































# Town End Junior School

## Year 5 and 6 Long Term Plan Year A – 2025-26




	Autumn Term		Spring Term		Summer Term	
Focus	World War II	World War II	Ancient Maya	South America	Angry Earth	Angry Earth
Class Text	<p>Here we are by Oliver Jeffers (2 weeks)</p>  <p>Goodnight, Mr. Tom By Michelle Magorian</p> 	<p>Carrie's War by Nina Bawden</p> 	<p>The Jaguar Stone (Middleworld) by J&amp;P Voelkel</p> 	<p>Journey to the River Sea By Eva Ibbotson</p> 	<p>The Somerset Tsunami by Emma Carroll</p> 	<p>Swimming Against the Storm by Jess Butterworth</p> 
English – Writing and Grammar	<ul style="list-style-type: none"> <li>Character study – Mr. Tom</li> </ul>	<ul style="list-style-type: none"> <li>Persuasive leaflet – Eden Camp</li> </ul>	<ul style="list-style-type: none"> <li>Explanatory text – The Maya</li> </ul>	<ul style="list-style-type: none"> <li>Persuasive Text – Save the Rainforest</li> </ul>	<ul style="list-style-type: none"> <li>Guidebook – Volcano Holidays</li> </ul>	<ul style="list-style-type: none"> <li>Newspaper Report – Pompeii</li> </ul>

	  <ul style="list-style-type: none"> <li>• Narrative – The Blitz</li> </ul>	  <ul style="list-style-type: none"> <li>• Balanced Argument – Evacuation</li> </ul>  	  <ul style="list-style-type: none"> <li>• Diary – Explorer</li> <li>• Recount – Explorer’s letter</li> </ul>	<ul style="list-style-type: none"> <li>• Recipe – Chocolate/Mayan Foods</li> </ul>	<ul style="list-style-type: none"> <li>• Biography – European Explorers</li> </ul>  	<ul style="list-style-type: none"> <li>• Explanatory text – Materials</li> </ul>
English - Spelling	<p>Wk 1 /a/ phoneme Wk 2 /ay/ phoneme Wk 3 Year Group Specific -fer Wk 4 /ew/ phoneme Wk 5 /oo/ phoneme Wk 6 Year Group Specific -able/ably/ably/ibly Wk 7 Review and Word List</p>	<p>Wk 1 /ow/ phoneme Wk 2 /e/ phoneme Wk 3 /ee/ phoneme Wk 4 Year Group Specific - suffixes Wk 5 /u/ phoneme Wk 6 /ue/ phoneme Wk 7 Review</p>	<p>Wk 1 /h/ phoneme Wk 2 Year Group Specific -ity Wk 3 /j/ phoneme Wk 4 Year Group Specific -ate Wk 5 /kw/ phoneme Wk 6 Review</p>	<p>Wk 1 /sh/ phoneme Wk 2 Year Group Specific -ough Wk 3 /shun/ phoneme Wk 4 /w/ phoneme Wk 5 /m/ phoneme</p>	<p>Wk 1 /k/ phoneme Wk 2 /z/ phoneme Wk 3 /aw/ phoneme Wk 4 /r/ phoneme Wk 5 /er/ phoneme Wk 6 Review</p>	<p>Wk 1 /n/ phoneme Wk 2 /p/ phoneme Wk 3 Year Group Specific -shuhs Wk 4 /t/ phoneme Wk 5 /y/ phoneme Wk 6 Review</p>
English - Reading	<p><b>Theme 1: Great Openings:</b> <u>The Clockwork Crow</u> by Catherine Fisher <u>and The Storm Keeper’s Island</u> by Catherine Doyle</p>  <p><b>Theme 2: Life Cycles:</b> <u>The Circle Of Life and Life Cycle Of A Butterfly</u></p>	<p><b>Theme 1: Brazil:</b> <u>Pele and Journey To The River Sea</u> by Eva Ibbotson</p> <p><b>Theme 2: Energy and Forces:</b> <u>William Kamkwamba and How Parachutes Work</u></p>  <p><b>Theme 3: Children’s Classics:</b></p>	<p><b>Theme 1: Medieval Monarchs</b> <u>Henry II and Henry V</u></p>  <p><b>Theme 2: Titanic</b> <u>RMS Titanic: Information Sheet 41 and The Unsinkable Molly Brown</u></p> <p><b>Theme 3: Poetry:</b></p>	<p><b>Theme 1: Beetles:</b> <u>Beetles - Non Fiction and Beetle Boy</u> by MG Leonard</p>  <p><b>Theme 2: Notable People:</b> <u>Ada Lovelace and Tim Berners-Lee</u></p>  <p><b>Theme 3: Rainforests:</b> <u>Running Wild</u> by Michael Morpurgo and <u>The</u></p>	<p><b>Theme 1: Islands and Leprosy:</b> <u>Leprosy and The Island At The End Of Everything</u> by Kiran Millwood Hargrave</p>   <p><b>Theme 2: Space:</b> <u>Margeret Hamilton and The Jamie Drake Equation</u> by Christopher Edge</p>	<p><b>Theme 1: Poetry:</b> <u>The Walrus and the Carpenter</u> by Lewis Carroll and <u>Do Not Stand At My Grave And Weep</u> by Mary Elizabeth Frye</p>  <p><b>Theme 2: Children’s Classics:</b> <u>Peter Pan</u> by JM Barrie</p>

