St Margaret's Curriculum Map 2024-2025

Year 6

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
I wonder theme…	**What was the impact of WW2?**	**Would you like to live in the desert?**	**What did the Greeks ever do for us?**	**How do we influence the world around us?**	**Who should feature on the £10 bank note?**	**Where does our energy come from?**
English Texts	Fireweed & Carrie's War – linked to History 'Impact of WW2'	Holes – linked to Geography topic – 'Would you like to live in the desert?'	The Book Thief	Pig-Heart Boy – linked to Science topic 'The Game of Survival'	Kasper Prince of Cats	Windrush Child
Science	Energy: Circuits, batteries and switches (sirens link)	Making connections: Are some sunglasses safer than others?	Living things: Classifying big and small	Living things: Evolution and inheritance	Animals: Circulation and health	Energy: Light and reflection
Science Objectives	Pupils who are **secure** will be able to: • Describe the function of key electrical components and explain how the models used in the lesson represent these. • Correctly predict if an electrical circuit will work or not, explaining why using their knowledge of complete loops, power sources	Pupils who are **secure** will be able to: • Recall key knowledge from previous units. • Apply knowledge in new contexts. When working scientifically, pupils who are **secure** will be able to: • Carry out a full scientific enquiry.	Pupils who are **secure** will be able to: • Define the term 'organism' and name the seven life processes of all living things. • Describe the work of Carl Linnaeus. • Define the term 'vertebrate' and name the vertebrate groups. • Describe the characteristics of fish, amphibians, reptiles, birds and mammals.	Pupils who are **secure** will be able to: • Define and identify variation in organisms and recall that it is caused by inherited and environmental factors. • Recall that living things produce offspring of the same kind but are not normally identical to their parents. • Describe patterns of inheritance from parent to	Pupils who are **secure** will be able to: • Recall factors that improve someone's health and those that impact health negatively and suggest improvements to someone's health. • Describe the circulatory system as the heart and blood vessels transporting blood around the body and	Pupils who are **secure** will be able to: • Compare sources of light and explain how the eye is protected from light. • Describe how light travels and how we see luminous and non-luminous objects. • Recall factors that affect the size of a shadow and describe how the distance between an

	and presence of components. • Describe the relationship between the number of bulbs in a circuit, the bulb brightness and the amount of resistance. • Explain that increasing the number of components increases the resistance, affecting the flow of current and energy transferred. • Identify that batteries are a voltage source; they come in different voltages, affecting bulb brightness. • Describe that voltage can be changed using different numbers of cells in a circuit and that more cells or a higher voltage causes brighter bulbs.		• Compare the characteristics of the vertebrate groups. • Define the term 'invertebrate'. • Describe the characteristics of worms, snails, spiders and insects. • Compare the characteristics of the invertebrate groups. • Name the plant groups. • Describe the characteristics of flowering plants, ferns, m osses and conifers. • Define the term 'micro-organism' and name some examples. When working scientifically pupils who are **secure** will be able to: • Use a classification key to group	offspring in a given example or family tree. • Describe what an adaptation is; it cannot be chosen and is usually inherited. • Describe key characteristics that would help an organism to survive and explain how an adaptation helps the organism to survive. • Explain how variation may affect survival within a population and recall what natural selection means. • Recall what evolution is, identify differences between a living thing and its ancestor and describe key steps in the	recall that the heart is a pump that pushes blood through the circulatory system. • Describe the pathway of blood through the circulatory system, including passing through the heart twice in a complete circuit through the body. • Describe some of the functions of blood, including transporting substances like oxygen, water and nutrients around the body. • Recall what is meant by heart rate and research using multiple websites to find reliable animal masses. • Identify the pattern between animals' size	object and the surface its shadow is cast on affects the size of the shadow. • Use ray diagrams to explain why shadows change size and why the shape of a shadow matches the object that cast it. • Recall what happens to light when it reaches a smooth mirror surface. • Identify the incoming and reflected rays and describe the relationship between their angles. • Use mirrors to make a working periscope and explain how a periscope works using ray diagrams. • Recall a range of uses of

