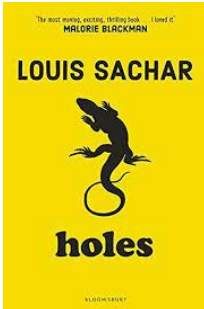
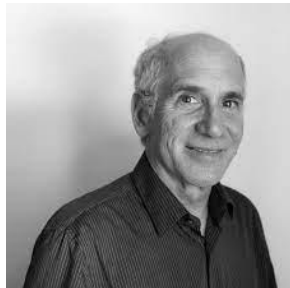
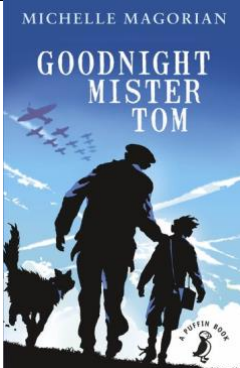
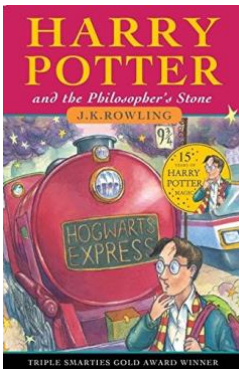


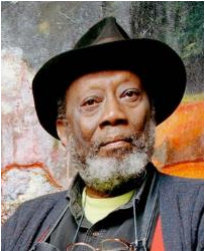
 YEAR 6	AUTUMN 1 <i>(6 weeks)</i>	AUTUMN 2 <i>(7 weeks)</i>	SPRING 1 <i>(6 weeks)</i>	SPRING 2 <i>(5 weeks)</i>	SUMMER 1 <i>(6 weeks)</i>	SUMMER 2 <i>(7 weeks)</i>
MATHS White Rose Power Maths NCETM NRICH	Number and Place Value - Read, write, order and compare numbers to ten million, and determine the value of each digit. - Identify the value of each digit in numbers given to three decimal places. - Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000). - Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and non-standard partitioning. - Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system. - Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts. - Round any number to the required degree of accuracy. - Solve number and practical problems that involve all of the above. Addition and Subtraction - Add and subtract numbers with more than four-digit using columnar methods (Year 5) - Add and subtract increasingly large numbers mentally (Year 5). - Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding. - Solve problems with 2 unknowns. Multiplication and Division - Multiply up to four-digit numbers by two-digit numbers, using formal written methods. - Divide numbers up to four digits by a two-digit number and interpret remainders as whole numbers, fractions and decimals, appropriate for the context. - Use written division methods where answers have up to two decimal places. - Divide numbers by a two-digit number using formal written methods. - Multiply and divide numbers by 10, 100 and 1000, with answers up to three decimal places. - Multiply one-digit numbers with up to two decimal places by whole numbers. - Perform mental calculations, including with mixed operations and large numbers. - Use knowledge of order of operations to complete calculations involving the four operations. - Solve multi-step problems involving the four operations. Fractions, Decimals and Percentages - Recognise when fractions can be simplified, and use common factors to simplify fractions. - Express fractions in a common denomination and use this to compare fractions that are similar in value.		Ratio and Proportion - Solve problems involving ratio relationships. - Solve problems involving scale factor. - Solve problems involving the relative sizes of two quantities, where missing values can be found using integer multiplication and division facts. Algebra - Use simple formulae. - Generate and describe linear number sequences. - Express missing number problems algebraically. - Find pairs of numbers that satisfy an equation with two unknowns. Area, Perimeter and Volume - Recognise shapes with the same areas have different perimeters and vice versa. - Recognise when it is possible to use formulae for the area and volume of shapes. - Calculate the area of triangles and parallelograms. - Calculate, estimate and compare volume of cuboids and cubes using standard units. Position and Direction - Describe positions on a full coordinates grid (four quadrants). - Draw and translate shapes on a coordinate plane and reflect them in the axes. Measurement - Use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit and vice versa. - Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places. - Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit, and vice versa, using decimal notation. - Convert between miles and kilometres. Geometry - Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems. - Compare and classify geometric shapes based on properties. - Illustrate and name parts of a circle, and know that radius is twice the diameter. - Find unknown angles in triangles, quadrilaterals and regular polygons. - Recognise angles where they meet on a point, on a straight line or are vertically opposite and find missing angles.		Statistics Interpret and construct pie charts and line graphs and use these to solve problems. Calculate and interpret the mean as an average. Revision and consolidation of all curriculum areas. Application of curriculum skills and knowledge through projects and events.	

	• Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy. • Add and subtract fractions with the same denominators that are multiples of the same number. • Multiply simple pairs of proper fractions. • Divide proper fractions by whole numbers. • Solve problems which require answers to be rounded to a specified degree of accuracy. • Associate fractions with division and calculate fraction equivalents. Solve problems involving the calculation of percentages. • Recall equivalents between simple fractions, decimals and percentages.					
ENGLISH CLPE – The Power of Reading Literacy SHED Bug Club Penpals No-nonsense spelling Reading Explorers Reading Detectives Rising Stars Comprehension	Reading Text Holes Louis Sachar  		Reading Text Goodnight Mister Tom By Michelle Magorian  	SATs preparation Reading Text Harry Potter By J. K. Rowling  		
	Writing Suspense stories	Writing Story of Betrayal (Macbeth)	Writing Diary from the perspective of an evacuee. Letter	Writing Non-chronological Report focused on WW2 leaders Letter formal and persuasive.	Writing Revision (Grammar and Spelling) Newspaper Reports	Writing Fantasy Stories
	Oracy • Listen carefully and adapt talk to the demands of different contexts, purposes and audiences with increasing confidence. • Ask questions to develop ideas and make contributions that take account of other’s views. • Use evidence to support ideas and opinions. • Explain ideas and opinions – elaborating to make meaning explicit. • Show understanding of the main points, significant details and implied meanings in a discussion. • Listen carefully in discussions, contribute and ask questions that responsive to others’ ideas and views. • Begin to use Standard English in formal situations. • Begin to use hypothetical language to consider more than one possible language solution. • Perform their own compositions using appropriate intonation and volume so that meaning is clear. • Perform poems or plays memory making careful choices how they convey ideas about characters and situations by adapting expression and tone. • Understand and begin to select the appropriate register according to the context. Reading • Apply knowledge of root words, prefixes and suffixes to read aloud words on the Year 5 and 6 statutory list. • Read books that are structured in different ways and across a wide range of genres. • Vary voice for direct or indirect speech. • Recognise clauses in sentences • Checking that the book makes sense to them, by discussing and asking questions to improve their reading of a text. • Draw inferences and justify with evidence from the text. • Predicting what might happen from details stated and implied. • Make comparison within and across two texts.			Writing • Identify the audience and purpose of the writing selecting the appropriate form using other similar models for their own writing. • In narratives, describes settings and characters. • Integrate dialogue. • Ensure the correct use of tense. • Add phrases to make sentences more precise and detailed. • Use range of sentence openers – judging the impact or effect needed. • Begin to adapt sentence structure to text type. • Link clauses in sentences using a range of subordinating and coordinating conjunctions. • Link ideas across and within paragraphs using adverbials. • Indicate degrees of possibility using adverbs and modal verbs. Grammar • Convert nouns or adjectives into verbs using suffixes. (-ate; -ise; -ify) • Use verb prefixes. (dis-, de-, mis-, over- and re-) • Use relative clauses beginning with who, which, where, when, whose and that. • Use brackets, dashes or commas to indicate parenthesis. • Use commas to clarify meaning or avoid ambiguity. Spelling • Consilidate rules and patterns covered in Year 3 and 4. • Spell –cial and –tial endings • Spell endings –cious or –tious • Spell words ending in –ant, -ance/-ancy, -ent, -ence/ency. • Spell words with the letter string ough • Spell words with spelt with ei after c. • Spell words with silent letters • Spell words ending in –able and -ible. • Spell words ending in –ably and –bly. Handwriting		

				- Write legibly, fluently and with increasing speed by: - Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. - Choosing the writing implement that is best suited for a task.		
