

Year 6 Long Term Curriculum Plan 2020 – 21

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Being Me in My World (Whole School Topic)	Eureka! (The Ancient Greeks)	The Area We Live In (Whole School Topic)	Save our Planet (Natural Disasters)	Around the Globe (Celebrating different cultures and countries across the world)	The Battle of Britain (WW2)
English (Reading, Writing, Phonics/Spelling, schemes used to support POR and NNS)	<p>Text Focus: Whole School Text – ‘Here we are’</p> <p>NNS:</p> <ul style="list-style-type: none"> Recap year 3-4 statutory spelling list ‘able’ and ‘ably’ ‘ible’ and ‘ibly’ ‘fer’ Homophones ‘ious’ Proof reading in small chunks <p>Grammar:</p> <ul style="list-style-type: none"> Word class Sentence type Clause structures Expanded noun phrases Prepositional phrases Adverbials <p>Reading:</p> <ul style="list-style-type: none"> Strong focus on understand of language Writing in role Drama activities Comprehension questions Group discussions about texts Prediction of characters 	<p>Text Focus: ‘Odysseus’ by Hugh Lupton</p> <p>NNS:</p> <ul style="list-style-type: none"> ‘ough’ ‘cial’ suffix ‘tial’ suffix Homophones ‘ant’ suffix ‘ancy’ suffix <p>Grammar:</p> <ul style="list-style-type: none"> Parenthesis Subordinating and coordinating conjunctions Commas Synonyms and antonyms Inverted commas Fronted adverbials Types of nouns <p>Reading:</p> <ul style="list-style-type: none"> Writing in role Use of VIPERS Drama activities Comprehension questions Group discussions about texts Prediction of characters Emotion graphs Story mountains-understanding and plotting the story 	<p>Text Focus: Whole School Text – Yet to be decided</p> <p>NNS:</p> <ul style="list-style-type: none"> Homophones Statutory spelling year 5&6 <p>Grammar:</p> <ul style="list-style-type: none"> Colons Semi-colons Active and passive Hyphens Dashes Determiners and articles <p>Reading:</p> <ul style="list-style-type: none"> Use of VIPERS Drama activities Comprehension questions Group discussions about texts Prediction of characters Emotion graphs Story mountains-understanding and plotting the story Reading out loud-fluency <p>Writing:</p> <p><u>Narrative</u></p> <ul style="list-style-type: none"> Planning, editing and revising story 	<p>Text Focus: Picture texts unit The Varmints The Viewer</p> <p>NNS:</p> <ul style="list-style-type: none"> Statutory spelling year 5&6 <p>Grammar:</p> <ul style="list-style-type: none"> Apostrophes Suffixes and prefixes Word families Passive and modal verbs Use of same noun and verb <p>Reading:</p> <ul style="list-style-type: none"> Writing in role Drama activities Comprehension questions Group discussions about texts Prediction of characters Story mountains-understanding and plotting the story Reading out loud-fluency <p>Writing:</p> <p><u>Narrative</u></p> <ul style="list-style-type: none"> Story based on picture texts 	<p>Text Focus: Journey to the river sea by Eva Ibbotson</p> <p>NNS:</p> <ul style="list-style-type: none"> Revision Statutory spelling year 5&6 <p>Grammar:</p> <ul style="list-style-type: none"> Perfect present tense Clauses-wide range of clause structures Sentence type Clause structures Revision <p>Reading:</p> <ul style="list-style-type: none"> Writing in role Use of VIPERS Drama activities Comprehension questions Group discussions about texts Prediction of characters Emotion graphs Story mountains-understanding and plotting the story Reading out loud-fluency <p>Writing:</p> <p><u>Narrative</u></p> <ul style="list-style-type: none"> Planning, editing and revising story <p><u>Poetry</u></p>	<p>Text Focus: Macbeth Shakespeare Unit and Goodnight Mr Tom</p> <p>NNS:</p> <ul style="list-style-type: none"> Revision Statutory spelling year 5&6 <p>Grammar:</p> <ul style="list-style-type: none"> Revision <p>Reading:</p> <ul style="list-style-type: none"> Writing in role Drama activities Comprehension questions Group discussions about texts Prediction of characters Story mountains-understanding and plotting the story Reading out loud-fluency <p>Writing:</p> <p><u>Narrative</u></p> <ul style="list-style-type: none"> Story based on Macbeth Planning, editing and revising writing Settings descriptions <p><u>Poetry</u></p> <ul style="list-style-type: none"> Rhythmic poems Witches poem <p><u>Recounts</u></p>