	• Use the relationship between voltage and bulbs to predict what will happen with buzzers and motors. • Build an electrical circuit with a switch to control its function, explain how the switch and the electrical circuit solve the problem and recall different examples of problems that can be solved using an electrical circuit. When working scientifically, pupils who are **secure** will be able to: • Draw circuit diagrams with straight lines and using standard circuit symbols.		and identify organisms. • Make a simple classification key.	evolution of a species. • Recall different types of evidence that can be used to explain evolution and describe methods that make scientists' results or conclusions more trustworthy. When working scientifically, pupils who are **secure** will be able to: • Sort variation as environmental, inherited or a mixture of both. • Evaluate a method by recalling variables that were effectively kept the same and those that were harder to control. • Comment on the reliability of the results and the degree of trust.	and heart rate and quote values as evidence. • Describe how different exercises affect heart rate and explain why heart rate changes during exercise. • Describe what happens to heart rate during and after exercise and compare two sets of heart data to identify a link between heart rate and fitness. When working scientifically, pupils who are **secure** will be able to: • Evaluate the trustworthiness of secondary sources that provide health advice. • Evaluate the model blood by considering a	mirrors and reflection and describe how a mirror reflects light in different situations. • Explain how light is reflected using knowledge of light and reflection. When working scientifically, pupils who are **secure** will be able to: • Make observations about the properties of light. • Use my observations as evidence to support conclusions about light. • Draw ray diagrams. • Pose testable questions in response to observations.

	• Design a results table with an appropriate number of columns and headings with units. • Identify the changed, measured and control variables in an enquiry to plan a method.			• Consider how evidence is used to form theories and the degree of trust the evidence offers.	strength and a weakness when representing blood and suggesting improvements. • Compare class values and recognise when they do not match. • Use identified patterns to predict new values. • Write a method for an enquiry with consideration of equipment, the different versions of the changed variable and how to complete the measured variable. • Choose a suitable title and axis labels with units for the line graph and plot points on the line graph.	• Record my measurements as a line graph. • Use my line graph to extrapolate data and make predictions about missing values. • Recall various jobs or inventions that use mirrors and reflection.
Science Vocabulary	• ammeter • appliance	• adaptation • amphibian	• amphibian • binomial system	• daptation • ancestor	• balanced diet • blood	• cast • incoming ray

	• battery • bulb • buzzer • cell • circuit • circuit diagram • component • current • electricity • motor • power source • resistance • switch • voltage • voltmeter • wire	• bar chart • bird • bulb • characteristic • circuit • circuit diagram • classify • component • conclusion • control variable • electrical circuit • evaluate • evidence • fish • habitat • health • inherit • insect • invertebrate • lifestyle • light ray • light source • luminous • mammal • method • opaque • predict • reflection • refute • reptile • support • translucent • transparent • trustworthy • ultraviolet • unit	• bird • characteristic • classify • classification key • cold-blooded • conifer • exoskeleton • fern • fish • flowering plant • insect • invertebrate • life process • Linnaean system • mammal • micro-organism • microscopic • moss • organism • reptile • snail • spider • vertebrate • warm-blooded • worm	• characteristic • competition • environmental • evidence • evolution • extinct • fossil • gene • habitat • inherit • natural selection • offspring • peer review • population • reproduce • scientific theory • selective breeding • species • specimen • survival • survival of the fittest • variation	• bloodstream • blood vessels • carbon dioxide • circulatory system • diet • drug • exercise • fitness • health • heart • heart rate • lifestyle • lungs • mass • nutrient • oxygen • pulse • pump (verb) • rate • resting heart rate • transport • water	• light ray • light source • luminous • mirror • non-luminous • opaque • periscope • pupil • ray diagram • reflected ray • reflective • shadow • straight

