

# CURRICULUM OVERVIEW

CYCLE 1		Year Group – 5/6				
6		<u>Autumn 1 (8wks)</u> <u>Ancient Greece</u>	<u>Autumn 2 (7wks)</u> <u>Shakespeare</u>	<u>Spring 1 (7wks)</u> <u>Wild weather</u>	<u>Spring 2 (7 wks)</u> <u>To infinity and beyond (Space)</u>	<u>Summer 1 and 2 (14 weeks)</u> <u>WW1 John Rhodes</u>
<b>English</b>	<p><u>Genre</u></p> <ul style="list-style-type: none"> <li>Persuasive text</li> <li>Fiction</li> <li>Explanation text.</li> <li>Setting description – assessed write</li> </ul> <p><b>THE ADVENTURES OF ODYSSEY/ GREEK MYTHS</b></p>	<p><u>Genre</u></p> <ul style="list-style-type: none"> <li>Biography</li> <li>Prologue</li> <li>Letters</li> <li>Retell – assessed write.</li> <li>Play-script</li> </ul> <p><b>MACBETH/ Romeo and Juliet</b></p>	<p><u>Genre</u></p> <ul style="list-style-type: none"> <li>Explanation text.</li> <li>Newspaper</li> <li>Poems</li> </ul> <p><b>Floodland</b></p>	<p><u>Genre</u></p> <ul style="list-style-type: none"> <li>Explanation text</li> <li>Description.</li> <li>Story</li> <li>Newspaper.</li> <li>Balanced argument.</li> </ul> <p><b>COSMIC (POR)</b></p> <p><b>COSMIC DISCO</b></p>	<p><u>Genre</u></p> <p>Biography (John Rhodes) Descriptive sentences Poetry (remembrance)</p> <p><u>GPS</u> Word class Expanded noun phrase Conjunctions Punctuation ! ? ( )</p> <p><b>WAR HORSE</b></p>	
<b>Maths</b>	<ul style="list-style-type: none"> <li>Place Value</li> <li>Number – 4 operations</li> <li>Problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>Fractions</li> <li>Geometry – position and direction.</li> <li>Problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation &amp; preparation for high school.</li> </ul>	<ul style="list-style-type: none"> <li>Measurement</li> <li>Perimeter, area, volume</li> <li>Ratio</li> <li>Problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>Geometry – properties of shapes.</li> <li>Problem solving.</li> <li>Statistics</li> </ul>	
<b>Science</b>	<p><u>Topic Theme</u> Evolution</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Researching using secondary sources</li> <li>Grouping, sorting and classifying</li> </ul>	<p><u>Topic Theme</u> Light</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Fair Testing</li> <li>Pattern seeking</li> <li>Observing over time</li> <li>Problem solving-including data</li> </ul>	<p><u>Topic Theme</u> Electricity</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Fair Testing</li> <li>Pattern seeking</li> <li>Problem solving-including data</li> </ul>	<p><u>Topic Theme</u> Living things and their habitats</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Researching using secondary sources</li> <li>Grouping, sorting and classifying</li> </ul>	<p><u>Topic Theme</u> Electricity</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Fair Testing</li> <li>Pattern seeking</li> <li>Problem solving-including data</li> </ul>	

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		<p>handling and interpretation</p> <ul style="list-style-type: none"> <li>Researching using secondary sources</li> <li>Grouping, sorting and classifying</li> </ul>	<p>handling and interpretation</p>		<p>handling and interpretation</p>	
<b>History</b>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Chronological time line.</li> <li>History of Ancient Greece.</li> </ul> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>Learn about the key events within Ancient Greece.</li> <li>Timeline of Olympics from Ancient Greece.</li> </ul> <p><u>Key UKS2 Vocabulary</u> era, epoch, chronology, continuity, change, years, decades, century, millennia, legacy, AD (Anno Domini), BC (Before Christ), CE (Common Era), BCE (Before Common Era), During the reign of [ ], Towards the end of the [ ] period</p>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Chronological time line.</li> <li>History of theatre.</li> </ul> <p><u>Activities</u></p> <ul style="list-style-type: none"> <li>Learn about William Shakespeare and how the theatre developed.</li> <li>Organise events from Shakespeare time to today.