	<p><b>Theme 3: Notable People:</b> <u>Lilian Bader and Helen Sharman</u></p> <p><b>Theme 4: Songs from Musicals:</b> <u>A Conversation from Mary Poppins Returns and Do You Hear The People Sing from Les Misérables</u></p> <p><b>Theme 5: Novels:</b> <u>The Gauntlet by Karuna Riazi and Floodland by Marcus Sedgwick</u></p>	<p><u>The Hobbit by JRR Tolkien and The Jungle Book by Rudyard Kipling</u></p>  <p><b>Theme 4: Disney Songs:</b> <u>I've Got A Dream (Tangled) and Be Prepared (The Lion King)</u></p> <p><b>Theme 5: Christmas</b> <u>'Twas The Night Before Christmas by Clement Clarke Moore and A Christmas Carol by Charles Dickens</u></p> 	<p><u>The Highwayman by Alfred Noyes</u></p> <p><b>Theme 4: Changing Materials:</b> <u>Chromatography and Mentos</u></p> <p><b>Theme 5: Kate DiCamillo:</b> <u>Flora and Ulysses and Raymie Nightingale</u></p> 	<p><u>Explorer by Katherine Rundell</u></p> <p><b>Theme 4: Novels Volume 2</b> <u>Wonder by RJ Palacio and Street Child by Berlie Doherty</u></p>  <p><b>Theme 5: Frank Cottrell-Boyce:</b> <u>Cosmic and The Unforgotten Coat</u></p> 	  <p><b>Theme 3: Circuses:</b> <u>Leon and the Place Between by Angela McAllister and Wild Boy by Rob Lloyd-Jones</u></p> <p><b>Theme 4: Middle Eastern Countries:</b> <u>The Breadwinner by Deborah Ellis and Searching For Hidden Beauty Across The Middle East</u></p>  <p><b>Theme 5: Children's Classics:</b> <u>The Wind In The Willows by Kenneth Grahame and The Secret Garden by Francis Hodgson Burnett</u></p> 	<p><b>Theme 3: Michael Morpurgo</b> <u>War Horse and Kensuke's Kingdom</u></p>  <p><b>Theme 4: Sia</b> <u>Titanium and Alive</u></p>
<p>Maths (Year 5)</p>	<p>White Rose Block 1: Place Value</p>	<p>White Rose Block 4: Fractions A</p>	<p>White Rose Block 5: Multiplication and division B</p>	<p>White Rose Block 7: Decimals and percentages</p>	<p>White Rose Block 10: Shape</p> <p>White Rose Block 11: Position and Direction</p>	<p>White Rose Block 13: Negative numbers</p> <p>White Rose Block 14: Converting units</p>

