

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Extreme Earth	North America	The Blitz and World War II		How has Britain changed since 1948?	Our Local Area
Key Idea	'We have a single mission: to protect and hand on the planet to the next generation.' Francois Hollande	'I have a dream..' Martin Luther King	'One always measures friendships by how they show up in bad weather.' Winston Churchill		'Enjoy failure and learn from it. You can never learn from success.' James Dyson	"Once you eliminate the impossible, whatever remains, no matter how improbable, must be the truth." Arthur Conan Doyle
Core Texts	Floodland - Marcus Sedgwick 	The Poison Tree – William Blake 	Goodnight Mister Tom – Michelle Magorian 	Rose Blanche – Ian McKewan 	Skellig – David Almond 	Macbeth – William Shakespeare 
Suggested Progression of Themes	Letter writing Persuasive Writing Balanced Argument Recounts Character description Narrative – Continue story PE Invasion games	Character description Poetry analysis/composition Poetry recital Inference behind motivation of character in a poem Residential persuasive writing Story writing PE Dance	Propaganda Writing Diary Entries Letter writing (Formal and informal)	Short form text for persuasive posters Recounts Diary writing Newspaper reports Non chronological reports	Descriptive writing Writing in role Poetry writing Creative Play scripts Note writing for debates Speaking and listening drama PE Striking and fielding	Diary writing Character description Play script Personal response Traditional tales, myths and legends Poetry recital inference Write a poem
Current affairs/wider world opportunities)	Democracy Global warming Recycling	Capital Cities States Comparison of climate	Relationships Family Religion	Bereavement Democracy Conflict	Sources and references Compare and contrast Changes	Natural resources Exportation Commodities

<p>Cross-Curricular Links</p>	<p>Geography - North America</p>	<p>Geography – Extreme Earth</p>	<p>History – The Blitz and WW2</p> <p>DT – Waistcoats – Make do and mend</p> <p>Literacy – Goodnight Mister Tom</p>	<p>History – The Blitz and WW2</p> <p>DT – Make my voice heard – Propaganda and graffiti</p> <p>Literacy – Goodnight Mister Tom and Rose Blanche</p>	<p>History – How Britain changed since 1948</p> <p>Science – Light</p> <p>DT - Playgrounds</p>	<p>Geography – Local Area</p> <p>DT – Playgrounds</p>
<p>Skills</p>	<p>PE – Invasion Games</p> <p>Use dribbling to change the direction of play with control under pressure.</p> <p>Use a variety of dribbling techniques to maintain possession under pressure.</p> <p>Use a variety of throwing techniques including fake passes to outwit an opponent.</p> <p>Select and apply the appropriate kicking technique with control.</p> <p>Catch and intercept a ball using one and two hands with increasing success in game situations</p> <p>Receive a ball with consideration to the next move</p> <p>Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.</p> <p>Change direction to successfully outwit an opponent</p> <p>Create and use space for self & others to outwit an opponent.</p> <p>Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p>	<p>PE - Dance</p> <p>Perform dances confidently and fluently with accuracy and good timing.</p> <p>Work creatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics</p> <p>Improvise and combine dynamics demonstrating an awareness of the impact on performance</p> <p>Use counts when choreographing and performing</p>	<p>PE - Gymnastics</p> <p>Combine and perform more complex balances with control, technique and fluency.</p> <p>Demonstrate more complex actions with a good level of strength and technique.</p> <p>Confidently transition from one action to another showing appropriate control</p> <p>Plan and perform with precision, control and fluency, a sequence of actions</p>	<p>PE – Net and Wall</p> <p>Use dribbling to change the direction of play with control under pressure.</p> <p>Use a variety of dribbling techniques to maintain possession under pressure.</p> <p>Use a variety of throwing techniques including fake passes to outwit an opponent.</p> <p>Select and apply the appropriate kicking technique with control.</p> <p>Catch and intercept a ball using one and two hands with increasing success in game situations</p> <p>Receive a ball with consideration to the next move</p> <p>Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.</p> <p>Change direction to successfully outwit an opponent</p> <p>Create and use space for self & others to outwit an opponent.</p>	<p>PE – Striking & Fielding</p> <p>Use dribbling to change the direction of play with control under pressure.</p> <p>Use a variety of dribbling techniques to maintain possession under pressure.</p> <p>Use a variety of throwing techniques including fake passes to outwit an opponent.</p> <p>Select and apply the appropriate kicking technique with control.</p> <p>Catch and intercept a ball using one and two hands with increasing success in game situations</p> <p>Receive a ball with consideration to the next move</p> <p>Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.</p> <p>Change direction to successfully outwit an opponent</p> <p>Create and use space for self & others to outwit an opponent.</p>	<p>PE – Athletics</p> <p>Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.</p> <p>Link running, jumping and hopping actions with greater control and co-ordination.</p> <p>Perform jumps for height and distance using good technique.</p> <p>Show accuracy and good technique when throwing for distance.</p> <p>Show fluency and control when travelling, landing, stopping and changing direction.</p> <p>Change direction with a fluent action and can transition smoothly between varying speeds.</p> <p>Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.</p>