</li> </ul> <p><u>Key UKS2 Vocabulary</u> era, epoch, chronology, continuity, change, years, decades, century, millennia, legacy, AD (Anno Domini), BC (Before Christ), CE (Common Era), BCE (Before Common Era), During the reign of [ ], Towards the end of the [ ] period</p>		<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Chronological time line.</li> </ul> <p><u>Activities</u></p> <ul style="list-style-type: none"> <li>Timeline of key space events – space exploration</li> <li>History of moon landings</li> <li>Space race – Russia, USA</li> </ul> <p><u>Key UKS2 Vocabulary</u> era, epoch, chronology, continuity, change, years, decades, century, millennia, legacy, AD (Anno Domini), BC (Before Christ), CE (Common Era), BCE (Before Common Era), During the reign of [ ], Towards the end of the [ ] period</p>	<p><u>Skills</u></p> <p>Describe changes that have happened in the locality of the school throughout history. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><u>Activities</u></p> <p>Discover why Britain was at war. Research how the opposing armies fought. Learn about the roles of women during wartime. Carry out a focussed study of the achievements of John Harold Rhodes.</p>	

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<b>Geography</b>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Map Work – locating countries and key locations</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country.</li> </ul> <p><u>Activities</u></p> <ul style="list-style-type: none"> <li>Locating Greece on a World Map and landmarks.</li> <li>Similarities and differences in climate and weather.</li> <li></li> </ul>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>To use maps, atlases and globes to locate countries and features.</li> </ul> <p><u>Activities</u></p> <ul style="list-style-type: none"> <li>Map work – locating European countries.</li> <li>Map Work – locating cities of Italy.</li> <li>Comparing local area with Italian cities.</li> </ul>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Use maps to recognise position and significance of longitude, latitude, Equator, Northern/ Southern hemisphere.</li> <li></li> </ul> <p><u>Activities</u></p> <ul style="list-style-type: none"> <li>Discuss differences in weather between certain hemispheres.</li> </ul>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Use maps to recognise position and significance of longitude, latitude, Equator, Northern/ Southern hemisphere.</li> </ul> <p><u>Activities</u></p> <ul style="list-style-type: none"> <li>Locate the equator, Northern hemisphere and Southern hemisphere on a globe.</li> <li>Use online resources to spot differences between these areas of the world</li> </ul>	<p><u>Skills</u></p> <p>Describe how the locality of the school has changed over time.</p> <p><u>Activities</u></p> <p>Looking at local maps over a period of time. How have physical and human features changed. Plot these changes</p>
<b>DT</b>		<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Design, make and evaluate a mask.</li> </ul> <p><u>Activities</u></p> <ul style="list-style-type: none"> <li>Research to inform design.</li> <li>Annotate sketches of design ideas.</li> </ul>	<p><u>Skills</u></p> <p></p> <p><u>Activities</u></p> <p></p>	<p><u>Skills</u></p> <p><a href="https://www.stem.org.uk/resources/community/collection/22312/tim-peake-project-activities">https://www.stem.org.uk/resources/community/collection/22312/tim-peake-project-activities</a></p> <ul style="list-style-type: none"> <li>Technical knowledge – How to strengthen, stiffen and reinforce more complex structures.</li> </ul> <p><u>Activities</u></p> <p></p>	<p><u>Skills</u></p> <p><b>Design and Make using textiles</b></p> <p>Choose suitable techniques to construct products or to repair items.</p> <p>Join textiles with appropriate stitching</p> <p>Select the most appropriate techniques to decorate textiles.</p> <p><u>Activities</u></p> <p>Design and create a book mark based on the theme of remembrance.</p>

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		<ul style="list-style-type: none"> <li>Select tools and material to make masks.</li> <li>Evaluate ideas and products.</li> </ul>		<ul style="list-style-type: none"> <li>Create a rocket</li> </ul>		
