone at some points during their lives. To understand how the death of a person is marked and commemorated in different religions and communities. To express your own ideas, and understand the ideas of others, about what happens when a person dies. To understand that it is important To express the emotions that you feel. To think of practical ways of remembering someone who has died.</p>	
<p>Music</p>	<p>Charanga – Happy (up to 6 sessions)</p> <p>War Songs Perform</p>	<p>Charanga Classroom Jazz 2 - Changes over time (up to 6 sessions)</p>	<p>Charanga A new year Carol (up to 6 sessions)</p>	<p>Charanga You've got a friend in me (up to 6 sessions)</p>	<p>Music and Me (up to 6 sessions)</p>	<p>Reflect Rewind Replay (up to 6 sessions)</p> <p>Summer Show rehearsals – Y6</p>
<p>French</p>	<p>Phonics lesson 1 and 2 (Core vocab) The Weather (Intermediate language unit)</p>	<p>Family (Intermediate language unit)</p>	<p>Pets (Intermediate language unit)</p>	<p>At School ((Progressive language unit)</p>	<p>Healthy Lifestyles (creative curriculum)</p>	<p>At the Weekend (Progressive language unit)</p>
<p>PSHE</p>	<p>Keeping / Staying Safe – Water Safety.⁷</p> <p>Keeping / Staying healthy - Alcohol (Y6 Science objective + covered in DART sessions)^{5 7}</p>	<p>Growing and Changing – Puberty (discrete Y5 only)</p> <p>Growing and Changing – Conception (discrete Y6 only)^{3 4}</p> <p>Being responsible – Stealing</p>	<p>Feelings and Emotions – Worry.⁸</p>	<p>Computer Safety – Making friends online</p>	<p>The Working World- In-app purchases</p>	<p>First Aid - Basic life support (Y5 discrete) Head injuries and severe bleeding (Y6 discrete) Minor burns and scalds (Y6 discrete)</p> <p>A World Without Judgement – British Values</p>
<p>PE</p>	<p>Bat & ball and Net, Wall, Striking & Fielding</p> <p>Develop knowledge in competitive bat & ball and net, wall & striking/interactive games. Roles/responsibilities Officiating Leadership Rules.</p> <p>Tennis, Cricket, Rounders, Table Tennis, Volley Ball</p>	<p>Games-Invasion</p> <p>Invasion games applying attacking and defending principles Team work/individual Roles/responsibilities Officiating Leadership Rules</p> <p>Football, Rugby, Netball, Basketball, Hockey,</p>	<p>Gymnastics & Health, Exercise & Fitness</p> <p>Mastering gymnastics movements while comparing and analysing their performances. Individual/Group Variety of fitness classes. Leadership Dance ♣ perform dances using a range of movement patterns</p> <p>To perform dances using a wide range of movement patterns confidently. Start to interlink actions, sequences and movements to create a complex routine. Evaluate peers' performance. Street dance/modern</p>	<p>Bat & ball and Net, Wall, Striking & Fielding</p> <p>Develop knowledge in competitive bat & ball and net, wall & striking/interactive games.</p> <p>Roles/responsibilities Officiating Leadership Rules</p> <p>Tennis, Cricket, Rounders, Table Tennis, Volley Ball</p>	<p>Athletics and O&A</p> <p>Difference from sprinting/endurance runs, Power/stamina activities. Show good technique in all events in athletics. Organise & judge events/challenges. How performance could be improved!</p> <p>Competitive outdoor and adventure challenges individually and as a team. Leadership</p>	<p>Athletics and O&A</p> <p>Difference from sprinting/endurance runs, Power/stamina activities. Show good technique in all events in athletics. Organise & judge events/challenges. How performance could be improved!</p> <p>Competitive outdoor and adventure challenges individually and as a team. Leadership</p>
	<p style="text-align: center;"><u>Swimming</u> Swim competently, confidently & proficiently over at least 25m. Use a range of strokes Perform safe self-rescue in different situations</p>					
<p>Visit/Living museum</p>	<p>Eden Camp Evacuee day (1 session – take on a job!)</p>	<p>Crucial Crew (Y6)</p>		<p>Residential trip</p>		<p>St Johns ambulance Enterprise Day</p>