	<p>RE CREATION/FALL Creation and science: conflicting or complementary?</p> <p>There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.</p> <p>These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?</p> <p>There are many scientists throughout history and now who are Christians.</p> <p>The discoveries of science make Christians wonder even more about the power and majesty of the Creator</p> <p>To research global warming and form an opinion based on your research.</p>	<p>RE Gospel – What would Jesus do.</p> <p>The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.</p> <p>Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.</p>	<p>RE What do Muslim people believe about the way they should live their lives and why? Part 2</p> <p>Identify some ways in which Muslim people practice their beliefs in relation to the five pillars of Islam especially Sawm (fasting) and Hajj (pilgrimage) and analyse their importance within the Muslim faith</p> <p>Find out about and respond with their own ideas about these beliefs and practices</p> <p>Describe and reflect on the significance of the Holy Qur'an to Muslim people</p> <p>Describe the forms of guidance that Muslim people use and compare them to the forms of guidance that they follow</p> <p>The five pillars of Islam are practised by Muslim</p>	<p>Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p> <p>RE Salvation – What difference does the resurrection make to Jesus?</p> <p>To study aspects of WW2 life and achievements and their influence on the whole world</p> <p>Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. The Gospels give accounts of Jesus' death and resurrection.</p> <p>Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.</p> <p>This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).</p>	<p>Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p> <p>RE Is it better to express your religion in arts and architecture or in charity and generosity?</p> <p>Describe and make connections between examples of religious creativity (buildings and art)</p> <p>Show understanding of the value of sacred buildings and art</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art</p> <p>Apply ideas about values and from scriptures to the title question</p>	<p>RE Kingdom of God – What kind of a king is Jesus?</p> <p>Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.</p> <p>The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.</p> <p>Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.</p>
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	<p>ICT Online Safety</p> <p>To identify benefits and risks of mobile devices broadcasting the location of the user/device.</p> <p>To identify secure sites by looking for privacy seals of approval.</p> <p>To identify the benefits and risks of giving personal information.</p> <p>To review the meaning of a digital footprint.</p> <p>To have a clear idea of appropriate online behaviour.</p>	<p>ICT Spreadsheets</p> <p>To use a spreadsheet to investigate the probability of the results of throwing many dice.</p> <p>To use a spreadsheet to calculate the discount and final prices in a sale.</p> <p>To use a spreadsheet to plan how to spend pocket money and the effect of saving money.</p> <p>To use a spreadsheet to plan a school charity day to maximise the money donated to charity.</p>	<p>people including by Muslim people living in Britain today</p> <p>Muslim people believe that they must fast during daylight hours during the month of Ramadan in order to understand more about self-discipline, self-restraint and generosity and to spend time in prayer (Sawm)</p> <p>Muslim people believe that it is their duty to perform hajj (pilgrimage) to Mecca, the most sacred Muslim site, at least once in their lifetime if they are able</p> <p>That the five pillars of Islam are both valuable and challenging for Muslim people and that they make a difference to individuals but also to the whole of the Muslim community (Ummah).</p> <p>ICT Coding</p> <p>To design a playable game with a timer and a score.</p> <p>To plan and use selection and variables.</p> <p>To understand how the launch command works.</p>	<p>ICT Coding</p> <p>To design a playable game with a timer and a score.</p> <p>To plan and use selection and variables.</p> <p>To understand how the launch command works.</p> <p>To use functions and understand why they are useful.</p>	<p>ICT Blogging</p> <p>To identify the purpose of writing a blog.</p> <p>To identify the features of a successful blog.</p> <p>To plan the theme and content for a blog.</p> <p>To understand how to write a blog and a blog post.</p>	<p>ICT Networks</p> <p>To learn about what the Internet consists of.</p> <p>To find out what a LAN and a WAN are.</p> <p>To find out how the Internet is accessed in school.</p> <p>To research and find out about the age of the Internet.</p> <p>To think about what the future might hold.</p>
