Curriculum Map 2025-2026 Year 6

Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Global Theme	**TELLING TALES**		**REACH FOR THE STARS**		**WONDERFUL WORLD**	
Values	September – Responsibility October - Respect November – Friendship December - Peace		January - Independence February - Caring March – Belief April - Freedom		May - Perseverance June – Honesty July - Reflection	
Local/National/Global & Whole school events	Black History Month National Poetry Day United Nations Day	Remembrance Day Anti-Bullying Week Stories Around the Campfire Children in Need	TT Rockstar Day Safer Internet Day Random Act of Kindness Day	World Book Day Science Week Comic Relief	National Numeracy day Walk to School Week International Evening	Sports Day Transition Day
Curriculum Topic – So What?	**What impact did WW2 have on our locality?** **Local Study** **History**	**How can we find out about the world's continents and countries and their positioning on a globe?** **Geography**	**What can we learn about the achievements of the earliest civilisation?** **History**	**What happens when we change the components in a circuit? (petite enquiry)** **Science**	**What was life like in early Islamic civilisation and how does this compare to life in Britain at that time?** **History**	**What can we learn from designers (over time) to influence our own fashion designs?** **Arts**
Suggested quality texts for English **Class reader author focus:** Anthony Horowitz, Jamila Gavin and J. R. R. Tolkien	Carrie's War by Nina Bawden Rose Blanche by Roberto Innocenti (P4C) Erika's Story by Ruth Zee (P4C) Visual Literacy – Goodnight Mr Tom	A Long Walk to Water by Linda Sue Park Current News Articles	Kensuke's Kingdom by Michael Morpurgo Visual Literacy - Mulan	Northern Lights by Philip Pullman	The Golden Horsemen of Baghdad by Saviour Pirotta The House of Wisdom by Florence Parry Heide (P4C) One Thousand and One Arabian Nights (children's version)	Holes by Louis Sachar Little People, Big Dreams books (Coco Chanel, Vivian Westwood) Variety of Fashion Magazines
English - extended writing opportunities	Writing to entertain through narrative writing linked to historical novel (including setting and character descriptions, and dialogue) Writing to inform and persuade through letters based on	Writing to entertain, through writing 'the missing chapter' with a focus on atmosphere and suspense. Writing to inform through news reports focussing on a	Writing to persuade through a balanced argument linked to a topical issue within an early civilisation. e.g Shang Dynasty and the treatment of women/foot binding. Writing to discuss through diary entries	Writing to inform though a biography based on a famous electrical scientist. Writing to explain through a scientific report sharing findings of a fair test or about a scientific process.	Writing to inform through news reports and comparative studies focussing on an event in Baghdad during period studied/comparison to Britain. Writing to inform and discuss through	Writing to entertain, creating characters and backstories, leading to a 3rd person narrative. Writing to persuade through a speech or letter convincing someone to change their ways (linked to a topical fashion issue)