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	<ul style="list-style-type: none"> • Story mountains-understanding and plotting the story • Reading out loud-fluency <p>Writing: <u>Narratives</u></p> <ul style="list-style-type: none"> • Write own version in style of an author • Character descriptions • Setting descriptions <p><u>Poetry</u></p> <ul style="list-style-type: none"> • Descriptive poems <p><u>Recounts</u></p> <ul style="list-style-type: none"> • Diary entries, writing in role • Letters in role • Newspaper reports <p><u>Non-fiction</u></p> <ul style="list-style-type: none"> • Research notes • Information posters 	<ul style="list-style-type: none"> • Reading out loud-fluency <p>Writing: <u>Narratives</u></p> <ul style="list-style-type: none"> • Retelling of the Cyclops story • Write own version in style of an author • Character descriptions • Setting descriptions <p><u>Poetry</u></p> <ul style="list-style-type: none"> • Descriptive poems • Choral poem <p><u>Recounts</u></p> <ul style="list-style-type: none"> • Diary entries, writing in role • Letters in role • Newspaper reports • Speech – stream of consciousness <p><u>Non-fiction</u></p> <ul style="list-style-type: none"> • Debate • Research notes • Information posters 	<p><u>Poetry</u></p> <ul style="list-style-type: none"> • Haiku • Kennings <p><u>Recounts</u></p> <ul style="list-style-type: none"> • Diary entries, writing in role • Investigative newspaper reports <p><u>Non-fiction</u></p> <ul style="list-style-type: none"> • Non-chronological reports • Letters (formal/informal) • Biography • Instructions 	<ul style="list-style-type: none"> • Planning, editing and revising story <p><u>Poetry</u></p> <ul style="list-style-type: none"> • Traditional poetry • Sonnets <p><u>Recounts</u></p> <ul style="list-style-type: none"> • Diary entries, writing in role • Letters in role • Newspaper reports <p><u>Non-fiction</u></p> <ul style="list-style-type: none"> • Persuasive argument • Research notes • Auto biography 	<ul style="list-style-type: none"> • Narrative verse • Performance poem <p><u>Recounts</u></p> <ul style="list-style-type: none"> • Diary entries, writing in role • Letters in role • Recount <p><u>Non-fiction</u></p> <ul style="list-style-type: none"> • Instructions • Persuasive advertisements • Mapping story 	<ul style="list-style-type: none"> • Diary entries, writing in role • Letters in role • Newspaper reports <p><u>Non-fiction</u></p> <ul style="list-style-type: none"> • Play scripts • Historical research notes • Biography of Shakespeare
<p>Maths (Maths Mastery and White Rose schemes used to support lessons)</p>	<p>Topic Areas:</p> <ul style="list-style-type: none"> • Place value. • Four operations. • Fractions, decimals and percentages. • Multiplying and dividing by 10, 100 and 1000. • Factors and multiples. • Square/cube numbers. • Problem solving and reasoning linked to topics above. <p>Maths Meetings:</p> <ul style="list-style-type: none"> • Link to number and prior learning from year 5 curriculum. <p>Times tables Focus:</p> <ul style="list-style-type: none"> • Recap key tricky times tables – 6, 7, 8 	<p>Topic Areas:</p> <ul style="list-style-type: none"> • Quadrilaterals. • Triangles. • Angles. • Area – quadrilaterals. • Area – triangles. • Perimeter. • Volume. • Arithmetic-four operations, percentages, fractions. • Problem solving and reasoning linked to topics above. <p>Maths Meetings:</p> <ul style="list-style-type: none"> • Link to number and shape. • Link to prior learning from year 5 curriculum. 	