		• variable • vertebrate				
History / Geography	What was the impact of WW2?	What's it like to live in the desert?	What did the Greeks ever do for us?	Why does population change?	Who should feature on a £10 note?	Where does our energy come from?
History / Geography Objectives	Pupils who are **secure** will be able to: • Identify the causes of World War 2. • Identify the different phases in the Battle of Britain. • Make inferences and deductions about a photograph. • Describe how children may have felt when evacuated. • Evaluate the accuracy and reliability of sources. • Describe the impact WW2 had on women's lives. •	Pupils who are **secure** will be able to: • Identify the lines of latitude where hot desert biomes are located. • Describe the characteristics of a hot desert biome. • Locate the largest deserts in each continent. • Describe ways the Mojave Desert is used. • Name and describe the physical features found in a desert. • Identify how humans use the desert. • Explain how human activity may contribute to the changing	Pupils who are **secure** will be able to: • Describe the features of ancient Greece. • Identify the key periods in the ancient Greek civilisation. • Make inferences about Greek gods. • Research a Greek god. • Compare Athens and Sparta. • Understand the different types of democracy. • Explain how Athenian democracy worked. • Explain what philosophy is. • Identify the achievements of the ancient	Pupils who are **secure** will be able to: • Identify the most densely and sparsely populated areas. • Describe the increase in global population over time. • Begin to describe what might influence the environments people live in. • Define birth and death rates, suggesting what may influence them. • Define migration, discussing push and pull factors. • Explain why some people have no choice	Pupils who are **secure** will be able to: • Name the features of a banknote. • Make inferences about a person using a banknote. • Explain the significance of historical figures. • Make inferences from sources. • Apply criteria to decide if a person is historically significant and explain why. • Explain the significance of William Tuke. • Research important aspects of a person's life.	Pupils who are **secure** will be able to: • Describe the significance of energy. • Give examples of sources of energy and their trading routes. • Define renewable and non-renewable energy. • Discuss the benefits and drawbacks of different energy sources. • Describe the significance of the Prime Meridian. • Identify human features on a digital map. • Discuss how transport links have changed over time.

		climate and landscape of a desert. • Recognise that the Mojave Desert has a different time zone to the UK. • Describe some of the threats to deserts. • Give the benefits and drawbacks of living in a desert environment. • Identify characteristics of two contrasting biomes and compare land use. • Discussing if a desert environment is hospitable and why.	Greek philosophers. • Identify the ancient Greeks' legacies and their impact.	but to leave their homes. • Describe the causes of climate change, explaining its impact on the global population. • Suggest an action they can take to fight climate change. • Calculate the length of a route to scale. • Follow a selected route on an OS map. • Use a variety of data collection methods, including using a Likert scale. • Collect information from a member of the public. • Create a digital map to plot and compare data collected from two locations. • Suggest an idea to improve the environment.	• Explain what makes a person significant.	• Locate UK cities on a map. • Use six-figure grid references to identify features on an OS map. • Consider and justify the location of energy sources. • Design and use interview questions. • Plot points on a sketch map.

History / Geography Vocabulary	• accuracy • air raid • Battle of Britain • bias • The Blitz • evacuation • evacuee • impact • propaganda • purpose • reliability	• agriculture • airstrip • arid • barren • biome • climate • desert • desertification • drought • flash flood • mesa • mining • mushroom rock • national park • natural arch • nature reserve • rainfall • ranching • renewable energy • salt flat • sand dune • sparse • time zone • tourist attraction • vegetation • weather •	• assembly • constitutional monarchy • democracy • direct democracy • ethics • government • period • philosophy • oligarchy • representative democracy	• air pollution • birth rate • cartogram • climate • climate change • conclusions • death rate • deforestation • densely populated • digital technologies • fossil fuels • greenhouse gases • impact • improvements • involuntary • Likert scale • migrants • migration • natural increase • noise pollution • population • population density • population distribution • pull factors • push factors • qualitative • quantitative • refugee • region • sparsely populated • voluntary	• Alan Turing • criteria • issuing bank • historically significant • Jane Austen • Joseph William Turner • remarkable • remembered • watermark • Winston Churchill • Lily Parr • Betty Snowball •	• biofuel • coal • consumption • contour line • crude oil • dam • emissions • energy source • hydropower • natural gas • non-renewable • nuclear power • Prime Meridian • producer • regenerate • renewable • replenish • sea level • solar power • time zone • urban planner • windpower • six-figure grid reference •