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<p>To begin to understand how information online can persist.</p> <p>To understand the importance of balancing game and screen time with other parts of their lives.</p> <p>To identify the positive and negative influences of technology on health and the environment.</p> <p>Art – Still Life</p> <p>Making skills Developing techniques, including control and use of materials, including negative drawings Formal elements Learning about line and tone through drawing Generating ideas Producing personal interpretations of cherished objects Knowledge of artists Investigating the work of Cezanne, Fumke and Nicholson Evaluating Critically reviewing results and outcomes in light of evaluation SMSC Representing memories and experiences of their time at school</p>	<p>Art – Art and design skills</p> <p>1. Painting: impressionism Investigating great impressionists paintings Making skills Developing mastery of painting techniques Formal elements Developing understanding of colour through practical painting exercises Generating ideas Learning how artists represent ideas through painting Knowledge of artists Understanding techniques of impressionist painters</p> <p>2. Drawing: zentangle patterns Using drawing for relaxation Making skills Improving drawing skills through intuitive pattern making Formal elements Developing skills in using line, pattern and colour Generating ideas Helping pupils to achieve mindfulness through art Knowledge of artists Applying intuitive pattern making to own work Evaluating Peer and small group evaluations to improve outcomes</p> <p>3. Craft: zentangle printing Creating repeating patterns using their zentangle designs</p>	<p>To use functions and understand why they are useful.</p> <p>To understand how functions are created and called.</p> <p>To use flowcharts to create and debug code.</p> <p>To create a simulation of a room in which devices can be controlled.</p> <p>To understand how user input can be used in a program.</p> <p>To understand how 2Code can be used to make a text-adventure game.</p> <p>DT – Waistcoats</p> <p>Designing a waistcoat in accordance to specification linked to set of design criteria to fit a specific theme</p> <ul style="list-style-type: none"> Annotating designs Using a template when pinning panels onto fabric Marking and cutting fabric accurately, in accordance with a design Sewing a strong running stitch, making 	<p>To understand how functions are created and called.</p> <p>To use flowcharts to create and debug code.</p> <p>To create a simulation of a room in which devices can be controlled.</p> <p>To understand how user input can be used in a program.</p> <p>To understand how 2Code can be used to make a text-adventure game.</p> <p>Art – Make my voice heard</p> <p>Making skills Creating 3D forms in clay Developing drawing and painting skills Formal elements Developing understanding of line, tone and 3D form Generating ideas Designing ideas for the fourth plinth in Trafalgar Square Knowledge of artists Learning about Kathe Kolwitz's portraits, Picasso's compositions, Wallinger's sculptures and Graffiti Evaluating Correcting and improving outcomes SMSC</p>	<p>To consider the effect upon the audience of changing the visual properties of the blog.</p> <p>To understand how to contribute to an existing blog.</p> <p>To understand how and why blog posts are approved by the teacher.</p> <p>To understand the importance of commenting on blogs.</p> <p>DT – Playgrounds</p> <p>Designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs</p> <p>Building a range of play apparatus structures drawing upon new and prior knowledge of structures</p> <ul style="list-style-type: none"> Measuring, marking and cutting wood to create a range of structures Using a range of materials to reinforce and add decoration to structures Improving a design plan based on peer evaluation Testing and adapting a design to improve it as it is developed
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	<p>Geography/History</p> <p>I can identify the countries of North America.</p> <ul style="list-style-type: none"> • I can match North American capital cities with their correct country. 	<p>Making skills Using polyprint tiles to create elaborate zentangle patterns Formal elements Developing skill, knowledge and understanding of patterns Generating ideas Expressing own ideas and feelings through pattern Knowledge of artists Investigating the structure of William Morris patterns Evaluating Using self and peer review to critically analyse their outcomes</p> <p>4. Design: making a hat Making skills Creating 3D sculptural forms using basic art materials Formal elements Creating 3D forms from 2D materials Generating ideas Creating imaginative forms Evaluating Correcting and improving outcomes</p> <p>5. Learning about...the work of Edward Hopper Formal elements Discussing line, form, colour and patterns in Hopper's work Evaluating Discussing great artists in history Knowledge of artists Critically deconstructing and analysing a piece of art SMSC Articulating thoughts and feelings orally</p>	<p>small, neat stitches and following the edge</p> <ul style="list-style-type: none"> • Tying strong knots • Decorating a waistcoat - attaching objects using thread and adding a secure fastening • Learning different decorative stitches • Sewing accurately with even regularity of stitches • Using a template when pinning panels onto fabric • Marking and cutting fabric accurately, in