	White Rose Block 2 Addition and subtraction		White Rose Block 6: Fractions B	White Rose Block 8: Perimeter and area	White Rose Block 12: Decimals	White Rose Block 15: Volume
	White Rose Block 3: Multiplication and division A			White Rose Block 9: Statistics		
Maths (Year 6)	White Rose Block 1: Place Value	White Rose Block 3: Fractions A	White Rose Block 6: Ratio	White Rose Block 9: Fractions, decimals and percentages	White Rose Block 12: Shape	White Rose Block 14: Consolidation, transition and revision units
	White Rose Block 2: Addition, subtraction, multiplication and division	White Rose Block 4: Fractions B	White Rose Block 7: Algebra	White Rose Block 10: Area, perimeter and volume	White Rose Block 13: Position and direction	
		White Rose Block 5: Converting units	White Rose Block 8: Decimals	White Rose Block 11: Statistics		

Science	<b>Animals including humans (Y6)</b>  NC: identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood, recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies	<b>Living things and their habitats (Y5)</b>  <u>NC: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals</u>  	<b>Properties and changes of materials</b>  <u>NC: compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and</u>	<b>Evolution and inheritance</b>  <u>NC: recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but</u>	<b>Living things and their habitats (Y6)</b>  <u>NC: describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals give reasons for</u>	<b>Consolidation and Revision</b>
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function, describe the ways in which nutrients and water are transported within animals, including humans






response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually








normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

classifying plants and animals based on specific characteristics







			<p><u>reversible, including changes associated with burning and the action of acid on bicarbonate of soda</u></p>			
History	<p><b>Social change since 1930 to Battle of Britain.</b></p> <p><u>NC: Local history study, a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality; A study of history that extends British History beyond 1066.</u></p> 	<p><b>Social change since 1930 to Battle of Britain.</b></p> <p><u>NC: Local history study, a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality; A study of history that extends British History beyond 1066.</u></p> 	<p><b>Ancient Maya</b></p> <p><u>NC: a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</u></p> 			
Geography				South America	Angry Earth	Earthquakes







				<p>NC: climate NC: <u>Understand geographical similarities and difference human and physical geography of the UK and South America</u></p> 	<p>NC: describe and understand key aspects of: <u>physical geography, including: volcanoes and earthquakes, use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</u></p>	<p>NC: describe and understand key aspects of: <u>physical geography, including: volcanoes and earthquakes, use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</u></p>
Religious Education	<p>Why do some people think God exists? (U2.1) Christians and nonreligious (Humanists)</p> 	<p>What difference does it non-religious (Humanists) make to believe in Ahimsa, Grace and/or Umnah? (U2.8) Christians, Muslims and Hindus (recap)</p> 	<p>Is it better to express your beliefs in arts and architecture or in charity and generosity? (U2.5) Christians, Muslims and nonreligious (Humanists)</p> 	<p>Is it better to express your beliefs in arts and architecture or in charity and generosity? Continued (U2.5) Christians, Muslims and nonreligious (Humanists)</p> 	<p>What do religions say to us when life gets hard? (U2.3) Christians, Hindus and non-religious (Humanists)</p> 	<p>What do religions say to us when life gets hard? Continued (U2.3) Christians, Hindus and non-religious (Humanists)</p> 
Computing (Teach Computing Scheme)	<p>Computer Science - Computer Systems and Networks: (Y6) Communication</p> <p>NC: <u>understand computer networks including the internet; how they</u></p>	<p>Information Technology - Creating Media: (Y5) Video Editing</p> <p>NC <u>select, use and combine a variety of software (including internet services) on a range of digital devices to</u></p>	<p>Computer Science - Programming B: (Y5) Selection in Quizzes</p> <p>NC: <u>design, write and debug programs that accomplish specific</u></p>	<p>Information Technology - Creating Media: (Y6) Webpage creation</p> <p>NC <u>select, use and combine a variety of software</u></p>	<p>Information Technology - Data and Information: (Y6) Spreadsheets</p> <p>NC <u>select, use and combine a variety of software (including internet</u></p>	<p>Computer Science - Programming A: (Y5) Variables in games</p> <p>NC: <u>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</u></p>



