





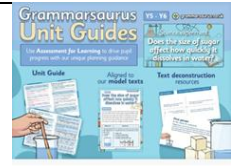




|                               |             | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
|-------------------------------|-------------|---|---|--|---|--|---|
| Trips, Visits and Experiences |             | Music Tech: Music Hub<br>Music Day<br>Dodgeball festival                            | Church Visit<br>(linked to RE and Music)<br>Carol Service   | Museum visit<br>(Ancient Greeks)   | Lego League   | Swimming<br>Pasty making   | Year 6 Camp<br>Isles of Scilly<br><br>Year 5 Camp<br>Bude   |
| Oracy                         |             | Consider the impact of their words on others when giving feedback.                  | Speak with confidence in front of an audience.  | Use pauses for effect in presentational talk.  | Carefully consider the words and phrasing used to express ideas.  | Give supporting evidence e.g. citing a text, a previous example or a historical event.   | Ask probing questions.  |
| Writing                       | Fiction     |    | <br>Year 5/6 Unit Guide – Plot Weave pack – Discovering the last jungle city | <br>Year 5/6 Unit Guide – Setting Descriptions – Pandora                  | <br>Year 5/6 Unit Guide – Recount Diary – Day 16 on Polar Island | <br>Year 5/6 Unit Guide – Characterising Speech – Alma vs the dollmaker | <br>Year 5/6 Unit Guide – Instructions – How to train your dragon  |
|                               | Non-Fiction |   | <br>Year 5/6 Unit Guide – Non-chronological report – Rainforest creatures   | <br>Year 5/6 Unit Guide – Non-chronological report – Creature of Pandora | <br>Year 5/6 Unit Guide – Persuasive advert – Puffins           | <br>Year 5/6 Unit Guide – Instructions – How to make a witches' spell  | <br>Year 5/6 Unit Guide – Recount Science Experiment – Does the size of sugar affect how quickly it dissolves in water? |
|                               | Poetry/Film |  |   |  |   |  |    |

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|-----------------------------------|---|---|---|---|---|---|
| <p><b>Guided Reading Text</b></p> | <p><b>Cross -Curricular Reading</b><br/>The Maya<br/>Healthy Bodies<br/><b>Poetry</b><br/>Question and Answer Poems</p>   |  <p><b>Cross -Curricular Reading</b><br/>Chocolate<br/>Christmas</p>  |  <p><b>Cross -Curricular Reading</b><br/>Ancient Greece<br/>Greek Myths</p>   |  <p><b>Cross -Curricular Reading</b><br/>Rivers and Oceans<br/>Ice Planets</p>  |  <p><b>Cross -Curricular Reading</b><br/>Civil Rights<br/>Crime and punishment</p>  |  <p><b>Cross Curricular Reading</b><br/>The Future</p> <p>Light<br/><b>Poetry</b><br/>Sonnets</p>   |
| <p><b>Maths</b></p>               | <p>Year 5 &amp; 6 Place Value<br/>4 Operations</p>  | <p>Year 5 &amp; 6 Fractions<br/>Statistics</p>  | <p>Year 5 Decimals/%<br/>Perimeter/Area/<br/>Year 6 Decimals/%<br/>Perimeter/Area/Volume</p>  | <p>Year 5 &amp; 6<br/>Shape<br/>Position &amp; Direction</p>  | <p>Year 5 &amp; 6<br/>Converting units<br/>Year 6 Ratio &amp; Algebra</p>   | <p>Year 5 &amp; 6<br/>Consolidation activities</p>  |
