

Curriculum Offer 2022-2023 – Morpurgo Class

Subject / Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	School rules and expectations 'Wear your shoes out' Esafety Helping others – MacMillan Coffee morning Mental Health Awareness Day Black History Month Space week Wear it pink <i>Jeans for Genes</i> <i>London Marathon</i> <i>Recycle Week</i>	<i>Diwali</i> Guy Fawkes – History and Firework safety Anti-bullying week Remembrance Road Safety British Value – St Andrew's day Advent Human rights – Citizenship (Emmeline Pankhurst and the Suffroettes) Children in Need (Charity) Christmas Jumper Day (Charity) Christmas (Hanukkah)	New year's resolutions E-safety <i>Epiphany</i> Martin Luther King day Chinese new year Holocaust memorial day Rule of law Rosa Parks day / Charles Dickens day Discovery – Charles Darwin Safer internet day Valentines day <i>Random Acts of Kindness</i>	Fair trade fortnight Shrove Tuesday Leap year St David's Day World Book Day British Science Week Purim Holi Friendship St Patrick's day <i>St George's Day</i> World poetry day Mother's day Good to be me Palm Sunday – Good Friday – Easter World Autism Day	Autism Awareness Day World Space Day Women's history month VE Day *The Queen's Birthday *Earth Day *Shakespears Birthday The Titanic National Vegetarian Week *National Children's Day *Florence Nightingales Birthday *Shavuot Discrimination – Embracing differences *Pentecost	Maths Week Let's look after our planet World Environment Day *D-Day *World Oceans Day Healthy Eating Week *Anne Frank's Birthday E-Safety *World Refuge Day *Father's Day *World Music Day Look for the Helpers *Armed Forces Day <i>*Anniversary of the Moon landing</i> Discrimination – Embracing differences One More Step – Moving on and Transitions *World Chocolate Day Year Six Leavers
English – Power of Reading (Blue: poetry, Black: fiction, Green: non-fiction)						
English Year 5/6 writing (Year 2 of rolling programme) <i>Morpurgo 2022-2023</i>	PoR: Secret Friends By Elizabeth Laird Role on the wall Letter writing Debate/argument Retelling – alternative ending Direct and indirect speech Interview Conscience alley Comprehension	PoR: Stay where you are and then Leave By John Boyne Historical enquiry (newspapers, texts, research etc) Role on the wall Instruction writing game rules / recipe Writing Writing from own experience Writing in role Letter writing Journal writing Letter of advice (Agony Aunt) Note taking (Telegram) Poetry (Kennings) Persuasive writing – Propaganda posters	The Indian in the Cupboard By Lynne Reid Banks Direct and indirect speech Research Article writing Journal writing Imaginative writing Narrative writing Non-chronological report Story boxes Play script and performance Creating a visual text DT Project: Instruction writing Poetry (based on the song) Comparing video and book Comprehension	PoR: Odysseus By Hugh Lupton, Daniel Morden & Christina Balit Research – Greek Gods and mythology Mapping and journey charting Writing in role Story telling Debate (overboard) Poetry Descriptive writing Report writing Narrative	PoR: The London Eye Mystery By :Siobhan Dowd (approx. 7-8 weeks) Note taking (Detective note book) Non-fiction Predictions Role on the wall Language / Writing in role Persuasive writing Explanatory text in role Debate and discussion Conscience alley Book talk Word investigation Report writing Text speak Formal writing News report Advertising (persuasive language) Shakespeare performance reading Thought tracking Narrative DT – Build the London Eye	PoR: A Song from Somewhere Else By: A.F Harrold Response to illustration Role on the wall Poetry Visualisation / prediction Double bubble writing in role Looking at language Book talk Debate and discussion Comparing illustrations Developing intertextual links (with guided reading book) Narrative
Spelling – Purple Mash						
Year 5	Recap of mixed spellings pattern from previous years Recap from prior years Recap from prior years STAT LIST – Random Words ending in -able and – ably Consolidating	Words with silent letters Words with the /i:/ sound spelt ei after c and other consonants Exceptions to the i before e rule except after c STAT LIST – RANDOM Words containing the letter string ough Consolidating	Recap Autumn Term Words containing the letter string ough Words ending in -able STAT LIST – Random Homophones – words that are confused Consolidating	Endings which sound like /jəs/ spelt -cious or -tious Words ending in -ancy Nouns that end in -ce/-cy and verbs that end in -se/-sy STAT LIST Random Words with silent letters Consolidating	Recap – Spring Term Homophones – words that are confused Words ending in -ably (continued) STAT LIST Random Words with silent letters Consolidating	ly endings Words with silent letters STAT LIST Random Consolidating End of year statutory words assessment End of year statutory words assessment