SCIENCE Developing Experts	Living Things and Their Habitats - To 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. - To give reasons for classifying plants and animals based on specific characteristics.	Electricity - To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. - To 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. - To use recognised symbols when representing a simple circuit in a diagram. Global Learning Links: 7 AFFORDABLE AND CLEAN ENERGY  11 SUSTAINABLE CITIES AND COMMUNITIES  How do we create a sustainable society?	Light - To recognise that light appears to travel in straight lines. - To 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. - To 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. - To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	Animals, including humans - To identify and name the main parts of the human circulatory system. - To describe the functions of the heart, blood vessels and blood. - To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. - To describe the ways in which nutrients and water are transported within animals, including humans. BUSINESS/CAREERS LINK: Video conference with Kings Collage with phlebotomist		Evolution and Inheritance - To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. - To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. - To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. BUSINESS/CAREERS LINK: Harlow Town Park Walled garden.
	Skills Coverage: - Recognise scientific questions to which they do definitive answers using a range of scientific enquiries to explore possible answers. - Decide whether it is appropriate to repeat observations or measurements and explain how this impacts on data collection. Choose and use correctly appropriate equipment to support observation and data collection with increasing accuracy. - Recognise significant variables in investigations selecting the most suitable to investigate controlling variables where appropriate. Recognise which type of practical enquiry is most appropriate to the question or idea being investigated, before planning and carrying out the enquiry. - Classify objects, living things and events creating and using simple tables, keys or data bases with support. - Gather and present simple scientific data in a variety of ways as Year 3 including tables and bar charts where intervals and ranges agreed through discussion, to help in answering questions. - Recognise when scientific evidence is for or against an argument. Recognise when scientific evidence supports an idea or not and use this to support predictions. Use test results to draw conclusions, recognising that the test may need improvements to improve reliability. Use test results to prompt new questions and make predictions for setting up further tests. - Report and present findings from enquiries, including conclusions, causal relationships and explanations of results in oral and written form such as displays and other presentations.					
HISTORY World War II			World War II Skill coverage: - Conduct historical investigations independently, using a range of sources. - Select suitable sources, giving reasons for choices. - Ask complex questions to deepen own knowledge about a topic. - Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. - Order many significant events, movements and dates on a timeline across time periods. - Accurately use dates and terms to describe historical events. - To understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Explain independently.			

			- Understand and describe in some detail the main changes to an aspect of a period in history. - To confidently recall facts about the period and explain how it shaped British history. To confidently refer to evidence during explanation. (Verbal and written) - To know where a period sits in British History. - To confidently recall facts about a historical figure and explain how they shaped British history. To confidently refer to evidence during explanation. (Verbal and written) Global Learning Links: 16 PEACE, JUSTICE AND STRONG INSTITUTIONS  How does war impact our communities?			
GEOGRAPHY	Europe, The Alps and Map Work Skill coverage: - Confidently identify some European countries - Confidently identify significant places and environments. - Confidently use a mixture of sources of information and explain their findings. - Explain how single mountains and mountain ranges are formed. - Ask and answer abstract questions and join in with class discussions and debates confidently. - Explain the use of atlases with confidence. - Recognise a world map as a flattened globe. - Discuss the features identified on an aerial/oblique photographs. Map skills: - Use eight compass points confidently. - Use four figure grid references to locate features on a map confidently. - Begin to use six figure grid references. - Use longitude and latitude in an atlas. - Confidently use picture maps, globes, and digital maps - Use a variety of OS maps confidently. - Follow specific routes on detailed maps around school independently. - Confidently draw maps of real places adding detailed routes to be followed. - Begin to draw a variety of thematic maps based on own data. - Confidently use and recognise OS symbols.					
	Teach Computing COMPUTING Teach Computing	Computing systems and networks In this unit learners explore how data is transferred over the internet. Learners initially focus on addressing, before they move on to the makeup and structure of data packets. Learners then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate	Creating media This unit introduces learners to the creation of websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process learners pay specific attention to copyright and fair	Programming A This unit explores the concept of variables in programming through games in Scratch. First, learners find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard. In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, learners experiment with variables in an	Data and information This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data.	

	responsibly by considering what should and should not be shared on the internet.	use of media, the aesthetics of the site, and navigation paths.	existing project, then modify them, before they create their own project. In Lesson 4, learners focus on design. Finally, in Lesson 6, learners apply their knowledge of variables and design to improve their games in Scratch.	Learners will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. Learners will use spreadsheets to plan an event and answer questions. Finally, learners will create charts, and evaluate their results in comparison to questions asked.		the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.