Art / DT	Painting and mixed media: Artist study	Textiles: Waistcoats (cooling clothes for in the desert)	Mechanical systems: Automata toys (Greek theatre)	Drawing: Make my voice heard	Sculpture and 3D: Making memories	Electrical systems: Steady hand game
Art / DT Objectives	Pupils who are **secure** will be able to: • Understand a narrative and use descriptive language to tell a story. • Suggest ideas for the meaning behind a picture. • Identify different features within a painting and use the formal elements to describe it. • Be creative and imaginative in finding their own meaning in a painting. • Use their own art or personal experiences to justify their ideas. • Read a picture well and see beyond the first glance, analysing and evaluating it successfully.	Pupils who are **secure** will be able to: • Consider a range of factors in their design criteria and use this to create a waistcoat design. • Use a template to mark and cut out a design. • Use a running stitch to join fabric to make a functional waistcoat. • Attach a secure fastening, as well as decorative objects. • Evaluate their final product.	Pupils who are **secure** will be able to: • Mark, saw and cut out the components and supports of their toy with a varying degree of accuracy to the intended measurements. • Follow health and safety rules, taking care with the equipment. • Attempt a partial assembly of their toys using an exploded-diagram, following a teacher's demonstration. • Develop a design idea with some descriptive notes. • Explore different cam profiles and choose three for	Pupils who are **secure** will be able to: • Collect a good range of imagery, adding annotated notes and sketches. • Make relevant comparisons between different styles of art. • Use tools effectively to explore a range of effects. • Respond to the meaning of a spirit animal through drawing. • Generate symbols that reflect their likes and dislikes with little support. • Create a tile that is full of pattern, symbols and colours that	Pupils who are **secure** will be able to: • Discuss the work of artists that appreciate different artistic styles. • Create a sculpture to express themselves in a literal or symbolic way. • Reflect verbally or in writing about creative decisions. • Suggest ways to represent memories through imagery, shapes and colours. • Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. • Competently use scissors to	Pupils who are **secure** will be able to: • Explain simply what is meant by 'form' (the shape of a product) and 'function' (how a product works). • State what they like or dislike about an existing children's toy and why. • Learn about skills developed through play and apply this knowledge in a survey of one or more children's toys. • Identify the components of a steady hand game. • Design a steady hand game of their own according to their design criteria, using

	• Reflect on personal experiences to convey through their own piece of abstract art. • Contribute to discussions to either the class, group or talk partner. • Understand and choose a meaningful message to convey through imagery, creating some different composition ideas. • Select an appropriate artist. • Collect a range of information that is presented in an interesting and pleasing way in sketchbooks. • Generate an idea for a final piece, demonstrating some inspiration from		their follower toppers with an explanation of their choices. • Create neat, decorated follower toppers with some accuracy. • Measure and cut panels that fit with some inaccuracies to conceal the inner workings of the automata. • Decorate and finish the automata to meet the design criteria and brief. • Evaluate their finished product, making descriptive and reflective points on function and form.	represents themselves. • Discuss ideas to create light and dark through drawing techniques. • Explain the term chiaroscuro. • Apply chiaroscuro to create light and form through a tonal drawing. • Understand the impact of using techniques for effect. • Participate in a discussion that examines the similarities and differences between different styles of art. • Form their own opinions about what art is, justifying their ideas. • Identify a cause and decide what message they want to convey. • Understand artist's choices	cut shapes accurately. • Talk about artists' work and explain what they might use in their own work. • Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. • Successfully translate plans to a 3D sculpture. • Work mostly independently, experimenting and trying new things. • Identify and make improvements to their work. • Produce a completed sculpture demonstrating experimentation, originality and	four different perspective drawings. • Create a secure base for their game, with neat edges, that relates to their design. • Make and test a functioning circuit and assemble it within a case.

	their chosen artist. • Produce a final piece of work, selecting appropriate tools and materials to create an intended effect. • Experiment and revisit ideas, drawing on creative experiences. • Work in a sustained way to complete a piece, making evaluations at each stage.			to convey a message. • Review sketchbook and creative work to develop a drawn image. • Review and revisit ideas to develop their work.	technical competence. • Competently reflect on successes and personal development.	
Art / DT Vocabulary	• abstract • analyse • artist • compose • compositions • convey • evaluation • inference • interpret • justify • meaning • medium • mixed media • narrative • respond	• annotate • decorate • design criteria • fabric • target customer • waistcoat • waterproof	• accurate • assembly-diagram • automata • axle • bench hook • cam • clamp • component • cutting list • diagram • dowel • drill bits • exploded-diagram • finish	• aesthetic • audience • character traits • chiaroscuro • commissioned • composition • expressive • graffiti • guerilla • imagery • impact • interpretation • mark making • Maya • Mayan	• assemblage • attribute • collection • composition • embedded • expression • identity • juxtaposition • literal • manipulate • originality • pitfall • relief • representation • sculpture	• assemble • battery • battery pack • benefit • bulb • bulb holder • buzzer • circuit • circuit symbol • component • conductor • copper • design • design criteria • evaluation