Grammar						
Year 5	Week 1-3 Ready to write (choosing nouns and pronouns for clarity, expanded noun phrases, fronted adverbials with commas, plural and possessive -s, punctuating direct speech)		Week 1-3 Parenthesis (Brackets, dashes and commas) Week 4-6 Expanded noun phrases (Conveying complicated information concisely) Week 7-11 Tenses (using the perfect form of verbs to mark relationships of time and cause)		Week 1-2 Commas (clarifying meaning and avoiding ambiguity in writing) Week 3-9 Cohesion (devices to build cohesion within a paragraph, linking ideas using adverbials)	

	Week 4-6 Relative clauses (beginning with who,, which, where when, whose, that or an implied relative pronoun) Week 7-8 Modal verbs (degree of possibility) Week 9-11 Adverbs (degree of possibility) Week 12 Assessment and consolidation		Week 12 Assessment and consolidation		Week 10 Prefixes (verb prefixes e.g. dis-, de-, mis-, over- and re-) Week 11 Suffixes (converting nouns or adjectives into verbs using suffixes e.g. -ate, -ise, ify) Week 12 Assessment and consolidation	
Guided Reading						
Z-code range	Guided reading: How to change the world	Guided Reading: Skyward Bound	Guided reading: Icarus and Grimm	Guided reading: Myths and Legends Kit Guided reading: Generation reading	Guided Reading: Shakespeare Guided reading: Mayan Mystery	Guided Reading: His Dark Materials by Philip Pullmans Visual text also available
Reading VIPERS						
VIPERS	Windrush Child/ Young Gifted and Black (Black history Month)	Carrie's War – Nina Bawden	Max and the Millions- Ross Montgomery	Odysseus	The London Eye Mystery	Escape room
White Rose Maths Version 3.0						
Mixed Years 5 and 6 standards	Number: Place value (2 weeks) Number: Four operation (5 weeks) Number: Fraction (5 weeks)		Year 5: Number: Fraction (2 weeks) Year 6: Number: Ratio (2 weeks) Number: Decimals and percentages (3 weeks) Year 5: Number: Decimals (2 weeks) Year 6: Number: Algebra (2 weeks) Measurement: Converting Units (1 week) Measurement: Perimeter, area and volume (2weeks) Statistics (2 weeks)		Geometry: Properties of shape (2 weeks) Geometry: Position and direction (1 week) Year 6: SATs (2 weeks) Investigations and consolidation (7 weeks)	
Switched on Science: First Edition						
Science Year 6 Standards Switched on Science: First Edition	Classifying Critters NC strand: Living things and their habitats <u>Subject knowledge:</u> <ul style="list-style-type: none"> How living things are classified into broad groups. Give reasons for classifying animals based on specific characteristics. Classify into broad groups according to common observable characteristics and based on similarities and differences – including micro-organisms / fungi / five kingdoms Classification – Carl Linnaeus <u>Working scientifically:</u> <ul style="list-style-type: none"> Use classification keys Plan different types of scientific enquiries to answer questions. Plan different types of enquiry – researching using secondary resources. To know about the life and work of a scientists – Carl Linnaeus. 	Staying Alive NC strand: Animals including humans <u>Subject knowledge:</u> <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the main functions of the heart, blood vessels and blood. Recognise the impact of exercise on the way their bodies function. <u>Working scientifically:</u> <ul style="list-style-type: none"> Record using scientific diagrams. Report findings from enquiries e.g. display and other presentations. Take measurements, using a range of scientific equipment. Record data and results. Report findings, including conclusions, causal relationships and explanations. Plan a scientific enquiry to answer question. Identify scientific evidence that has been used to support or refute ideas or arguments. Draw conclusions, causal relationships and explanations. Present findings including conclusions, causal relationship and explanations. Use to support or refute arguments. To know about the life and work of a scientists – John Boyd Orr. Record data and results as a graph or report conclusions. To know about the life and work of a scientists – John Boyd Orr. 	We're Evolving NC strand: Evolution and inheritance <u>Subject knowledge:</u> <ul style="list-style-type: none"> Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways. Identify how animals are adapted to suit their environment in different ways and that adaptation may lead to evolution. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. <u>Working scientifically:</u> <ul style="list-style-type: none"> Record data and results using tables. Record data using diagrams Record results, report and present findings, including conclusions, causal relationships and explanations. Identify scientific evidence that has been used to support ideas. Identify scientific evidence that has been used to support ideas. To know about the life and work of a scientists – Mary Anning. 	Let it shine NC strand: Light <u>Subject knowledge:</u> <ul style="list-style-type: none"> Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 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. Recognise that light appears to travel in straight lines. <u>Working scientifically:</u> <ul style="list-style-type: none"> Report findings from enquiries, including conclusions and causal relationships. Plan a scientific enquiry to answer a question, including recognising and controlling variables where necessary (fair test), present findings including conclusions. Present findings including conclusions. Record using scientific diagrams, present findings including conclusions. Report and present findings from enquiries including conclusions, causal relationships. 	Electrifying NC strand: Electricity <u>Subject knowledge:</u> <ul style="list-style-type: none"> Use recognised symbols when representing a simple circuit in a diagram. Associate the brightness of a lamp or volume of a buzzer. Compare the reasons for variations in how components function. Associate the brightness of a lamp and volume of a buzzer with the number of voltage of cells used in the circuit. Use recognised symbols when representing a simple circuit in a diagram. Research information on renewable energy <u>Working scientifically:</u> <ul style="list-style-type: none"> Record using diagrams. Record using scientific diagrams and present findings including conclusions. Identify scientific evidence that has been used to support or refute ideas or arguments about renewable energy. 	We Are Dinosaur Hunters NC strand: Evolution and inheritance <u>Subject knowledge:</u> <ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Compare everyday materials on the basis of their properties, thermal conductivity. Identify how animals are adapted to suit their environment in different ways and that adaptation may lead to evolution. <u>Working scientifically:</u> <ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, report and present findings from enquiries. Plan a scientific enquiry controlling variables where necessary, taking repeat readings when appropriate, using test results to make predictions, present findings, including explanations. Record data and results, report findings, including conclusions, causal relationships and explanations of and degree of trust in results. Identify evidence to support or refute ideas. Identify scientific evidence that has been used to support or refute ideas or arguments.
PSHE Association						
PSHE Year 6	Me and My Relationships: Working together Let's negotiate (optional) Solve the friendship problem Assertiveness skills Behave yourself	Valuing Differences: OK to be different We have more in common than not Respecting differences Tolerance and respect for others Advertising friendships!	Keeping Myself Safe: Think before you click Traffic lights (optional) To share or not to share? Rat Park What sort of drug is...?	Rights and Responsibilities: Two sides to every story Fakebook friends Wat's it worth? Jobs and taxes (optional) Action stations! (optional)	Being My Best: 5 ways to wellbeing project This will be your life! Our recommendations What's the risk? (1) What's the risk? (2)	Growing and Changing: Helpful or unhelpful? Managing change I look great! Media manipulation Pressure online Is that normal?

	Dan’s day (optional) Don’t force me Acting appropriately It’s a puzzle (optional)	Boys will be boys – challenging gender stereotypes	Drugs: it’s the law! Alcohol: what is normal? Joe’s story (part 1) (optional) Joe’s story (part 2) (optional)	Project Pitch (parts 1&2) (optional) Happy shoppers – caring for the environment Democracy in Britain 1 – Elections Democracy in Britain 2 – How (most) laws are made	Basic first aid, including Sepsis Awareness	Making babies What is HIV? (optional)
Religious Education – RE days						
KS2 22-23	Hinduism – Knowledge Organiser A What do Hindu’s believe God is like? Hinduism – Knowledge Organiser B What are the commonly held beliefs of Hindus? Hinduism – Knowledge Organiser C What is the festival of Diwali about?	Hinduism What are the five principles of Hinduism? Hinduism – Knowledge organiser C What does it mean to be a Hindu in Britain today?	Judaism How do festivals and family life show what matters to Jewish people?	Judaism Why is the Torah so important to Jewish people?	Humanism What matters most to humanists and Christians?	Humanism What are the three basic beliefs of Humanism?