<p style="text-align: center;"><b>Art Year 5</b></p>	<p><b>Typography and Maps</b> Skills: Drawing, Sketchbooks, Making</p> <p><u>Activities</u> Children are introduced to typography design and they explore how they can create their own fonts and designs. Children explore how we can use visual letters and other elements to help convey ideas and emotions.</p> <p><u>NC objective</u> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p><b>Making Mono Types</b> Skills: Printmaking (Mono Print), Drawing, Sketchbooks</p> <p><u>Activities</u> Children to explore the work of Kevork Mourad to find out about the concepts and processes that he uses. Children will respond by making visual notes to collect information in their sketchbook.</p> <p>Children will work in sketchbooks to create a lexicon of marks made by varying the tool, hold, pressure, speed, and intention of the way the mark is made.</p> <p>Children will explore how they can use monotype to create their own personal zines. They will respond to poetry by considering colour, line, shape, and words. They will use these</p>	<p><b>Set Design</b> Skills: Making, Drawing, Sketchbooks</p> <p><u>Activities</u> Children will be introduced to the role of a set designer working in <a href="#">theatre</a> / <a href="#">animation</a>. T class / peer discussion as well as visually in their sketchbooks. They will make quick drawings of sculptures and the things that they see, including thoughts and feelings</p> <p>Children will draw, build, and paint. By the end they will have built dramatic sets in response to text. They will consider the elements they might use within set design: the backdrop, the flats, the props and how the materials they used, and the way they used them,</p>	<p><b>Inspired by Land &amp; City Scapes</b> Skills: Painting, Drawing, Sketchbooks</p> <p><u>Activities</u> Children will be introduced to two different artists who are inspired by the land and city where they live. Children will respond to the work of artist through class discussion and in their sketchbooks. Children will extend sketchbooks by adding concertina pages. They will add pages of different sizes and ratios using cartridge paper or neutral sugar paper so that a variety of media can be used. They make some pages long and thin and others fat and wide.</p> <p>Children will make quick drawings of the things that they see and note down their thoughts and</p>	<p><b>Architecture: Big or Small</b> Skills: Making, Drawing, Sketchbooks</p> <p><u>Activities</u> Children will begin to think about the roles and responsibilities that architects have in society. They will be introduced to amazing architectural homes and tiny homes.</p> <p>Children will use sketchbooks to think about structures and materials found in both amazing houses and tiny homes, and they will begin to pick out bits of the architecture that appeals to them.</p> <p>Children will work on large scale to revisit drawings made in previous sessions to collect ideas that they might like to include in their own building structures. They will be</p>	<p><b>Fashion Design</b> Skills: Fashion, Drawing, Making, Sketchbooks</p> <p><u>Activities</u> Children will explore the work of fashion designers, thinking about how they use their identity to design, by responding in class discussion and visually in sketchbooks.</p> <p>Children will work in sketchbooks to generate and test ideas, experiment with shape and form, pattern, colour, and texture in response to a brief. Children will make bring their 2d designs to 3d. They will paint paper with patterns and texture to make the base of their clothes. Children will consider pattern cutting to make the clothes fit together and fall in the way that they intend</p>