<p>Topic Areas:</p> <ul style="list-style-type: none"> • Pie charts. • Line graphs. • Pictograms. • Calculating the mean as an average. • Calculating the range. • Venn diagrams. • Carroll diagrams. • Time. • Timetables. • Arithmetic. • Problem solving and reasoning linked to topics above. <p>Maths Meetings:</p> <ul style="list-style-type: none"> • Link to shape, area, perimeter and volume. <p>Times tables Focus:</p>	<p>Topic Areas:</p> <ul style="list-style-type: none"> • Algebra. • Conversion of units of measurement. • Length. • Capacity. • Mass. • Recap of shape learning. • Arithmetic. • Problem solving and reasoning linked to topics above. <p>Maths Meetings:</p> <ul style="list-style-type: none"> • Link to statistics <p>Times tables Focus:</p> <ul style="list-style-type: none"> • Recap all times tables from 1-12, weekly tests. • Look at inverse. 	<p>Topic Areas:</p> <ul style="list-style-type: none"> • Co-ordinates. • Position and direction. • Reflection. • Translation. • Rotation. • Ratio and proportion. • Arithmetic. • Problem solving and reasoning linked to topics above. <p>Maths Meetings:</p> <ul style="list-style-type: none"> • Link to measurement and shape. <p>Times tables Focus:</p> <ul style="list-style-type: none"> • Recap all times tables from 1-12, weekly tests. • Look at patterns. 	<p>Topic Areas:</p> <ul style="list-style-type: none"> • Post SATs investigation projects • KS3 preparation-link with secondary school curriculum. • Arithmetic. <p>Maths Meetings:</p> <ul style="list-style-type: none"> • Link to any area of year 6 curriculum. • Focus on problem solving. <p>Times tables Focus:</p> <ul style="list-style-type: none"> • Recap all times tables from 1-12, weekly tests. • Look at patterns.

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		<p>Times tables Focus:</p> <ul style="list-style-type: none"> Recap all times tables from 1-12, weekly tests to identify key areas for support if needed. 	<ul style="list-style-type: none"> Recap all times tables from 1-12, weekly tests. Look at inverse. 			
Science	<p>Topic Area: Evolution and Inheritance</p> <p>Working Scientifically Focus:</p> <ul style="list-style-type: none"> Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identifying scientific evidence that has been used to support or refute ideas or arguments. 	<p>Topic Area: Animals including Humans</p> <p>Working Scientifically Focus:</p> <ul style="list-style-type: none"> Planning different types of scientific enquiries to answer questions Recording results of increasing complexity using scientific diagrams & labels, & classification keys Reporting and presenting findings from enquiries, in oral and written forms such as displays and other presentations Identifying scientific evidence that has been used to support or refute ideas or arguments 	<p>Topic Area: All Living Things-the human body</p> <p>Working Scientifically Focus:</p> <ul style="list-style-type: none"> Identifying scientific evidence that has been used to support or refute ideas or arguments Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results 	<p>Topic Area: All Living Things-the human body</p> <p>Working Scientifically Focus:</p> <ul style="list-style-type: none"> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Identifying scientific evidence that has been used to support or refute ideas or arguments 	<p>Topic Area: Light and Electricity</p> <p>Working Scientifically Focus:</p> <ul style="list-style-type: none"> Understand that it is important to test ideas using evidence from observation and measurement Plan enquiries, identifying control, dependent and independent variables. Use simple models to describe scientific ideas. Report findings from enquiries within written explanations of results, explanations identifying causal relationships, and conclusions. (e.g. the greater the __ the _ ____.) 	<p>Topic Area: Light and Electricity</p> <p>Working Scientifically Focus:</p> <ul style="list-style-type: none"> Understand that it is important to test ideas using evidence from observation and measurement Plan enquiries, identifying control, dependent and independent variables. Use simple models to describe scientific ideas.