| <p><b>Science</b></p>             | <p><b>Year 5</b><br/><b>Forces</b><br/>1.How Does Friction Affect the Amount of Force Required to Move an Object? (KP)<br/>2.What is gravity? (KP)<br/>3.How Does Air Resistance Affect the Speed at which an Object Falls? (KP)<br/>4.What Changes the Effects of Water Resistance? (KP)<br/>5.What Impact do Gears, Levers and Pulleys Have on Forces? (KP)<br/>6.Assessment focus/gaps in learning (DE)</p> <p><b>Year 6</b><br/><b>Forces</b><br/>1.How Does Friction Affect the Amount of Force Required to Move an Object? (KP)<br/>2.What is gravity? (KP)<br/>3.How Does Air Resistance Affect the Speed at which an Object Falls? (KP)<br/>4.What Changes the Effects of Water Resistance? (KP)<br/>5.What Impact do Gears, Levers and Pulleys Have on Forces? (KP)<br/>6.Assessment focus/gaps in learning (DE)</p> | <p><b>Year 5</b><br/><b>Earth and Space</b><br/>1.How Does Our Position in The Solar System Impact Life on Earth? (KP)<br/>2. What is the lunar orbit? (OT)<br/>3.What are those spheres in space? (OT)<br/>4.Does anything else orbit the sun? (KP)<br/>5.How does the solar system move? (OT)<br/>6.How do we get night and day (KP)<br/>7.How can shadows show us that the earth is rotating? (KP)</p> <p><b>Year 6</b><br/><b>Earth and Space</b><br/>1.How Does Our Position in The Solar System Impact Life on Earth? (KP)<br/>2. What is the lunar orbit? (OT)<br/>3.What are those spheres in space? (OT)<br/>4.Does anything else orbit the sun? (KP)<br/>5.How does the solar system move? (OT)<br/>6.How do we get night and day (KP)<br/>7.How can shadows show us that the earth is rotating? (KP)</p> | <p><b>Year 5</b><br/><b>Living Things and Their Habitats</b><br/>1.Are There Any Differences Between the Lifecycles of Mammals, Amphibians, Insects and Birds? (KP)<br/>2.How Can We Behave Like Naturalists? (KP)<br/>3.What is sexual reproduction in plants? (KP)<br/>4.Can plants reproduce without seeds? (KP)<br/>5.Do all animals reproduce the same way? (KP)</p> <p><b>Year 6</b><br/><b>Living Things and Their Habitats</b><br/>1.Are There Any Differences Between the Lifecycles of Mammals, Amphibians, Insects and Birds? (KP)<br/>2.How Can We Behave Like Naturalists? (KP)<br/>3.What is sexual reproduction in plants? (KP)<br/>4.Can plants reproduce without seeds? (KP)<br/>5.Do all animals reproduce the same way? (KP)</p> | <p><b>Year 5</b><br/><b>Properties and Changes of Materials</b><br/>1.What Material Is Most Effective in Keeping a Cup of Tea Warm? (KP)<br/>2.What Materials Make the Best Thermal Insulators? (KP)<br/>3.When we change a material, is it always forever? (KP)<br/>4.How can we separate a mixture? (KP)<br/>5.When does a change make a new material? (KP)<br/>6.Assessment focus/gaps in learning (DE)</p> <p><b>Year 6</b><br/><b>Living Things and Their Habitats</b><br/>1.How do I classify a living organism? (DE)<br/>2.What are the kingdoms of life? (DE)<br/>3.How do I use the Linnean system of classification? (DE)<br/>4.What are the different types of microorganisms and what are their properties? (DE)<br/>5.How does asexual reproduction happen in plants? (DE)<br/>6.How do I classify a living organism? (DE)</p> | <p><b>Year 5</b><br/><b>Animals Including Humans</b><br/>1.How do humans change over time? (KP)<br/>2.How do humans change over time? (KP)<br/>3.How Can We Investigate Changes as We Progress Through the Lifecycle? (KP)<br/>4.What happens to us during puberty (KP)<br/>5.What Can the Size of Animals Incl. Humans Tell Us About Gestation Periods? (KP)<br/>6.Assessment focus/gaps in learning (DE)</p> <p><b>Year 6</b><br/><b>Animals Including Humans</b><br/>1.How do humans change over time? (KP)<br/>2.How do humans change over time? (KP)<br/>3.How Can We Investigate Changes as We