	• tableau • technique • thought-provoking • translate		• follower • frame • function • hand drill • jelutong • linkage • mark out • measure • mechanism • model • research • right-angle • set square • tenon saw	• mural • representative • street art • symbol • symbolic • technique • tonal • tone	• self • symbolic • tradition	• fine motor skills • fit for purpose • form • function • gross motor skills • insulator • LED • user
Music	Songs of World War 2			Theme and variations (Theme: Pop Art) (making their voices heard theme)		Composing and performing a Leavers' song
Music Objectives	Pupils who are **secure** will be able to: • Use musical and comparative language in discussion. • Follow the melody line. • Follow the scores with a good sense of timing, showing that they understand which section of			Pupils who are **secure** will be able to: • Performing rhythms confidently either on their own or in a group. • Identify the sounds of different instruments and discuss what they sound like. • Make reasonable suggestions for		Pupils who are **secure** will be able to: • Identify and evaluate the musical features of a song. • Contribute ideas to their group chorus, suggesting how lines three and four could rhyme. • Contribute ideas to their group verse,

	pitch they are singing. • Sing the correct words at the correct time. • Recall the counter-melody line.			which instruments can be matched to which art pieces. • Recall the names of several instruments according to their orchestra sections. • Keep the pulse using body percussion. • Sing with control and confidence. • Name rhythms correctly. • Copy rhythms accurately with a good sense of pulse. • Draw rhythms accurately. • Show a difference between musical variations. • Show creativity in a finished musical product.		suggesting how lines one and four and five and eight could rhyme. • Fit an existing melody over a four-chord backing track. • Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments. • Record melodies using letter notation. • Perform the leavers' song with confidence.
Music Vocabulary	• accuracy • backing track			• 3/4 time • 4/4 time		• allegro • arrangement

	• compare • contrast • complement • control • counter-melody • diaphragm • dynamics • era • expression • features • graphic score • harmony • harmonise • lyrics • melody • melody line • morale • notate • octave • parts • performance techniques • phrase • phrasing • pitch • purpose • score • Solfa • Solfa ladder • tempo			• accidentals • body percussion • diaphragm • legato • motif • orchestra • percussion • phrases • pitch • pizzicato • pulse • quaver • rhythm • rhythmic elements • section • semi-quaver • staccato • tempo • theme • TIKI-TIKI, TI-TIKI, TIKI-TI • translate • variations • vocal line • woodwind		• backing track • chorus • chord progression • compose • crescendo • diminuendo • dynamics • evaluate • forte • largo • lyrics • melody • mood • musical features • notation • piano • poetic • structure • repetitive • rhyme • ritardando • tempo • sequence • stave notation • structure • upbeat • verse
Computing	Online Safety	Computing systems and networks: Bletchley Park (links back to last half term)	Data handling 1: Big Data 1		Skills showcase: Inventing a product (winner features on the £10 note)	

Computing Objectives	Pupils who are **secure** will be able to: • Discuss various issues online that can leave pupils feeling sad, frightened, worried or uncomfortable and can describe numerous ways to get help. • Explain how sharing online can have both positive and negative impacts. • Be aware of how to seek consent from others before sharing material online and describe how content can still be shared online even if it is set to private. • Explain what a digital reputation is and what it can consist of. • Understand the importance of	Pupils who are **secure** will be able to: • Explain that codes can be used for a number of different reasons and decode messages. • Explain how to ensure a password is secure and how this works. • Create a simple website with information about Bletchley Park including the need to build electronic thinking machines to solve cipher codes. • Explain the importance of historical figures and their contribution towards computer science. • Present information about their	Pupils who are **secure** will be able to: • Understand why barcodes and QR codes were created. • Create (and scan) their own QR code using a QR code generator website. • Explain how infrared can be used to transmit a Boolean type signal. • Explain how RFID works, recall a use of RFID chips, and type formulas into spreadsheets. • Take real-time data and enter it effectively into a spreadsheet. • Presenting the data collected as an answer to a question. • Recognising the value of analysing real-time data.		Pupils who are **secure** will be able to: • Evaluate code, understand what it does and adapt existing code for a specific purpose. • Debug programs and make them more efficient using sequence, selection, repetition or variables. • Design appropriate housing for their product using CAD software, including any input or output devices needed to make it work. • Create an appealing website for their product aimed at their target audience, which explains what their product is and what it does using	