PSHE (Jigsaw scheme to be used to support lessons)	<p>Being me in my world</p> <ul style="list-style-type: none"> Identifying goals for the year Global citizenship Children’s universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics 	<p>Celebrating Difference</p> <ul style="list-style-type: none"> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments 	<p>Healthy Me</p> <ul style="list-style-type: none"> Taking personal responsibility How substances affect the body Exploitation, including ‘county lines’ and gang culture Emotional and mental health Managing stress 	<p>Relationships</p> <ul style="list-style-type: none"> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use 	<p>Changing Me</p> <ul style="list-style-type: none"> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition



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	<ul style="list-style-type: none"> • Democracy, having a voice • Anti-social behaviour • Role-modelling 					
History	<ul style="list-style-type: none"> • Research the history through time of a chosen topic/children's interest • Biography of favourite author • Use a timeline to place events, periods and cultural movements (linked to art, music and architecture) found out about from around the world. • Use a timeline to demonstrate changes and developments in culture, technology and society. 	<ul style="list-style-type: none"> • Place Ancient Greece civilization on a timeline. • Study Greek architecture and discuss main features. • Study Ancient Greek pottery and establish what they tell us about life in the past. • Research aspects of daily life using primary resources and compare and contrast findings. • Research the Ancient Olympics and establish what they tell us about the past. 	<ul style="list-style-type: none"> • Dunchurch- Gun powder plot, crossroads, Dun Cow Rugby stations • Rugby School • Webb Ellis – history of Rugby • Sir Frank Whittle • Rupert Brooke 	<ul style="list-style-type: none"> • Placing significant volcanic eruptions and earthquakes on a timeline. • Looking at factual evidence of a past society – Pompeii devastated by the eruption of Vesuvius in 79AD. • Looking at archaeologists and how they discover lost cities and how tourists visit to find out more – be an archaeologist for the day/ • Biography – David Attenborough 	<ul style="list-style-type: none"> • Cheung Chau Bun Festival, Hong Kong. Understand the events that took place in Hong Kong dedicated to the God Pak Tai who saved the city from a plague • Memorial Day, America. Give clear reasons why there may be different accounts of history. • Future predictions of what the world will look like in 100 years' time. • Links to time zones • Create different political parties – research and explore other countries political views. • UK Youth Parliament 	<ul style="list-style-type: none"> • Looking at evidence from the past and present – WW2 propaganda and rationing. • Placing significant events on a timeline – WW2. • Rationing – day in the life of the black market. • Have a street party • Woman at war • Blackouts • Recreate evacuation protocol
Geography	<ul style="list-style-type: none"> • Child's point of view on environmental issues – class debate • Comparison of the lives of other children in different countries during the pandemic • Give different points of view on environmental issues affecting a place and give opinion with reason about the issue. 	<ul style="list-style-type: none"> • Identify geographical features of Greece, name seas, and locate mountains. • Journey around Greece – create a travel plan for a holiday away. 	<ul style="list-style-type: none"> • Predict about place - what will this place be like in the future? Give reasons and evidence. • Local walks, drawing maps and symbols • Comparisons of old maps vs new – what's changed 	<ul style="list-style-type: none"> • Survival pack for a desert island • Map Skills – Locating Volcanoes around the earth and naming the countries and continents where they can be found. • Looking at the physical features of the Earth: Tectonic Plates geographical patterns etc. Ring of Fire. • Study of people and place – why do people live near volcanoes and earthquakes. • Focussed study of 	<ul style="list-style-type: none"> • Map Skills – Locating different forms of government across the world. • To look at the location of constituencies within the UK. • To look at the political party map from the last general election. • Future predictions of what the world will look like in 100 years' time. 	<ul style="list-style-type: none"> • Using aerial photographs to identify patterns and understanding how some of these aspects have changed over time – Coventry Blitz. • Invasions