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		<p>components to capture the mood of the poem. Pupils will work in sketchbooks to generate ideas, explore, develop, and reflect. They will use the mark making skills from week 2 to create exciting monotypes, combining process, paintings, and collage.</p>	<p>all help work together to build a sense of place.</p> <p>Children will work in pairs or teams to document their work using cameras or Ipads.</p>	<p>feelings. Children will work in their sketchbooks outside with the emphasis being on exploration and experimentation. They will discover how they can use different combinations of media to capture the energy and spirit of an outdoor space through a set of drawing challenges.</p>	<p>introduced to artist ‘The Shoreditch Sketcher’.</p> <p>Children will consider whether they want their building to be big or small. Using foamboard, children will build a model of their house using the ‘Design Through Making approach’, taking inspiration from drawings in previous weeks but making decisions largely based on the material and what they find it can do.</p>	<p>around a manikin, as well as how they will attach the cut out pieces together.</p>
<p style="text-align: center;"><b>Art Year 6</b></p>	<p><b>2D Drawing to 3D Making</b> Skills: Drawing, Sketchbooks, Making</p> <p><u>Activities</u> Children will become familiar with the idea that artists can paint on wood to create flat, standing images which viewers can walk amongst.</p> <p>Pupils start creating “flat yet sculptural” artwork.</p> <p>To use the paper as a collage material</p>	<p><b>Printmaking &amp; Activism</b> <b>Skills:</b> Printmaking (Stencil, Screen Print), Draw, Collage, Sketchbooks</p> <p><u>Activities</u> Children will respond to the work of contemporary artists and designers, Luba Lukova, Faith Ringgold, Kate DeCiccio - compare the artists</p> <p>Children will work in sketchbooks to explore their own voice and message.</p>	<p><b>Brave Colour</b> <b>Skills:</b> Making, Drawing, Sketchbooks</p> <p><u>Activities</u> Children will make an elastic band sketchbook using white paper and cardboard.</p> <p>They will identify and explore colour within the sketchbooks.</p> <p>Children will explore the work of the artists Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West who use colour in their work.</p>	<p><b>Identity</b> Skills: Painting, Digital, Drawing, Sketchbooks</p> <p><u>Activities</u> Children will explore the work of the artists Njideka Akunyili Crosby, Yinka Shonibare and Thandiwe Muriu, who all work with notions about identity.</p> <p>They will record their thoughts and observations in sketchbooks through visual note taking.</p> <p>Children will create a series of portraits</p>	<p><b>Take a Seat</b> <b>Skills:</b> Design, Making, Drawing, Sketchbooks</p> <p><u>Activities</u> Children will become familiar with the artist Yinka Ilori and record and reflect on his work in sketchbooks.</p> <p>They will explore the visual elements of chairs, including talking about materials, form and structure, through observational drawing in sketchbooks.</p>	<p><b>Shadow Puppets</b> Skills: Making, Drawing, Sketchbooks</p> <p><u>Activities</u> Children will become familiar with the cultural significance of shadow puppetry and artists that work with paper. They will record their responses and ideas in sketchbooks. They will understand how paper can be cut and shaped to create puppets.</p> <p>Children will work towards creating puppets for a performance following a</p>

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	<p>To use methods of construction to transform them into sculptures.</p> <p>Or</p> <p>Children will explore the colours and patterns on different types of food packaging.</p> <p>They will learn about the process artist Claire Harrup uses to design food packaging</p> <p>Children redesign existing food packaging items by building nets, whilst experimenting with drawing, composition and type.</p> <p><u>NC objective</u> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>Option 1: explore screen printing techniques and make a poster inspired by the artwork of Artist Activist Shepard Fairey</p> <p>Option 2: make a simple folded sketchbook to create a zine. They will modify found wording and imagery from magazines to communicate their message in their zine.