Progress Through the Lifecycle? (KP)<br/>4.What happens to us during puberty (KP)<br/>5.What Can the Size of Animals Incl. Humans Tell Us About Gestation Periods? (KP)<br/>6.Assessment focus/gaps in learning (DE)</p> | <p><b>Year 5</b><br/>Scientific Enquiries</p> <p><b>Year 6</b><br/><b>Evolution and Inheritance</b><br/>1.How do offspring vary from their parents? (DE)<br/>2.How do animals adapt? (DE)<br/>3.How do plants adapt? (DE)<br/>4.What do fossils teach us? (DE)<br/>5.What is the theory of natural evolution and what does survival of the fittest mean? (DE)<br/>6.How have humans evolved? (DE)</p> |
| <p><b>Computing</b></p>           | <p><b>Communication and Collaboration</b><br/><br/>Internet addresses<br/><br/>Data packets</p>   | <p><b>Web Page Creation</b><br/><br/>What makes a good page?<br/><br/>What is a good layout?<br/><br/>Copyright</p>   | <p><b>3D Modelling</b><br/><br/>Introduction to 3D<br/><br/>Modifying 3D objects</p>  | <p><b>Spreadsheet</b><br/><br/>Collecting data<br/><br/>Formatting<br/><br/>Formulas</p>  | <p><b>Variables in Games</b><br/><br/>Introducing<br/><br/>Improving<br/><br/>Designing</p>   | <p><b>Microbits – getting active</b><br/><br/>Variables<br/><br/>Using variables<br/><br/>Step counter</p>  |

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|           | <p>Working together</p> <p>Shared working</p> <p>How we communicate</p> <p>Communicating</p>  | <p>How does it look?</p> <p>Follow the breadcrumbs</p> <p>Think before you like</p>  | <p>Make your own name badge</p> <p>Make your own desk tidy</p> <p>Planning a 3D model</p> <p>Make your own 3D model</p>   | <p>Calculate and duplicate</p> <p>Event planning</p> <p>Presenting data</p>   | <p>Completing</p>  | <p>Random activity</p> <p>Activity picker</p> <p>Cross curricular</p>   |
| History   | <p><b>Mayan Civilization</b></p> <p><u>Key Question</u><br/><i>How did this 'powerful empire' seemingly disappear so suddenly?</i></p> <p>Why did the Maya empire grow – when so much of the land they lived in was mountain and jungle, how did the Maya manage to become so important?</p> <p>What was life like at the height of the Mayan civilization?<br/>(What was everyday life in Mayan civilization? How different was it for rich and poor?)</p> <p>How can we possibly know what was life like for the Mayan people 1,000 years ago?</p> <p>What were the Mayan cultural practices and were they really that barbaric?</p> <p>Why did the Mayan empire decline? How can we solve the riddle of why the Mayan empire ended so quickly?</p> |  | <p><b>Ancient Greece</b></p> <p><u>Key question</u><br/>What are the achievements and legacy of Ancient Greece – how has it influenced on other societies?</p> <p>How can we possibly know so much about the Ancient Greeks who lived 2,500 years ago?</p> <p>What can we work out about everyday life in Ancient Greece? Inc looking at Greek vases</p> <p>What was life like for women in Ancient Greece?</p> <p>Why was Athens able to be so strong in the 5<sup>th</sup> and 6<sup>th</sup> century BC?</p> <p>What happened at the battle of 'Marathon'?<br/>What can we tell about the Ancient Greeks from a study of their Olympics?</p> |   | <p><b>Cornish Rebellion</b></p> <p><u>Key Question</u><br/><i>Why were the Cornish ready to rebel against the Tudors – 1497 – 1549?</i></p> <p>Why did the Cornish rebel against Henry VII?</p> <p>Who was Henry VII?<br/>Who was Perkin Warbeck and what part does he play?</p> <p>Who were Michael An Gof, Peter Flamank and Lord Audley and what did they have to gain?</p> <p>March to London, was this a threat to Henry VII?</p> <p>What did the Cornish Rebellion Result in? How do we remember the cause and its protagonists? What happened afterwards?</p> |   |