	experiences during WW2. Poetry – vocabulary building through war poems.	current key event in the world today. Writing to inform through a non-chronological report based on a location of the world.	based on characters' experiences in chosen class story. Writing to entertain through narratives with the inclusion of a time slip.	Writing to inform through instructional writing (e.g. in the form of a leaflet about saving energy). Poetry – focus on the work of a classic narrative poet.	journals and diary entries linked to the explorer Bhatuta. Writing to entertain through a narratives linked to class text – adventure story. Writing to persuade through letters and guides written e.g. about the Round City and House of Wisdom.	Writing to inform through a comparative study for a fashion magazine. Poetry – Structure focus (sonnets and monologues inc. iambic pentameter/blank verse)
Mathematics	**Number: Place value** Numbers to 10,000 Numbers to 100,000 Numbers to a million Numbers to 10 million Compare and order any number Round numbers to 10, 100 and 1000 Round any number Negative numbers **Number: Addition, subtraction, multiplication and division** Add/subtract whole numbers with more than 4 digits Inverse operations Multi step addition and subtraction Add and subtract integers Multiply 4 digits by 1 digit Multiply 2, 3 and 4 digits by 2 digits Divide 4 digits by 1 digit (inc with remainders)	**Number: Addition, subtraction, multiplication and division** Factors and common factors Common multiples Primes to 100 Squares and cubes BODMAS Mental calculations and estimation Reason for known facts **Number: Fractions** Equivalent fractions Simplify fractions Improper fractions to mixed numbers (vice versa) Fractions on a number line Compare and order Add and subtract fractions and mixed numbers Mixed add/subtract Multiply fractions by integers & fractions Divide fractions by integers	**Number: Ratio** Using ratio language Ratio and fractions Introducing the ratio symbol Calculating ratio Using scale factors Calculating scale factors Ratio and proportion problems **Number: Algebra** Find a rule – one step Find a rule – two step Forming expressions Substitution Formulae Forming equations Solve simple one-step equations Solve two-step equations Find pairs of values Enumerate possibilities **Number: Decimals** Decimals up to 2 decimal places	**Number: Percentages** Understand percentages Fractions to percentages Equivalent FDP Order FDP Percentage of an amount Percentages – missing values **Measurement: Perimeter, area and volume** Shapes – same area Area and perimeter Area of a triangle Area of parallelogram What is volume? Volume – counting cubes Volume of a cuboid **Statistics** Read and interpret line graphs Draw line graphs Use line graphs to solve problems Circles	**Geometry: Properties of shape** Measure with a protractor Draw lines and angles accurately Introduce angles Angles on a straight line Angles around a point Calculate angles Vertically opposite angles Angles in a triangle Angles in a triangle – special cases Angles in a triangle – missing angles Angles in special quadrilaterals Angles in regular polygons Draw shapes accurately Draw nets of 3-D shapes **Geometry: position and direction** The first quadrant Four quadrants Translations	**Consolidation and themed projects** White Rose Bakery Theme Park Maths

	Short division Division using factors Long division	4 rules - fractions Fraction of amount **Measurement: Converting units** Metric measures Convert metric measures Calculate with metric measures Miles and kilometres Imperial measures	Understand thousandths Three decimal places Multiply and divide by 10, 100 and 1,000 Multiply and divide decimals by integers Division to solve problems Decimals as fractions Fractions to decimals	Read and interpret pie charts Pie charts with percentages Draw pie charts The mean	Reflections	
Extended Maths Opportunities and investigations	Exploring angles in light Round the three dice. Planning a school trip.	Using degrees for longitude and latitude Mystery matrix. Always, sometimes, never? Number.	Using knowledge of dates and calculation skills, identify how long ago certain civilisations/animals lived. Would you rather? Different deductions.	Measuring length of circuits Birdwatch.	Shape draw. Cut nets. Treasure hunt.	Calculating profit/loss, expenditure for a summer fayre stall/end of year fundraising.
Science	**Light** Explain light travels from a light source to our eyes, or to an object, then our eyes. Use idea of light travelling in a straight line to explain that we see objects because they reflect light into our eyes & use this to explain shadow shapes.	**Living Things and their Habitats** Describe how living things are classified into broad groups based on observable characteristics. Give reasons for classifying plants and animals based on specific characteristics.	**Evolution and Inheritance** Recognise that fossils provide information about living things that inhabited Earth millions of years ago. Recognise that offspring are similar but not identical to parents. Identify how animals and plants adapt to their environment in different ways, which may lead to evolution.	**Electricity** Associate the brightness of a lamp or volume of a buzzer with number / voltage of cells in the circuit. Compare and give reasons for how components function. Represent a simple circuit in a diagram using recognised symbols.		**Animals including Humans** Identify and explain the function of the main parts of the circulatory system. Recognise the impact of diet, exercise, drugs and lifestyle. Describe how nutrients and water are transported within animals inc humans.
R.E.	**Living by rules** Understand that some rules originating in religious traditions underpin the rules of law whilst others contradict and conflict with it	**Creating Unity and Harmony** Understand that diversity and individuality have their place in unity and harmony	**Remembering Roots** Understand that memory speaks not only to our present but also to our future **Being Courageous and Confident** Understand that being	**Responding to suffering** Deeper exploration of motivations to relieve suffering **Being Merciful and Forgiving** Mercy is the removal of	**Expressing Joy** Religious joy is often, but not always about partying. In many Traditions joy can also be found in self-denial and obedience.	**Curious and Valuing Knowledge** Understand that wisdom, a deep knowledge of existence is highly valued across a range of Traditions. Pupils begin to explore whether facts and