</p>	<p>Children will create visual responses to artists' work in their sketchbooks using paper, paint, ink, pastel to respond in their sketchbooks and are encouraged to guide their own exploration.</p> <p>Option 1: Mini Light Boxes. Pupils will create models of sculptural installations exploring light, colour and form.</p> <p>Option 2: Sculptural Challenge: Colourful Walls. Pupils will create a design proposal for a colourful architectural installation exploring colour and form.</p> <p>Option 3: Sculptural Challenge: Colour, Light and Form. Pupils will create an idea for an installation which uses light, colour and form (and even maybe sound) to create an immersive experience for others.</p>	<p>drawings of their peers using a variety of drawing materials.</p> <p>They will work intuitively at varying lengths of time to record and draw.</p> <p>Children will create a physical (using drawing materials, paper, collage), or digital exploration of how to make a layered portrait which captures aspects of their personality and identity.</p> <p>They will use sketchbooks throughout to help explore and focus, test and reflect.</p>	<p>Children will use a wide variety of materials to manipulate and construct 3D 'doodles' in response to making prompts.</p> <p>They will be challenged to become furniture designers and invited to create a chair which expresses their personality. Children will display their chairs in a clear space, alongside their sketchbook work, and walk around the room as if in a gallery.</p>	<p>narrative, or make standalone puppets. They will use sketchbooks to further make notes, note down ideas, make quick sketches to test ideas/shapes. Children will perform a shadow puppet show.</p>
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<b>Music</b>	<p><u>Skills</u> Performing music (vocal) History of music</p> <p><u>Activities</u> Performing as an ensemble. Singing a round. Researching ancient music.</p> <p><u>Key Vocabulary</u> Sing, melody, voice, make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness, solo, ensemble, round, expressively, harmony, drone, ostinato, accompaniment</p>	<p><u>Skills</u> Listen to and evaluate music. Create and perform Choose appropriate instruments.</p> <p><u>Activities</u> Mambo – listening, create image. Perform a rhythmic pattern to a pulse. Play a Mambo pulse using percussion instruments.</p> <p><u>Key Vocabulary</u> Pulse, rhythm, pitch, dynamics, tempo, timbre, texture, lyrics, melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context, lyrics and social meaning</p> <p>Sing, melody, voice, make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness, solo, ensemble, round, expressively, harmony, drone, ostinato, accompaniment</p>	<p><u>Skills</u> Identify instruments of the orchestra. Listen to and evaluate music</p> <p><u>Activities</u> Using websites etc to identify instruments of the orchestra. Storm (Benjamin Britten) - listening, create image, identify musical features, reflect and evaluate</p> <p><u>Key Vocabulary</u> Pitch, dynamics, tempo, timbre, texture, lyrics, melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context, lyrics and social meaning</p>	<p><u>Skills</u> Vocal / Instrumental performance Composition Transcription</p> <p><u>Activities</u> Music express unit – Solar system: Vocal performance Use of percussion to compose and perform piece of music Transcribe using graphic score</p> <p><u>Key Vocabulary</u> Sing, melody, voice, make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness, solo, ensemble, round, expressively, harmony, drone, ostinato, accompaniment</p> <p>Compose, create effects, repeated patterns, graphic score, accompaniment, drone, verse, chorus, rhythmic pattern, melody, rhythm, chords, ostinato, pentatonic scale stave, note names, minim, crotchet, semibreve, rest, treble and bass clef, sharp, flat, time signature</p>	<p><u>Skills</u> Performance (Both vocal and instrumental year 5, Vocal year 6)</p> <p><u>Activities</u> Children learn and perform a range of songs about WW1 and also from the period (Archie Dobson’s War). Learn to play recorders (Year 5) Perform as an ensemble – singing (Year 6)</p> <p><u>Key Vocabulary</u> Sing, melody, voice, make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness, solo, ensemble, round, expressively, harmony, drone, ostinato, accompaniment</p>