	capturing evidence of online bullying and demonstrate some of these methods on the devices used at school. • Describe ways to manage passwords and strategies to add extra security, such as two-factor authentication. • Explain what to do if passwords are shared, lost or stolen. • Describe strategies to identify scams. • Explain ways to increase their privacy settings and understand why it is important to keep their software updated.	historical figure in an interesting and engaging manner.	• Analyse and evaluate transport data and consider how this provides a useful service to commuters.		persuasive language. • Create an edited video of their project, articulating the key benefits. • Describe and show how to search for information online and be aware of the accuracy of the results presented.	
Computing Vocabulary	Conduct Content Contact • anonymity	• Acrostic Code • Brute force hacking • Caesar cipher	• algorithm • barcode • boolean • brand		• adapt • advert • algorithm • bugs	

	• antivirus • biometrics • block • consent • digital footprint • digital personality • financial information • hacking • inappropriate • malware • online bullying • online reputation • password • personal information • phishing • privacy settings • private • reliable source • report • respect • scammers • screen grab • screenshot • secure • selfie • software updates • two-factor authentication • URL • username	• Chip and pin system • Cipher • Code • Combination • Contribute • Convince • Date shift cipher • Discovery • Hero • Invention • Nth Letter Cipher • Password • Pig Latin • Pigpen cipher • Present • Scrambled • Secret • Secure • Technological advancement • Trial and error	• chip • commuter • contactless • data • encrypt • infrared • proximity • QR code • QR scanner • radio waves • RFID • signal • spreadsheet • systems analyst • transmission • wireless		• coding • debugging • design • edit • electronic • evaluate • facts • image rights • images • influence • information • inputs • loops • manipulation • opinions • output • photos • product • program • repetition • screenshot • search engine • selection • sequence • snippets • software • structures • variables • video • website	

MfL - French		French sport and the Olympics		In my French house	Planning a French holiday	Visiting a town in France
MfL – French		Pupils who are secure will be able to: • Pronounce the name of a sport accurately and confidently. • Construct simple sentences to say whether or not they play a sport and whether or not they like a sport. • Locate some countries on a map. • Identify some of the French country names using cognates and near cognates. • Use the correct form of aller and the correct preposition in		Pupils who are secure will be able to: • Understand the French words for different types of houses and their rooms. • Ask and answer questions using vocabulary about houses and rooms. • Remember and understand the elements of a house and family. • Use a writing frame to create a written description of their house. • Label things in a bedroom and use the related	Pupils who are secure will be able to: • Remember the countries in the world in French. • Use a writing model to create a complex sentence. • Begin to understand the present and future tense of 'aller' in French. • Identify the present and future tenses in reading and listening. • Label images of clothing correctly. • Speak in sentences and write a paragraph.	Pupils who are secure will be able to: • Describe routes to school using pictures and word cards. • Follow simple directions accurately. • Describe the relationship between places using a preposition. • Put modes of transport into a simple sentence. • Role-play buying tickets in French. • Use modes of transport to build sentences about going to places. • Begin constructing

		most cases in written exercises. • Show good understanding of P.E. action verbs and pronounce the words accurately. • Show good understanding and pronunciation of words and phrases about sport and construct simple sentences about sports that they like or do not like. • Follow the basic rules of pétanque. • Write an interview article in French, using a writing frame, about a chosen		vocabulary in simple sentences. • Use prepositions accurately, both verbally and in written sentences. • Write a letter to describe all the rooms in their house, where they live and with whom, using at least three prepositions accurately and including questions.	• Recognise familiar words and cognates. • Begin to understand the gist of the text to be able to answer some questions. • Find out information from a range of websites and use this information to plan a holiday.	negative sentences correctly. • Learn to say and read places in a town. • Use a writing frame to give a reasoned opinion for visiting a place. • Identify the grammatical elements of a text. • Understand the gist of a text. • Use a text to write their own description of a place.

		Olympic sport and imagined visit to the Olympic Games.				
PSHE - Jigsaw	Being me in My world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing me
PE – Complete PE	Tag Rugby	Prejudice and Discrimination	Matching and mirroring	Cricket	Swimming	Swimming