	Being Fair and Just Understand that life is unfair…no matter what your background	**Creating Inclusion Identity and Belonging** Understand that the inner sense of religious identity is hard to display and is sometimes reflected in names	courageous is to live confidently according to our beliefs, among others who may believe and behave differently.	the threat of punishment despite the offence given.	**Appreciating Beauty** Understanding The Lord's prayer – an introduction. **Experiential RE- Islam (Geometric Art)**	knowledge are the same as thinking and understanding. **Being Reflective and Self Critical** Understand that in some traditions perfection is a standard that is hard, if not impossible for an ordinary person to achieve without divine intervention. **Experiential RE-** Christianity (To understand and appreciate how we can learn from events of the past)
History	**Chronological Understanding** Can name the date of any significant event studied and place on a timeline. **Range and Depth of Knowledge** Choose reliable sources of evidence. Describe differences & similarities between people, events and artefacts. **Historical Enquiry** Use a range of sources to find out about the past. Know there is not often a single answer to historical Q's. Investigate lines of enquiry by posing Q's to answer. **Historical Interpretation**		**Chronological Understanding** Use timelines to demonstrate changes and developments in culture, religion & society. Describe main changes in a period in history. **Range and Depth of Knowledge** Describe differences & similarities between people, events and artefacts. Make links between the features of past societies. **Historical Enquiry** Use a range of sources to find out about the past. Know there is not often a single answer to historical Q's. Investigate lines of enquiry by posing Q's to answer.		**Chronological Understanding** Use timelines to demonstrate changes and developments in culture, religion & society. Describe main changes in a period in history. **Historical Enquiry** Use a range of sources to find out about the past. Know there is not often a single answer to historical Q's. **Historical Interpretation** Evaluate evidence & what is reliable. Give clear reasons why there may be different accounts of history, link to factual understanding of the past.	

	Evaluate evidence & what is reliable. Give clear reasons why there may be different accounts of history, link to factual understanding of the past. **Organisation & Communication** Communicate ideas about the past using different genres of writing, drawing, data handling & role play.		**Historical Interpretation** Give clear reasons why there may be different accounts of history, link to factual understanding of the past. **Organisation & Communication** Communicate ideas about the past using different genres of writing, drawing, data handling & role play.		**Range and Depth of Knowledge** Choose reliable sources of evidence. Describe differences & similarities between people, events and artefacts.	
Geography		**Locational knowledge** Understand the terms longitude and latitude and the position and significance of the equator, northern and southern hemispheres, the tropics of Cancer and Capricorn, Arctic and Antarctic circles. Understand the Greenwich Meridian and the time zones. Locate the world's countries, using maps to focus on Europe (including Russia) and North/South America through the study of environmental regions, key characteristics and major cities. **Geographical skills and fieldwork** Use the 6 figure grid references to situate				

		regions of the continents. Children to look at a range of maps showing different key information e.g population, time zones, language spoken etc.				
Art and Design	**ART FOCUS DAY PAINTING** Create an extended colour wheel. Record tones in colour on a colour wheel. Mix earth colours. Use acrylic paints. Use colour theory to create the illusion of distance. Create a painting with acrylic paints – landscape focus. Develop a personal style of painting, drawing upon ideas from other artists. Suggested artists: David Hockney, Wayne Thiebaud, Peter Doig, Etel Adnan, Richard Diebenkorn		**ART FOCUS DAY PRINTING** Design a complex pattern by making their own stencil. Use screen printing. Use collagraph printing. Suggested artists: Swoon, Woodism		**ART FOCUS DAY SCULPTURE** Use found objects/materials or frameworks (such as wire or molds) to provide stability or form on a large scale. Suggested artists: Anish Kapoor, Jeff Koons, Damian Hirst, Joana Vasconcelos, Christo and Jeanne-Claude	**ART TOPIC DRAWING** **Line and Tone** Single and cross hatching. Create illusions with line. Use pens with nibs. Make different lines with charcoal. Draw with charcoal. RECAP and EXTEND – Make different tones with charcoal. Create tone with charcoal. RECAP and EXTEND – Make different marks in chalk and charcoal. RECAP and EXTEND – Draw with chalk and charcoal. **Texture and Pattern** Draw different textures. Make patterns with line and shapes. Use line patterns in a doodle. Collect patterns from nature. Use patterns and shapes from nature to create designs. Collect patterns from different cultures or times.