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<b>ICT</b>	Unit 6.1 Coding Number of lessons – 6 Main Programs – 2Code  Unit 6.6 Networks Number of lessons – 3	Unit 6.3 Spreadsheets Number of lessons – 5 Programs – 2Calculate	Unit 6.4 Blogging Number of lessons – 4 Programs – 2Blog	Unit 6.5 Text Adventures Number of lessons – 5 Programs – 2Code, 2Connect	E-Safety	Unit 6.7 Quizzing Number of lessons – 6 Programs – 2Quiz, 2DIY, Text Toolkit, 2Investigate
<b>PE</b>	<u>Skills</u> <ul style="list-style-type: none"> <li>Invasion games.</li> </ul> <u>Activities / Sports</u> <ul style="list-style-type: none"> <li>Netball</li> <li>Dodgeball</li> <li>Football</li> </ul>	<u>Skills</u> <ul style="list-style-type: none"> <li>Invasion games.</li> <li>Gymnastics</li> </ul> <u>Activities / Sports</u> <ul style="list-style-type: none"> <li>Netball</li> <li>Dodgeball</li> <li>End ball</li> <li>Hockey</li> <li>Basketball</li> </ul>	<u>Skills</u> <ul style="list-style-type: none"> <li>Dance</li> <li>Invasion games</li> </ul> <u>Activities / sports</u> <ul style="list-style-type: none"> <li>Netball</li> <li>Hockey</li> <li>Basketball</li> </ul>	<u>Skills</u> <ul style="list-style-type: none"> <li>Dance</li> <li>Invasion games</li> </ul> <u>Activities / sports</u> <ul style="list-style-type: none"> <li>Netball</li> <li>Hockey</li> <li>Basketball</li> </ul>	<u>Skills</u> <ul style="list-style-type: none"> <li>Athletics</li> <li>Net/Wall games</li> </ul> <u>Activities / sports</u> <ul style="list-style-type: none"> <li>events like Tunstall Athletics incl; relays, javelin, shot putt, sprints, skipping...</li> <li>orienteering</li> <li>Stanley Head</li> <li>Volleyball</li> <li>Tennis</li> </ul>	<u>Skills</u> <ul style="list-style-type: none"> <li>Net / Wall</li> <li>Rounders</li> </ul> <u>Activities / sports</u> <ul style="list-style-type: none"> <li>Badminton</li> <li>Tennis</li> <li>Volleyball</li> </ul>
<b>RE</b>	What do Religions say to us when life get hard?  Harvest	What do Religions say to us when life get hard?  Remembrance Christmas.	What does it mean to be a Muslim in Britain today?	Is it better to express your religion in art or architecture or in charity and generosity?  Easter	What matters most to Christians and Humanists?	
<b>Enrichment activities.</b>	<ul style="list-style-type: none"> <li>Stanley Head residential – Sept</li> <li>Crucial crew event – Sept</li> <li>Head boy/ girl interviews.</li> <li>Bikeability – year 5</li> </ul>	<ul style="list-style-type: none"> <li>Theatre –</li> <li>Remembrance</li> <li>Children in Need</li> <li>Carol Service</li> <li>Road Safety week.</li> <li>Anti-bullying week.</li> <li>Christmas fair.</li> <li>Yr 5 OHA Xmas production.</li> </ul>	<ul style="list-style-type: none"> <li>Young Voices</li> <li>Change for Life Day</li> </ul>	<ul style="list-style-type: none"> <li>Dance festival</li> <li>World Book day</li> <li>Science week.</li> <li><b>Jodrell Bank?</b></li> <li><b>Manchester Science Museum?</b></li> </ul>	<ul style="list-style-type: none"> <li>Stanley Head – Yr 5</li> <li>Change for life day</li> <li><b>Stanley Head – Compass work/ orienteering trip?</b></li> <li>Conway-Yr 6</li> <li>Prom</li> <li>Enterprise day – Yr 6</li> <li>Sports day.</li> <li>Leaver performance – Yr6.</li> </ul>	



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<b>SMSC</b>	<ul style="list-style-type: none"><li>• Head boy/ girl interviews.</li><li>• School council.</li></ul>	<ul style="list-style-type: none"><li>• Anti-bullying assembly – empathy towards others.</li><li>• British History – social differences.</li><li>• Remembrance</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>• Moon landings – real or not.</li><li>• Influential people from the past – Woman in space?</li><li>• Link to Branson’s space flight idea?</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
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