| Geography |   | <p><b>Fair Trade</b></p> <p><u>Key Question</u><br/>Can we prove that fairtrade makes a difference?</p> <p>Where in the world will I find Fairtrade communities?</p> |   | <p><b>Biodiversity in our Oceans: Cornish Fishing and Illegal South American Squid Fishing</b></p> <p><u>Key Question</u><br/>Is commercial fishing a right or a privilege?</p> |  | <p><b>Where does my energy come from?</b></p> <p><u>Key Question</u><br/>Will the lights still be on in 10 years' time?</p> <p>Where does our energy come from?</p> |

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|     |   | <p>What is the carbon footprint of my Fairtrade banana?</p> <p>What is a day in the life of a Fairtrade farmer?</p> <p>Who profits from Fairtrade?</p> <p>What can I do to create a fairer world?</p>   |   | <p>Where do commercial fish come from?</p> <p>What impact does fishing have on the Cornish economy?</p> <p>Why is their illegal fishing off the coast of South America?</p> <p>Does fishing affect our future?</p>   |  | <p>What is the difference between renewable and non-renewable forms of energy?</p> <p>What are the UK's plans for energy in the 21<sup>st</sup> century?</p> <p>Why does the UK have nuclear power plants?</p> <p>Where is Chernobyl and what happened there? What does Chernobyl look like today?</p>   |
| Art | <p>Sketchbooks</p> <p>Typography and Maps</p> <p><a href="#">Pathway: Typography and Maps</a></p>   |   | <p>Surface and Colour</p> <p>Expressive Painting</p> <p><a href="#">Pathway: Expressive Painting</a></p>  |  | <p>Working in 3D</p> <p>Be an Architect</p> <p><a href="#">Pathway: Be An Architect</a></p>  |  |
| DT  |   | <p>Mechanisms</p> <p>Pneumatics</p> <p>Make a Mascot</p> <p><a href="#">Pneumatic systems - Make a Mascot - D&amp;T Association</a></p>   |   | <p>tructures</p> <p>Shell Structures (inc CAD)</p> <p>Packaging for a Product</p> <p><a href="#">Packaging – with links to Maths - D&amp;T Association</a></p>   | <p>Food</p> <p>Healthy and varied diet</p> <p>Super Salads</p> <p><a href="#">Super Salads - D&amp;T Association</a></p>   |  |
| RE  | <p>Christianity</p> <p>2a.4 GOSPEL: What kind of world did Jesus want? (Year 4: Unit 25)</p> <p>Lesson 1: What kind of world did Jesus want?</p> <p>Lesson 2: How does 'fishers of men' apply to Christians today?</p> <p>Lesson 3: What is an evangelist?</p> <p>Lesson 4: How did and does Jesus want people to act?</p> <p>Lesson 5: What does the Good Samaritan teach Christians?</p> <p>Lesson 6: What kind of world did Jesus want?</p> <p>Retrieval and Links</p> <p>Year 3 - Pentecost</p> | <p>Judaism</p> <p>How do festivals and family life show what matters to Jewish people? (Year 3: Unit 22)</p> <p>Lesson 1: What do many Jewish people do to mark Shabbat?</p> <p>Lesson 2: What does Shabbat look like in the UK today?</p> <p>Lesson 3: What do different Jewish people celebrate at Rosh Hashanah?</p> <p>Lesson 4: What happens at Yom Kippur?</p> <p>Lesson 5: What is the story of Passover?</p> <p>Lesson 6: Why do many Jews celebrate Passover every year?