						Figures and faces Draw the whole body (a simple standing pose). Draw different poses. Contour figure drawing (slowly draw the outline of the figure without looking at the paper). Gesture figure drawing (sketches of action poses). Figure drawing from memory (seeing the figure as a whole shape). Suggested artists: Coco Chanel, Christian Dior, Mary Quant, Yves Saint Laurent, Vivienne Westwood
Design Technology		Apply understanding of computing to program, monitor & control products. (Link to computing module- To create a simulation of a room in which devices can be controlled.)		**Electrical systems – quiz cards** (a machine to sound/buzz for correct/incorrect answers). **Design:** Develop design criteria to inform design of an innovative, functional and appealing product. Generate, develop and communicate ideas through annotated sketches and cross-sectional diagrams. **Make:** Select and use a range of tools, equipment and components. **Evaluate:**		**Textiles - using pattern pieces/templates (item of clothing)** **Design:** Develop design criteria to inform design of an innovative & appealing product aimed at a particular individual/group. Generate, develop, model & communicate ideas through annotated sketches, prototypes and pattern pieces. **Make:** Select and use wide range of tools & equipment (E.g. cutting, shaping, joining, finishing) accurately.

				Evaluate product against design criteria. **Technical Knowledge:** Understand & use electrical systems in their products (E.g. series circuit with switches, bulbs, motors, buzzers).		Select & use range of textiles according to functional properties & aesthetic qualities. **Evaluate:** Investigate & analyse range of existing products. Evaluate their ideas and products against own design criteria and consider views of others to improve their work.
Music	**Happy - Pop music** Explore the features and play with the sounds of the music. Create a 'mood' beat track, using Quickbeats. Layer the sounds and develop texture. Explore different tempos and timbre. Perform the track.	**Classroom Jazz 2** Based on Bacharach Anorak and Meet the Blues. Learn about jazz in its historical context. Listen and appraise. Learn to play the tune. Improvise using instruments. Create a riff-based composition in 12 bars. Improvise and perform own composed tune.	**A New Year Carol – A Friday Afternoons Song by Benjamin Britten.** Learn about the work and life of Benjamin Britten. Explore the song in different styles – the British Folk original, Urban Gospel, Bhangra and South African Jazz. Learn how to perform in different styles, experimenting with sounds. Share and evaluate performances.	**You've Got a Friend – Songs about friendship by Carole King** Learn the song. Play instruments to accompany the song. Learn how to play a riff and improvise using different instruments. Compose with the song. Perform and share.	**Music and me - focusing on inspirational women working in music and musical and cultural identity** Explore the work of women over the last 100 years and try out different ways of making their own music. Focus on beat. Create own lyrics, raps, melodies over the beat. Perform, share and present.	**Reflect, Rewind and Replay – based on Western Classical Music** Learn about composers and the composition process. Use music explorer to compose own tunes. Explore rhythms and create rhythm grids. Prepare for a performance of songs and activities from the year.
Computing	**6.2 Online Safety** Know about the risks of sharing location, insecure websites, spoof websites, phishing and other email scams. Understand the impact of sharing content online and how it persists over time. **6.3 Spreadsheets**	**6.1 Coding** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems (linked to DT objective). Explore how to include interactivity in programming and	**6.4 Blogging** Identify the purpose and features of blogs and be able to create a blog. To contribute to existing blogs by commenting.	**6.5 Text Adventures** Make a story or map-based adventure. To code an adventure.	**6.6 Networks** Know the difference between the WWW and the internet. To know and understand how networks work. **6.7 Coding** Sensing Movement using a Micro: bit **(a module from Teach Computing)**	**6.8 Quizzing** Use 2DIY, 2QUiZ and 2Investigate to create quizzes for different purposes.