	<u>can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</u>	<u>design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</u>	<u>goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</u>	<u>(including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</u>	<u>services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</u>	
Computing: Online Safety  (Project Evolve)	<b>Privacy and Security</b>  School	<b>Online Bullying (PSHE)</b>  <b>Self image and Identity</b>	<b>Online Relationships</b>  <b>Online Reputation (PSHE)</b>	<b>Health, Wellbeing and Lifestyle (PSHE)</b>	<b>Managing Online Information</b>	<b>Copyright and Ownership</b>
<u>NC: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</u>						
Art	<b>2D Drawing to 3D Making</b>  Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.	<b>Activism</b>  Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.  <u>NC: about great artists, architects and designers in history.</u>	<b>Brave Colour</b> Exploring how artists use light, form and colour to create immersive environments.  <u>NC: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a</u>	<b>Exploring Identity</b>  Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.  <u>NC: to improve their mastery of art</u>	<b>Take a Seat</b>  Explore how craftspeople and designers bring personality to their work.  <u>NC: about great artists, architects and designers in history.</u>	<b>Shadow Puppets</b>  Explore how traditional and contemporary artists use cutouts and shadow puppets.  <u>NC: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example,</u>






	<p><u>NC: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</u></p>		<p><u>range of materials [for example, pencil, charcoal, paint, clay]</u></p>	<p><u>and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</u></p>		<p><u>pencil, charcoal, paint, clay]</u></p>
<p><u>to create sketch books to record their observations and use them to review and revisit ideas</u></p>						
<p><b>Design Technology</b></p>	<p><b>Textiles: Stuffed Toys</b></p> <p><u>NC: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional</u></p>	<p><b>Electrical systems: Doodlers</b></p> <p><u>NC: understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</u></p>	<p><b>Structures: Bridges</b></p> <p><u>NC: apply their understanding of how to strengthen, stiffen and reinforce more complex structures; understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</u></p>	<p><b>Digital World: Monitoring Devices</b></p> <p><u>NC: apply their understanding of computing to program, monitor and control their products.</u></p>	<p><b>Cooking: Develop a Recipe</b></p> <p><u>NC: understand and apply the principles of a healthy and varied diet; prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</u></p>	<p><b>Mechanical systems: Pop Up book</b></p> <p><u>NC: understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</u></p>

	<u>properties and aesthetic qualities</u>					
	Throughout all projects: NC: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design; investigate and analyse a range of existing product evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world					
Music	<p><b>Africa</b></p> <p><u>NC: listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations</u></p> 	<p><b>Vikings</b></p> <p><u>NC: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music</u></p>	<p><b>Plants</b></p> <p><u>NC: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; use and understand staff and other musical notations</u></p>	<p><b>Rock and Roll</b></p> <p><u>NC: improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory</u></p>	<p><b>Melodies of Divinity</b></p> <p><u>NC: listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</u></p> 	<p><b>Animal Kingdom</b></p> <p><u>NC: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; use and understand staff and other musical notations</u></p>
Modern Foreign Languages	<p><b>Talking about us/school subjects</b> (Extended feelings, recap personal information, introduce a friend,</p>	<p><b>Time in the city</b> (French city, buying a ticket, directions, descriptions, shopping, festive jumper)</p>	<p><b>Healthy eating, going to market</b> (Fruit and veg nouns, class survey, prices,</p>	<p><b>Clothes</b> (Clothes nouns, verb to wear, describe using adjectives, read</p>	<p><b>Out of this world</b> (ID cards, personal info conversations, names of planets, adjectives, prior</p>	<p><b>Going to the seaside</b> (Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach)</p>