</p> <p>Retrieval and Links</p> <p>Year 3 – Trinity and celebrations (Christianity)</p> <p>Year 4 – Diwali, Shabbat and Hannukah (Judaism)</p> <p>Year 5 – Torah (Judaism)</p> | <p>Christianity</p> <p>2a.1: CREATION/ FALL: What do Christians learn from the creation story? (Year 3: Unit 23)</p> <p>Lesson 1: Where does Creation belong in the 'Big Story' of the Bible?</p> <p>Lesson 2: What kind of world do Christians believe in? What do we mean by good?</p> <p>Lesson 3: How have Christians interpreted looking after the world?</p> <p>Lesson 4: How do different Christians think about and look after the environment?</p> <p>Lesson 5: What do Christians mean by 'The Fall'? Lesson 6: What do many Christians learn from the stories of Creation and the Fall?</p> <p>Retrieval and Links</p> <p>Year 3 – Good Friday</p> | <p>Islam</p> <p>How do festivals and worship show what matters to a Muslim? (Year 3: Unit 21)</p> <p>Lesson 1: How do festivals and family life show what matters to a Muslim?</p> <p>Lesson 2: What does the opening chapter of the Qur'an teach Muslims about God?</p> <p>Lesson 3: Why does prayer matter to Muslims?</p> <p>Lesson 4: Why is the mosque a special place for Muslims?</p> <p>Lesson 5: Why do Muslims celebrate at the end of Ramadan?</p> <p>Retrieval and Links</p> <p>Year 3 – Shahadah and Prophet Muhammad</p> | <p>Christianity</p> <p>2a.2 PEOPLE OF GOD: What is it like to follow God? (Year 3: Unit 19)</p> <p>Lesson 1: Which information about Bible stories can we get from different types of text?</p> <p>Lesson 2: what can we learn about Noah from reading the Biblical story?</p> <p>Lesson 3: What is the link between the story of Noah and the idea of covenant? What are the links between the story of Noah and how many Christian people live?</p> <p>Lesson 4: What is the link between a Christian wedding ceremony and the idea of covenant?</p> <p>Lesson 5: Did Abram show he trusted God?</p> <p>Lesson 6: Is it always easy for Christians to try to follow God?</p> <p>Retrieval and Links</p> <p>Year 3 – 'Good news' from Jesus</p> | <p>Cornwall</p> <p>How and why do people in Cornwall mark significant events in community life? (Curriculum Kernewek) (Year 4: Unit 30)</p> <p>Question 1 – What does a life journey mean to us?</p> <p>Question 2 – What is the significance of baptism?</p> <p>Question 3 – What is the significance of marriage?</p> <p>Question 4 – What is the similarities and differences between Jewish and Christian marriage?</p> <p>Question 5 – Are commitment ceremonies still relevant to life today?</p> <p>Question 6 –What other celebrations mark significant events in our lives?</p> <p>Retrieval and Links</p> <p>Year 3 - St Pirans, local church support, sacred places in Cornwall</p> |

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|                     |   | Year 6 – Qu'ran and Eid-al-hada (Islam)   |  |   |   |   |
| PE 1                | <b>Dance</b><br>Carnival  | <b>Gymnastics</b>   | <b>Inclusion Games</b><br>Boccia   | <b>Invasion Games</b><br>Basketball   | <b>Health and Well-being</b><br>Health  | <b>Striking Games</b><br>Golf   |
| PE 2                | <b>Gymnastics</b>   | <b>Dance</b><br>Prejudice and Discrimination  | <b>Net/Wall games</b><br>Tennis  | <b>OAA</b><br>Orienteering  | <b>Swimming</b>   | <b>Athletics</b><br>Throwing, jumping, running  |