DESIGN AND TECHNOLOGY			Control and monitoring: Desing and make an alarm system for an air raid shelter to warn somebody when an attack is imminent.		Control and monitoring: Design and make an alarm system to protect our cash flow during our summer charity day. Food technology: Design a vegetarian burger for somebody to eat at a summer BBQ.	
	Design: Carry out research; develop a simple design specification; describe the user, purpose and design features of their products and explain how they intend them to work. generate innovative ideas drawing on research; use a range of drawing skills, discussion, prototypes, pattern pieces and computer-aided design. Making: formulate lists of resources and step-by-step plans; select suitable tools, equipment, materials and components and explain their choices. follow procedures for safety and hygiene; use a wider range of materials and components; measure, mark out, cut, shape, assemble, join, combine and finish with accuracy. Evaluating identify strengths and areas to develop in their ideas and products against their design specification; consider the views of others to make improvements. investigate how well products have been designed and made, whether they are fit for purpose and meet user needs; why materials have been chosen, the methods of construction used, how well they work, and how innovative and sustainable they are. know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products linked to the area of study. Ada Lovelace, Alan Turing, Bill gates			Technical Knowledge know that materials have functional and aesthetic qualities; that systems have an input, process, and output; how to program a computer to control and monitor their products; use the correct technical vocabulary. (crumble kits) Food technology: Explain how ingredients were grown, reared and caught. Understand that seasons may affect the food available. Explain how food is processed into ingredients that can be eaten or used in cooking. Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including the use of a heat source Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Know different food and drink contain different substances (nutrients, water and fibre) that are needed for health. Use appropriate tools and equipment, weighing and measuring with scales. Plan healthy and affordable diet		

ART	Painting Artist Study: Frank Bowling  Skill coverage: Make decisions on what style of paint is best to use for artistic purpose. Justify with reasons and experiences. Create shades and tints using black and white. Choose appropriate paints, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Show an awareness of how paintings are created (composition).	Drawing Artist Study: L.S.Lowry  Skill coverage: Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own way using artistic vocabulary to explain. Manipulate and experiment with the elements of art line, tone, pattern, texture, space, colour and shape.				3D form Artist Study: Abigail Brown  Skill coverage: Create extensive sketches of 3D projects and annotate with materials, techniques and reasons for these. Use Modroc to create a 3D piece of art, planning the size, shape and structure. Master techniques such as cutting, folding, smoothing and layering when working with Modroc. Evaluate final work giving reason for what was successful and what could be better.
	Study the work of a range of great artists, illustrators and sculptors and understand the historical and cultural development of their art forms. Use ICT where applicable to deepen knowledge. Evaluate and analyse creative works using the language of art, craft and design. Imitate the work of famous artists, illustrators or sculptors using the same and different medias. Compare the work of different artists, share opinions.					

  PSHE My Happy Mind Medway	Meet Your Brain To know why it is important to understand how their brains work. To understand the key parts of the brain. To identify what happens in their brain when they experience different emotions. To develop a deeper understanding of what is going on in their brains. To manage their thoughts. To develop strategies for managing their emotions. To manage their brains in times of stress. To use strategies to help them when they are feeling worried. To understand how their brains can help them.	Celebrate To understand what character is. To understand why character matters. To define their own character. To look at their strengths in more detail. To deepen their understanding about what strengths mean and how they use them. To use new tools to reinforce their strengths. To understand how to grow their strengths. To develop strategies to develop certain strengths.  World Children's Week What do we take for granted?	Appreciate To identify what gratitude is. To understand why gratitude matters. To establish gratitude habits. To understand how they can use gratitude to support them through transitions. To build their gratitude character strength.	Relate To understand how they make friends. To identify what matters in friendships. To understand how their strengths can help them make friends and keep friends. To understand what friendships are. To understand how friendships are formed. To understand why friendships are so meaningful.	Engage To understand what it takes to feel good. To identify that how they feel affects what they achieve. To understand how to set goals. To understand how to use gratitude to support them through transitions. To understand how to build their gratitude character strength	Relationship and Sexual Education Understand people have different kinds of relationships in their lives, including romantic or intimate relationships. Understand people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another. Know adults can choose to be part of a committed relationship or not, including marriage or civil partnership. Know marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime. Learn how puberty relates to growing from childhood to adulthood. Learn about the reproductive organs and process - how babies are conceived and born and how they need to be cared for. Know there are ways to prevent a baby being made.