	subjects and opinions) 		market dialogue, recipe) 	descriptions, design and write) 	learning recall, planet creations) 	
Physical Education	<p><b>Outdoor Adventurous Activity</b>  <u>NC: take part in outdoor and adventurous activity challenges both individually and within a team</u></p> <p><b>Fitness</b>  <u>NC: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</u></p> <p><b>Forest School</b>  <u>NC: take part in outdoor and adventurous activity challenges both individually and within a team</u></p>	<p><b>Fitness</b>  <u>NC: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</u></p> <p><b>Hockey</b>  <u>NC: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</u></p> <p><b>Forest School</b>  <u>NC: take part in outdoor and adventurous activity challenges both individually and within a team</u></p>	<p><b>Dance</b>  <u>NC: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; perform dances using a range of movement patterns</u></p> <p><b>Gymnastics</b>  <u>NC: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</u></p> <p><b>Forest School</b>  <u>NC: take part in outdoor and adventurous activity challenges both individually and within a</u></p>	<p><b>Dance</b>  <u>NC: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; perform dances using a range of movement patterns</u></p> <p><b>Dodgeball</b>  <u>NC: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</u></p> <p><b>Forest School</b></p>	<p><b>Athletics</b>  <u>NC: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; use running, jumping, throwing and catching in isolation and in combination</u></p> <p><b>Cricket</b>  <u>NC: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</u></p>	<p><b>Tennis</b>  <u>NC: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</u></p> <p><b>Volleyball</b>  <u>NC: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</u></p> <p><b>Forest School</b>  <u>NC: take part in outdoor and adventurous activity challenges both individually and within a team</u></p>

			<p><u>team</u></p>	<p><u>NC: take part in outdoor and adventurous activity challenges both individually and within a team</u></p>	<p><b>Forest School</b> <u>NC: take part in outdoor and adventurous activity challenges both individually and within a team</u></p>	
<p><b>Please note: each term, one Y5/6 class also goes swimming.</b></p>						
<p><u>Across all areas of the curriculum – NC: compare their performances with previous ones and demonstrate improvement to achieve their personal best.</u></p>						
<p><b>PSHE (JIGSAW)</b></p>	<p><b>Being me in my world</b></p> <ul style="list-style-type: none"> <li>Identifying goals for the year</li> <li>Global citizenship</li> <li>Children’s universal rights</li> <li>Feeling welcome and valued</li> <li>Choices, consequences and rewards</li> <li>Group dynamics</li> <li>Democracy, having a voice</li> </ul>	<p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>Perceptions of normality</li> <li>Understanding disability</li> <li>Power struggles</li> <li>Understanding bullying</li> <li>Inclusion/exclusion</li> <li>Differences as conflict, difference as celebration</li> <li>Empathy</li> </ul> 	<p><b>Dreams &amp; Goals</b></p> <ul style="list-style-type: none"> <li>Personal learning goals, in and out of school</li> <li>Success criteria</li> <li>Emotions in success</li> <li>Making a difference in the world</li> <li>Motivation</li> <li>Recognising achievements</li> <li>Compliments</li> </ul>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>Taking personal responsibility</li> <li>How substances affect the body</li> <li>Exploitation, including ‘county lines’ and gang culture</li> <li>Emotional and mental health</li> <li>Managing stress</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Mental health</li> <li>Identifying mental health worries and sources of support</li> <li>Love and loss</li> <li>Managing feelings</li> <li>Power and control</li> <li>Assertiveness</li> <li>Technology safety</li> <li>Take responsibility with</li> </ul>	<p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>Self-image</li> <li>Body image</li> <li>Puberty and feelings</li> <li>Conception to birth</li> <li>Reflections about change</li> <li>Physical attraction</li> <li>Respect and consent</li> <li>Boyfriends/girlfriends</li> <li>Sexting</li> <li>Transition</li> </ul> 

	<ul style="list-style-type: none"> <li>• Anti-social behaviour</li> <li>• Role-modelling</li> </ul> 				<p>technology use</p> 	
<p>Wider Opportunities</p>	<p>Institute of Sport Day</p>	<p>Christmas enterprise challenge.  Pantomime</p>				<p>Summer performance to school and parents.  Residential  Y6 Cluster Transition Project with sports Partnership</p>