| PSHEE/SRE<br>Year 5 | <b>1x lesson on British Values</b><br><br><b>Teamwork &amp; Conflict Resolution</b><br><br><a href="http://coramlifeeducation.org.uk">Collaboration Challenge!</a><br><a href="http://coramlifeeducation.org.uk">Give and take</a><br><a href="http://coramlifeeducation.org.uk">Communication (OPTIONAL)</a><br><br><b>Assertiveness Skills</b><br><br><a href="http://coramlifeeducation.org.uk">Communication (OPTIONAL)</a><br><br><a href="http://coramlifeeducation.org.uk">Our emotional needs</a><br><br><a href="http://coramlifeeducation.org.uk">Being assertive</a> | <b>Tolerance &amp; Respect</b><br><br><b>1x lesson on black history month: MLK</b><br><br><a href="http://coramlifeeducation.org.uk">Boys will be boys? - challenging work-place gender stereotypes</a><br><a href="http://coramlifeeducation.org.uk">Happy being me</a><br><a href="http://coramlifeeducation.org.uk">The land of the Red People</a><br><br><a href="http://coramlifeeducation.org.uk">Is it true?</a><br><a href="http://coramlifeeducation.org.uk">Stop, start, stereotypes</a><br><a href="http://coramlifeeducation.org.uk">It could happen to anyone (OPTIONAL)</a> | <b>Keeping Myself and Others Safe</b><br><br><b>1x lesson on train safety</b><br><br><a href="http://coramlifeeducation.org.uk">Dear Ash</a><br><a href="http://coramlifeeducation.org.uk">Vaping: healthy or unhealthy?</a><br><a href="http://coramlifeeducation.org.uk">Drugs: true or false? (OPTIONAL)</a><br><a href="http://coramlifeeducation.org.uk">Smoking: what is normal? (OPTIONAL)</a><br><br><b>Internet Safety</b><br><br><a href="http://coramlifeeducation.org.uk">Spot bullying</a><br><br><a href="http://coramlifeeducation.org.uk">Communication (OPTIONAL)</a> | <b>Responsibility</b><br><br><a href="http://coramlifeeducation.org.uk">Fact or opinion?</a><br><a href="http://coramlifeeducation.org.uk">Mo makes a difference</a><br><a href="http://coramlifeeducation.org.uk">Rights, respect and duties</a><br><b>Government Lesson:</b><br><a href="http://coramlifeeducation.org.uk">Local councils (OPTIONAL)</a><br><br><b>Economics</b><br><br><a href="http://coramlifeeducation.org.uk">Spending wisely</a><br><br><a href="http://coramlifeeducation.org.uk">Lend us a fiver!</a> | <b>Healthy Living</b><br><br><a href="http://coramlifeeducation.org.uk">It all adds up!</a><br><a href="http://coramlifeeducation.org.uk">What's the story?</a><br><a href="http://coramlifeeducation.org.uk">'Thinking' about habits (OPTIONAL)</a><br><b>1x lesson on sleep</b><br><b>1x lesson on healthy diet</b><br><br><b>Bereavement</b><br><a href="http://coramlifeeducation.org.uk">Dear Hetty (OPTIONAL)</a><br><br><b>Environment</b><br><br><b>1x lesson on protecting the environment</b> | <b>Growing and Changing</b><br><br><a href="http://coramlifeeducation.org.uk">Growing up and changing bodies</a><br><a href="http://coramlifeeducation.org.uk">Changing bodies and feelings</a><br><a href="http://coramlifeeducation.org.uk">Help! I'm a teenager - get me out of here!</a><br><br><b>Consent</b><br><a href="http://coramlifeeducation.org.uk">Decision dilemmas</a><br><br><b>1x lesson on appropriate touch</b> |
| PSHEE/SRE<br>Year 6 | <b>1x lesson on British Values</b><br><br><b>Teamwork &amp; Conflict Resolution</b>   | <b>Tolerance &amp; Respect</b><br><br><b>1x lesson on black history month: Barack Obama</b>   | <b>Keeping Myself and Others Safe</b><br><br><b>1x lesson on train safety</b>  | <b>Responsibility</b><br><br><a href="http://coramlifeeducation.org.uk">Two sides to every story</a>  | <b>Healthy Living</b><br><br><a href="http://coramlifeeducation.org.uk">Basic first aid, including Sepsis Awareness</a>   | <b>Growing and Changing</b><br><br><a href="http://coramlifeeducation.org.uk">Is this normal?</a>   |