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						Transition Discuss how growing up and becoming more independent comes with increased opportunities and responsibilities. Recognise friendships may change as they grow and how to manage this. Manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing.
RELIGIOUS EDUCATION	Sikhism Enquiry Question/s: What is the role and impact of the gurdwara on Sikhs and local communities? Skill coverage: Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it. Recognise some areas of controversy when interpreting and explaining the nature of religion and belief. Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews. Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.	Christianity/Islam/Sikhism/Non-Religious Enquiry Question/s: What influences how religious and non-religious people choose to dress Skill coverage: Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it. Recognise some areas of controversy when interpreting and explaining the nature of religion and belief. Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews. Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.	Humanism/Christianity Enquiry Question/s: What does it mean to be human? Creation or science: conflicting or complementary? Skill coverage: Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence. Begin to analyse and evaluate different ways in which philosophers understand abstract concepts. Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion. Use well-chosen pieces of evidence to support and counter a particular argument. Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour. Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers. Explain how events in history and society have influenced some religious and non-religious worldviews. Explain connections between different beliefs being studied and link them to sources of authority using theological terms. Explain the key theological similarities and differences between and within religions and worldviews. Explain and discuss how beliefs shape the way people view the world in which they live and how they view others.			Islam/Non-Religious Enquiry Question/s: What is a good life? Skill coverage: Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence. Begin to analyse and evaluate different ways in which philosophers understand abstract concepts. Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion. Use well-chosen pieces of evidence to support and counter a particular argument. Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.
PHYSICAL EDUCATION	Football x 6	Tag Rugby x 6	Hockey x 6	Netball x 6	Athletics x 3	Kwik cricket
	Cross country throughout	Cross country throughout	Cross country throughout	Cross country throughout	Kwik cricket x 3	Rounders x 6
	Dodgeball X6	Dodgeball X2 Sports Hall Athletics X4	Dance X6 Exploration & Choreography	Gymnastics X6 Body Management & Vault	Gymnastics X5 Floor exercises & Vault Swimming X1	Swimming X6
	Core unit 1: The Basics Hello, How are you? What is your name? How old are you? My family	Core Unit 2: The Basics The days of the week, colours, let's count up to 20, countries, I like	Core Unit 3: The Basics Head, shoulders, knees and feet, Parts of the body, Let's count up to 31, clothes, months	<i>Unit A: Animals</i> On the farm, pets, dogs, cats, where is the animal?	Unit B: Food Food, I like to eat, what are you eating? Cutlery, ingredients	Unit C: School How do you go to school, rooms, in your pencil case, what time is it, subjects

DUTCH Language (MP)						
MUSIC Charanga BBC 10 Pieces Listening and Appraisal: Dvorak 	Charanga Unit: Music and Me	Listening and Appraisal Christmas concert	BBC 10 pieces: Grazyna Bacewicz (Composition)	Listening and Appraisal Spring concert	Charanga: Keyboard development	Listening and Appraisal Summer concert
	Performing: Sing or play from memory with confidence. Perform solos or as part of an ensemble, displaying variety of techniques. Sing or play expressively and in tune. Hold a part in a round on my own. Sing a harmony part confidently and accurately. Perform with controlled breathing (voice) and skilful playing (instrument). Improvise a melody and rhythm within a given structure. Composing: Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a defined effect. Convey the relationship between the lyrics and the melody. Use digital technologies to compose, edit and refine pieces of music. Create musical patterns for different occasions using different musical devices.			Transcription: Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read and create notes on the musical stave. Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Understand and use the # (sharp) and b (flat) symbols. Use and understand simple time signatures. Musical vocabulary: Choose from a wide range of musical vocabulary to accurately describe and appraise music including: • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. Describe how lyrics often reflect the cultural context of music and have social meaning. Recognise music from different eras.		
VISITS/ TRIPS		Wednesday 15th November – Young Shakespeare, Macbeth. CAREERS LINK: Q&A session with actors and performers.		Crucial Crew - March 2024		Year 6 residential
Authentic Outcomes			World War two Museum			Charity day End of year performances/ speeches