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				2011 Earthquake in Japan. Effects of Volcanoes and Earthquakes on settlements.	<ul style="list-style-type: none"> Links to time zones 	
Religious Education	<u>Believing</u> U2.3 What do religions say to us when life gets hard? Christians, Hindus and non-religious (e.g. Humanists)		<u>Expressing</u> U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists)		<u>Living</u> U2.7 What matters most to Christians and Humanists? <u>Living</u> U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? Christians, Hindus and/or Muslims	
Computing	<p>Programming</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems Solve problems by decomposing them into smaller parts <p>Apps/Equipment</p> <ul style="list-style-type: none"> 2Code, 2Logo, Bee-bots, iPads, Netbooks 	<p>Online technologies</p> <ul style="list-style-type: none"> Pupils should be taught to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. <p>Apps/Equipment</p> <ul style="list-style-type: none"> iPads, Netbooks 	<p>Data Handling</p> <ul style="list-style-type: none"> Pupils should be taught to select, use and combine a variety of software that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. <p>Apps/Equipment</p> <ul style="list-style-type: none"> Excel, Numbers, 2Count, 2Graph, iPads, Netbooks 	<p>Digital Literacy</p> <ul style="list-style-type: none"> Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p>Apps/Equipment</p> <ul style="list-style-type: none"> Chrome, Safari, iPads, Netbooks 	<p>Multimedia</p> <ul style="list-style-type: none"> Pupils should be taught to select, use and combine a variety of software to design, create and present information. <p>Apps/Equipment</p> <ul style="list-style-type: none"> iMovie, Adobe, Premiere, Filming equipment, Anomaly, laptop, iPads 	<p>Word Processing</p> <ul style="list-style-type: none"> Pupils should be taught to KS2 Pupils should be taught to select, use and combine a variety of software to present information. <p>Apps/Equipment</p> <ul style="list-style-type: none"> Word, Pages, Netbooks, iPads
Art	<ul style="list-style-type: none"> Create a multi-media collage based on a Martin O'Neil How can we make our school better – design art work to present Self-portraits in the style of Andy Warhol 	<ul style="list-style-type: none"> Draw/ sketch Ancient Greek pots using observational drawing skills. Use research to influence the design and decoration of a modern pot based on those found in Ancient Greece. Create a mosaic shield with the city states as inspiration. 	<ul style="list-style-type: none"> Key focus on a local artist. Create art working linked to Tatsuya Tanaka with an influence of the local community 	<ul style="list-style-type: none"> Watercolour painting in the style of 'The Great Wave' Print making – lino print 	<ul style="list-style-type: none"> Celebrating different cultures, tradition artwork linked to specific countries. 	<ul style="list-style-type: none"> Portrait of Winston Churchill WW2 artwork-the Blitz
Design Technology	<ul style="list-style-type: none"> Design, develop and create/sew a pencil case 	<ul style="list-style-type: none"> Construct and decorate a clay pot using coils or a thumb pot. 	<ul style="list-style-type: none"> Make design decisions, taking account of constraints such as time, resources and cost. 	<ul style="list-style-type: none"> 'Moldable Materials' – design and make a volcano. Investigate and analyse the impact 	<ul style="list-style-type: none"> Celebrating different cultures – culture day. Cook a full meal for someone else. 	<ul style="list-style-type: none"> Design and make an aircraft - spitfires

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		<ul style="list-style-type: none"> Greek food culture day, prepare and cook traditional Greek food. 	<ul style="list-style-type: none"> Fundraising – cooking, support a local charity Create a 3D sculpture, whole school project – mosaic. 	that products have beyond their intended purpose.	<ul style="list-style-type: none"> Design, prepare and cook savoury dishes. Use a range of food preparation techniques. 	