accordance with a design • Sewing a strong running stitch, making small, neat stitches and following the edge • Tying strong knots • Decorating a waistcoat - attaching objects using thread and adding a secure fastening • Learning different decorative stitches • Sewing accurately with even regularity of stitches 	<p>Understanding the role of art in wider society</p>	<ul style="list-style-type: none"> • Testing and adapting a design to improve it as it is developed • Identifying what makes a successful structure • To know that structures can be strengthened by manipulating materials and shapes • To understand what a 'footprint plan' is • To understand that in the real world, design , can impact users in positive and negative ways • To know that a prototype is a cheap model to test a design idea 	<ul style="list-style-type: none"> • Identifying what makes a successful structure • To know that structures can be strengthened by manipulating materials and shapes • To understand what a 'footprint plan' is • To understand that in the real world, design , can impact users in positive and negative ways • To know that a prototype is a cheap model to test a design idea
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	<p>I know that the first layer of the Earth's atmosphere is called the troposphere and that it is here that weather occurs.</p> <ul style="list-style-type: none"> • I can use data to create a graph showing the hottest and coldest inhabited places on Earth, before comparing them. • I can explain what a drought is and some of the causes and effects. • I can explain why some areas get more rain than others in relation to the water cycle. • I can describe some extreme weather phenomena around the world, including tornados, tropical storms, hail storms and blizzards. • I can describe the effects of extreme weather phenomena on the environment and people affected. • I can use plate tectonics to describe what earthquakes are and why they happen. • I know what the Richter scale is. • I can describe the effects of earthquakes on the environment and people affected. • I know that tsunamis occur when there are earthquakes on the ocean floor. • I can describe what happens when a volcano erupts. <p>Science</p>	<ul style="list-style-type: none"> • I can compare my local area with an area in North America by generating and answering questions about the human and physical geography of both places. • I can compare the climates of different parts of North America using graphs. • I can match a description of a climate to a corresponding bar graph. • I can describe some of the main geographical features of North America, such as the Grand Canyon, Niagara Falls and the Hubbard Glacier, and how they were formed. • I can compare the features of North American capital cities, and order cities by population and area. • I can use independent research to find out about the human and physical geography of a particular North American country. <p>Science</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the</p>	<p>Geography/History</p> <p>Understand the reasons behind the Blitz and its impact on society</p>	<p>Geography/History</p> <p>Devise, ask and answer more complex questions about the past, considering key concepts in History.</p> <p>Select sources and give reasons for choices.</p> <p>Analyse a range of sources to promote evidence of the past.</p> <p>Understand that the past is represented and interpreted in different ways and give reasons for this.</p>	<p>Geography/History</p> <ul style="list-style-type: none"> • I can suggest which decade a photo was taken in using historical clues. • I know the difference between a primary and a secondary source. • I can suggest which sources I would need to consult to research different eras in British history. • I can identify whether a source is a primary or secondary source. • I can use primary and secondary sources to research different decades • I can describe some of the features of life in Britain for each decade from the 1950s to the 1990s. • I can suggest which changes have had the biggest impact in Britain since 1948. • I can summarise the changes in Britain since 1948. • I can describe changes in Britain since 1948 chronologically. • Primary source • Secondary source 	<p>Geography/History</p> <p>Begin to offer explanations about why people in the past acted as they did and justify their answers.</p> <p>Local history study. Impact of WWII on Tun Wells.</p>
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	<p>Apply their knowledge of Animals and Living Things to know:</p> <ul style="list-style-type: none"> To explore the history of classification. To understand how micro-organisms can be divided into groups, according to common observable characteristics. To understand how plants can be divided into groups, according to common observable characteristics. To understand how animals can be divided into groups, according to common observable characteristics. To use and devise classification keys for living things, giving reasons for why animals and plants belong in a particular group. <p>Experimental and investigative work focuses on:</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, including conclusions, in oral and written forms such as displays and other presentation Identifying scientific evidence that has been used to support or refute ideas or arguments 	<p>brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p> <p>Put their knowledge and understanding into practise by taking on an electrical STEM challenge</p> <p>Recognise and use appropriate terminology and topic specific vocabulary</p> <p>French Link the spelling, sound and meaning of words.