	Using spreadsheets for planning a school event.	to make a text-based adventure game. **(a module from Teach Computing)**				
MFL – French	**World War Two** Group/order unknown vocabulary to help decode text in French. Name the countries and languages involved in WW2. Improve listening and reading skills. Integrate new and previous language writing a letter. **Cultural lesson:** Learn how Remembrance Day in France is commemorated.	**Habitats** Describe key facts about animals/plants and their habitats. Write complex sentences with correct spelling. Present information with correct pronunciation.	**At School** Repeat and recognise the vocabulary for school subjects Express an opinion on school subjects. Use the verb 'aller' (to go) in a sentence. Tell the time.	**The Weekend** Learn phrases to describe activities at the weekend. Integrate conjunctions to create compound sentences. Ask and tell the time. Present an account of weekend activities, including stating the time that activities take place.	**Healthy Lifestyles** Name and recognise 10 foods and drinks that are considered good for your health. Name and recognise 10 foods and drinks that are considered bad for your health. Say what activities they do to keep in shape during the week. Discuss in general what they do to keep a healthy lifestyle. Learn to make a healthy recipe in French.	**Verbs & Grammar** Phonetics lesson 4: QU, GNE, Ç, EN AN Understand basic grammar rules for conjugating verbs, article and noun agreement and the correct gender of words.
PSHE	**Being Me in My World** Set goals and discuss fears and worries about the future. Learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. Talk about their choices and actions and how these can have far-reaching effects, locally and globally. Talk about their own behaviour and how	**Relationships** Look at mental health and how to take care of their own mental well-being. Talk about the grief cycle and its various stages and discuss the different causes of grief and loss. Talk about people who can try to control them or have power over them. Look at online safety, learning how to judge if something is safe and helpful as well as talking about	**Celebrating Difference** Talk about differences and similarities and that for some people, being different is hard. Talk about bullying and how people can have power over others in a group and strategies for dealing with this as well as wider bullying issues. Talk about people with disabilities and look at specific examples of disabled people who have	**Dreams and Goals** Talk about their own strengths and further stretching themselves by setting challenging and realistic goals. Discuss the learning steps they'll need to take as well as talking about how to stay motivated. Explore various global issues and explore places where people may be suffering or living in difficult situations – whilst doing this they reflect on their own emotions linked to this learning. Talk	**Healthy Me** Discuss taking responsibility for their own physical and emotional health and the choices linked to this. Talk about different types of drugs and the effects these can have on people's bodies. Discuss exploitation as well as gang culture and the associated risks. Talk about mental health / illness and that people have different attitudes towards this.	**Changing Me** Learn about puberty in boys and girls and the changes that will happen – they reflect on how they feel about these changes. Learn about childbirth and the stages of development of a baby, starting at conception. Talk about being physically attracted to someone and the effect this can have upon the relationship. Discuss relationships and the importance of mutual respect and not pressuring / being

	their choices can result in rewards and consequences and how these feel. Talk about how an individual's behaviour and the impact it can have on a group. Talk about democracy, how it benefits the school and how they can contribute towards it.	communicating with friends and family in a positive and safe way.	amazing lives and achievements.	about what they think their classmates like and admire about them as well as working on giving others praise and compliments.	Learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed.	pressured into doing something that they don't want to. Learn about self-esteem, why it is important and ways to develop it. Look at the transition to secondary school and what they are looking forward to / are worried about and how they can prepare themselves mentally.
P.E.	**Dance Unit 1** Work collaboratively to include more complex compositional ideas. Talk about different dance styles with understanding, using appropriate language & terminology. **Tag Rugby** Choose and implement a range of strategies and tactics to attack and defend. Combine and perform more complex skills at speed. Observe, analyse and recognise good individual and team performances. Suggest, plan and lead a warm-up as a small group.	**Gymnastics Unit 1** Experience flight on and off high apparatus. Develop and perform a range of partner balances. Use equipment and formations confidently in a rhythmic gymnastics style sequence. **Football** Choose and implement a range of strategies to attack and defend. Perform a wider range of more complex skills. Recognise and describe good performances. Suggest, plan and lead simple drills for given skills.	**Hockey (5/6)** Combine basic hockey skills such as dribbling and push passes. Select and apply skills in a game. Play effectively in different positions on the pitch, including in defence. Increase power and strength of passes, moving the ball over longer distances. Choose and implement a range of strategies and tactics. Combine and perform more complex skills at great speed. Recognise and describe good individual and team performances. **Badminton (5/6)** Use different types of serves and shots in-game. Play with others to score and defend points in competitive games. Move confidently around the	**Netball** Choose and implement a range of strategies to attack and defend. Perform a wider range of more complex skills. Recognise and describe good performances. **Cricket (5/6)** Link a range of skills and use in combination. Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to cricket, e.g., power, flexibility and cardiovascular endurance. Apply cricket rules in a variety of styles of games. Attempt a small range of recognised shots. Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.	**Athletics** Apply strength and flexibility to throwing, running and jumping. Accurately and confidently judge across a variety of activities. Work in collaboration to demonstrate improvement. **Gymnastics Unit 2** Perform increasingly complex sequences. Combine own ideas with others to build sequences. Compose and practise actions and relate to music. Show a desire to improve competency across a broad range of gymnastics actions.	**Dance Unit 2** Demonstrating narrative through contact and relationships. Showing tension through pattern and formation. **Swimming** Swim over greater distances, between 10 & 25 metres, with confidence in shallow water. Begin to use basic swimming techniques. Explore and use basic breathing patterns. Enter and exit the water in a variety of ways. Take part in problem-solving activities such as group floats and team challenges. Attempt personal survival techniques as an individual and group with success.