Music (Charanga scheme used to support lessons)	Unit topic: Happy <ul style="list-style-type: none"> Pop/Neo Soul Being happy! 	Unit topic: Classroom Jazz 2 <ul style="list-style-type: none"> Jazz, improvisation and composition Bacharach and Blues 	Unit topic: A New Year Carol <ul style="list-style-type: none"> Benjamin Britten’s music and cover versions Classical or Urban Gospel 	Unit topic: You’ve Got A Friend <ul style="list-style-type: none"> 70s Ballad/Pop The music of Carole King 	Unit topic: Music and Me <ul style="list-style-type: none"> Create your own music inspired by your identity and women in the music industry 	Unit topic: Reflect, Rewind & Replay <ul style="list-style-type: none"> Classical The history of music, look back and consolidate your learning, learn some of the language of music
PE (Real PE scheme used to support lessons)	Cognitive Fundamental moment skill focus: <ul style="list-style-type: none"> Coordination- ball skills Agility – reaction and response Assessment focus areas: <ul style="list-style-type: none"> Review, analyse and evaluate own and others’ strengths and weaknesses. Read and react to different situations as they develop. Develop methods to outwit opponents. Recognise and suggest patterns of play which will increase chances of success. Have a clear idea of how to develop own and others’ work. 	Creative Fundamental moment skill focus: <ul style="list-style-type: none"> Static balance – seated Static balance – floor work Assessment focus areas: <ul style="list-style-type: none"> Disguise what I am about to do next. Use variety and creativity to engage an audience Respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others Link actions and develop sequences of movements that express my own ideas. 	Social Fundamental moment skill focus: <ul style="list-style-type: none"> Dynamic Balance – on a line Counter Balance – with a partner Assessment focus areas: <ul style="list-style-type: none"> Involve others and motivate those around me to perform better Give and receive sensitive feedback to improve myself and others. Negotiate and collaborate appropriately Cooperate well with others and give helpful feedback. Help organise roles and responsibilities and guide a small group through a task 	Physical Fundamental moment skill focus: <ul style="list-style-type: none"> Dynamic balance to agility – jumping and landing Static balance – one leg Assessment focus areas: <ul style="list-style-type: none"> Effectively transfer skills and movements across a range of activities and sports. Perform a variety of skills consistently and effectively in challenging or competitive situations Use combinations of skills confidently in sport specific contexts. Perform a range of skills fluently and accurately in practice situations Perform a variety of movements and skills 	Health and Fitness Fundamental moment skill focus: <ul style="list-style-type: none"> Static balance – stance Coordination - footwork Assessment focus areas: <ul style="list-style-type: none"> Explain how individuals need different types and levels of fitness to be more effective in their activity/ role/ event. Plan and follow my own basic fitness programme Self-select and perform appropriate warm up and cool down activities. Identify possible dangers when planning an activity Describe the basic fitness components and explain how often and how long I 	Personal Fundamental moment skill focus: <ul style="list-style-type: none"> Coordination – sending and receiving Assessment focus areas: <ul style="list-style-type: none"> Create my own learning plan and revise that plan when necessary. Accept critical feedback and make changes See all new challenges as opportunities to learn and develop. Recognise my strengths and weaknesses and can set myself appropriate targets Cope well and react positively when things become difficult. Can persevere with a task and can improve



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		<ul style="list-style-type: none"> Change tactics, rules or tasks to make activities more fun or challenging 		<ul style="list-style-type: none"> with good body tension. Link actions together so that they flow in running, jumping and throwing activities 	<ul style="list-style-type: none"> should exercise to be healthy. Record and monitor how hard I am working 	my performance through regular practice
Modern Foreign Languages – French (Subject areas within each half term to be set by MFL lead)	<u>Talking about me:</u> Asking and answering general questions about me and my family, using physical and moral description		<u>School life:</u> describing stationary, school uniform, timetable, the time. Comparing the 2 systems (France-Britain)		<u>A trip away:</u> What’s in my suitcase, countries, transport, maps, use of future, activities and sport.	
LLPS Learning Goals	Make a pencil case from scratch (sew).	Learn about money and budgeting.	Have a pen pal.	Visit/support a local care home.	Cook a full meal for someone else.	Be part of a big performance.
Educational Visits						Coventry Cathedral