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|                  | <a href="https://coramlifeeducation.org.uk">Let's negotiate (OPTIONAL)</a><br><a href="https://coramlifeeducation.org.uk">Solve the friendship problem</a><br><b>Assertiveness Skills</b><br><a href="https://coramlifeeducation.org.uk">Behave yourself</a><br><a href="https://coramlifeeducation.org.uk">Assertiveness skills (formerly Behave yourself - 2)</a><br><a href="https://coramlifeeducation.org.uk">Acting appropriately</a> | <a href="https://coramlifeeducation.org.uk">OK to be different</a><br><a href="https://coramlifeeducation.org.uk">We have more in common than not</a><br><a href="https://coramlifeeducation.org.uk">Respecting differences</a><br><a href="https://coramlifeeducation.org.uk">Tolerance and respect for others</a><br><a href="https://coramlifeeducation.org.uk">Advertising friendships!</a><br><a href="https://coramlifeeducation.org.uk">Boys will be boys? - challenging gender stereotypes</a> | <a href="https://coramlifeeducation.org.uk">What's the risk? (1)</a><br><a href="https://coramlifeeducation.org.uk">What's the risk? (2)</a><br><b>Internet Safety</b><br><a href="https://coramlifeeducation.org.uk">Think before you click!</a><br><a href="https://coramlifeeducation.org.uk">It's a puzzle (OPTIONAL)</a><br><a href="https://coramlifeeducation.org.uk">Fakebook friends</a><br><a href="https://coramlifeeducation.org.uk">To share or not to share?</a> | <a href="https://coramlifeeducation.org.uk">Action stations! (OPTIONAL)</a><br><a href="https://coramlifeeducation.org.uk">Democracy in Britain 1 - Elections</a><br><a href="https://coramlifeeducation.org.uk">Democracy in Britain 2 - How (most) laws are made</a><br><a href="https://coramlifeeducation.org.uk">Community art (OPTIONAL)</a><br><b>Economics</b><br><a href="https://coramlifeeducation.org.uk">What's it worth?</a><br><a href="https://coramlifeeducation.org.uk">Jobs and taxes (OPTIONAL)</a> | <a href="https://coramlifeeducation.org.uk">Five Ways to Wellbeing project</a><br><a href="https://coramlifeeducation.org.uk">Our recommendations</a><br><b>Bereavement</b><br><b>1x lesson on bereavement</b><br><b>Environment</b><br><a href="https://coramlifeeducation.org.uk">Project Pitch (parts 1 &amp; 2) (OPTIONAL)</a><br><a href="https://coramlifeeducation.org.uk">Happy shoppers - caring for the environment</a> | <a href="https://coramlifeeducation.org.uk">Helpful or unhelpful? Managing change</a><br><a href="https://coramlifeeducation.org.uk">Making babies</a><br><b>Consent</b><br><a href="https://coramlifeeducation.org.uk">Pressure online</a><br><a href="https://coramlifeeducation.org.uk">Don't force me</a> |
| <b>Music</b>     | <b>Year 5</b><br>Happy<br><b>Year 6</b><br>First Access – Music Tech  | Christmas Singing<br>Glockenspiels 2   | You've got a Friend in Me  | Music in Me   | Mamma Mia   | Classroom Jazz 2  |
| <b>MFL (KS2)</b> | Myself<br><a href="#">Dashboard</a>   | Carnival<br><a href="#">Dashboard</a>  | In the Classroom<br><a href="#">Dashboard</a>  | My Home<br><a href="#">Dashboard</a>  | Weather<br><a href="#">Dashboard</a>  | Recap and Rewind  |