</p>	<p>Science Sort a range of light sources Recognise that light appears to travel in straight lines</p> <p>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</p> <p>Build on understanding of reflective surfaces and how they can benefit everyday lives (safety)</p> <p>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</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> <p>Understand the parts and functions of a human eye</p>	<p>Science 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</p> <p>Recognise and use appropriate terminology and topic specific vocabulary</p>	<p>Science Apply knowledge of diet and lifestyle to know:</p> <ul style="list-style-type: none"> Energy comes from our food Slow release/ fast release energy Diet needs to be modified according to lifestyle Athletes have high carbohydrate diets Diet is important for mental health as well as physical <p>Experimental and investigative work focuses on: Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Skills to be taught:</p> <ul style="list-style-type: none"> Identifying food groups Planning well-balanced meals Understanding different blood groups 	<p>Science In this unit children will apply their knowledge of evolution and inheritance to know:</p> <ul style="list-style-type: none"> fossils tell us about how living things have changed over time characteristics passed from parents to their offspring animals and plants adapted to suit their environment and how may this lead to evolution palaeontologists and scientists contributed to our understanding of the history of living things <p>Experimental and investigative work focuses on comparing fossils with animals from today, to see similarities and identify relationships between them.</p> <p>Identify observable characteristics such as hair colour, as well as hidden differences e.g. ability to roll the tongue, taste preferences, finger print patterns. Use these observations to highlight that we are all different – genetic diversity</p>
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	<p>Recognise and use appropriate terminology and topic specific vocabulary</p> <p>French Listen attentively to spoken language and show understanding by joining in and responding Engage in simple conversations by asking and answering questions.</p> <p>Music Use correct musical language to consistently describe the music. Find and internalise pulse using movement. Listen comment and discuss ideas with a group</p> <p>PSHE Explain how personal choices have an impact on community and globally Empathise with others in the community and explain how this influences the choices they make</p>	<p>Engage in simple conversations by asking and answering questions. Speak in sentences using familiar vocabulary and basic language structures.</p> <p>Music Sing with an appropriate vocal range and with clear diction. Sing together with confidence. Know the importance of warm up and posture, breathing and projection.</p> <p>PSHE Explain ways in which difference can be a source of conflict or a cause for celebration. Show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>	<p>Make a periscope to demonstrate travel of light, angle of incidence and angle of reflection</p> <p>Recognise and use appropriate terminology and topic specific vocabulary</p> <p>French Explore the patterns and sounds of language through songs and rhymes. Develop accurate pronunciation and intonation when using familiar words and phrases</p> <p>Music Play and improvise Deepen understanding of musical improvisation. Create more complex rhythms and melodies.</p>	<p>French To read a simple rhyme or poem in a chorus. To appreciate song and rhymes by recognising familiar words and phrases.</p> <p>Music Sing, play, improvise and play back compositions. Communicate thoughts, feelings and ideas through the performance.</p>	<ul style="list-style-type: none"> Learning of risks of consuming things our body shouldn't have i.e recreational drugs <p>Recognise and use appropriate terminology and topic specific vocabulary</p> <p>French Read carefully and show understanding of words by using a bilingual dictionary. To broaden vocabulary and develop understanding of new words.</p> <p>Music Perform together in an ensemble. Record performance and play it back.</p>	<p>Recognise and use appropriate terminology and topic specific vocabulary</p> <p>French Write familiar words from memory and begin to use the correct article.</p> <p>Music Perform in front of an audience with more understanding of the needs. Respond to feedback and offer positive comment</p>
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Experiences	Residential Visit – team building and resilience	<p>Christmas experience (Crossteach)</p> <p>Ice skating</p>	Mosque Visit	<p>External trip – Biggin Hill and Down House</p> <p>Easter Experience (Crossteach)</p> <p>Science Visitors – dissection of the human organs.</p>	<p>SATs</p> <p>Trip to Calverley Park</p>	<p>Rochester School Celebration Day</p> <p>Visit from the police regarding transitioning to secondary school</p> <p>Year 6 performance</p> <p>Kent Police Open Day</p>