			playing area using footwork techniques. Develop a wider range of shots, including drop and smash. Begin to use more sophisticated tactics. Play with fluency with a partner in doubles scenarios.			
SMSC	Children will reflect upon the inner strength required by soldiers and their families during battle as well as the spiritual comradeship felt by the military during this time. During the Study of WW2 could England have offered more protection to Jewish refugees? Consider the role of women during WW2 and make comparisons to the role of women now.	Compare and contrast the different climate zones and regions of the world, looking at our planet as a whole and how it's structured geographically. The children will summarise their locational knowledge through this topic and draw in the human elements and opinions regarding different regions of the world.	A consideration of how the Great War and ancient civilisations including the Shang Dynasty affects us and the wider world to this day. How we live our life and the impact history has on how we operate on a day to day basis and our freedom.	Children will need to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. The children will need to participate in investigations with interest to improve their understanding by using comparisons and giving explanations for their reasons in variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.	Learn about ancient Islamic civilisations enabling children to understand and appreciate how the development of cultural influences have shaped their own heritage and that of others.	Year 6 children look at fashion over time, including clothing from different cultures, and design their own to reflect them as a person. Look at fashion over time and have topical debates around wearing fur and the production of cheap clothing. Study of fashion over time will allow for opportunities to reflect on the cultural influences of the designers and would in-turn influence their self-created designs.
British Values	**Rule of Law** Class charter & RE - living by the rules & PSHE topic **Democracy** Class election for school councillor **Mutual Respect & Tolerance** Rose Blanche. Online safety – using ICT respectfully	**Mutual Respect & Individual Liberty** Anti-Bullying week & PSHE topic	**Mutual Respect** Ancient civilisations – role of men and women & PSHE topic	**Mutual Respect** RE – suffering, mercy and forgiveness	**Tolerance** Make comparisons between the beliefs, teachings and practices of different faiths	**Individual Liberty** Fashion topic DT and Art choices to express themselves & PSHE topic

Character Education	**The white mouse- Teamwork, Resilience,** Looks for ways to challenge and influence situations they are in. Commits fully, reflects on decisions and adjusts understands that competition can support ideas responds positively to others feedback.				**Ibn Battuta – Eastern Odyssey- Passion, Excellence, Courage** Follows through with ideas and doesn't give up when difficult acts fairly, Independent understands that to get the best they need to ask questions in order to improve.	
International Links opportunities		Christmas around the world			International Evening	
Enterprise Opportunities	**Social Enterprise – Tea Dance (linked to WW2)** To understand that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view. To take responsibility. Tackling social isolation of vulnerable people in the community – focus on elderly.					**Fundraising Enterprise - Host a catwalk event showcasing textile creations.** To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. To make real choices and decisions. To meet and talk with people. To develop relationships through work and play. To prepare for change. Raise funds for end of year party.
Visits & Visitors **(Circumstances dependent)**	Bikeability (TBC) WW2 Trip to Coventry		One Day Creative – Shang Dynasty Drama			End of Year 6 trip
Religious Festivals	Harvest Diwali	Christmas Hanukkah	Chinese New Year	Holi Easter Ramadan/Eid Vaisakhi		