	Purple Mash Computing					
Year 6	<u>6.1 Coding (6 lessons)</u> Designing and making a more complex Program Using functions Flowcharts and control Simulations User Input Using Text – Based Adventures <u>6.2 Online safety (3 lessons)</u> Message in a game Online Behaviour Screen Time <u>6.3 Spreadsheets (5 lessons)</u> Exploring probability Creating a computational Model Usea Spreadsheet to plan Pocket Money Spending Planning a school event.	<u>6.4 Blogging (4 lessons)</u> What is a Blog? Planning a Blog Writing a Blog Sharing Posts and commenting. <u>6.5 Text adventures (5 lessons)</u> What is a text Adventure? Planning a story Adventure Making a Story-Based Adventure Game Introducing Map-Based Adventure Game Coding a Map-Based Text adventure <u>6.6 Networks (3 lessons)</u> The world wide web and the internet. Our school Network and Acssing the internet Research	<u>6.7 Quizzing (6 lessons)</u> Introducing 2DIY Using 2Quiz Exploring Grammar Quizzes A database Quiz Are you smarter than a 10/ 11 Year Old <u>6.8 Understanding binary (4 weeks)</u> What is Binary Counting in Binary Converting from Decimal to Binary Game States <u>6.9 Spreadsheets (8 weeks)</u> What is a spreadsheet Basic Calculations Modelling Organising Data Advanced Formulae and Big Data Charts and graphics Using a spreadsheet to plan a cake sale Using a spreadsheet to solve problems.			
Physical Education						
Upper	Swimming <ul style="list-style-type: none">To be able to enter the water safely in a variety of ways.Enter a pool with safe depth with jumping entry.Move freely in the water.Float and move without swimming aids.To be able to propel themselves in the water using different swimming aids, arms and leg actions and basic strokes.Use recognised arm and leg actions, lying on their front or back.To be able to swim unaided for a sustained period of time over a distance of at least 25 metres using arms and legs to move.Use a range of recognised strokes.Swim confidently and fluently on the surface and underwater.	Swimming <ul style="list-style-type: none">To be able to enter the water safely in a variety of ways.Enter a pool with safe depth with jumping entry.Move freely in the water.Float and move without swimming aids.To be able to propel themselves in the water using different swimming aids, arms and leg actions and basic strokes.Use recognised arm and leg actions, lying on their front or back.To be able to swim unaided for a sustained period of time over a distance of at least 25 metres using arms and legs to move.Use a range of recognised strokes.Swim confidently and fluently on the surface and underwater.	Swimming <ul style="list-style-type: none">To be able to enter the water safely in a variety of ways.Enter a pool with safe depth with jumping entry.Move freely in the water.Float and move without swimming aids.To be able to propel themselves in the water using different swimming aids, arms and leg actions and basic strokes.Use recognised arm and leg actions, lying on their front or back.To be able to swim unaided for a sustained period of time over a distance of at least 25 metres using arms and legs to move.Use a range of recognised strokes.Swim confidently and fluently on the surface and underwater.	Swimming <ul style="list-style-type: none">To be able to enter the water safely in a variety of ways.Enter a pool with safe depth with jumping entry.Move freely in the water.Float and move without swimming aids.To be able to propel themselves in the water using different swimming aids, arms and leg actions and basic strokes.Use recognised arm and leg actions, lying on their front or back.To be able to swim unaided for a sustained period of time over a distance of at least 25 metres using arms and legs to move.Use a range of recognised strokes.Swim confidently and fluently on the surface and underwater.	Swimming <ul style="list-style-type: none">To be able to enter the water safely in a variety of ways.Enter a pool with safe depth with jumping entry.Move freely in the water.Float and move without swimming aids.To be able to propel themselves in the water using different swimming aids, arms and leg actions and basic strokes.Use recognised arm and leg actions, lying on their front or back.To be able to swim unaided for a sustained period of time over a distance of at least 25 metres using arms and legs to move.Use a range of recognised strokes.Swim confidently and fluently on the surface and underwater.	Swimming <ul style="list-style-type: none">To be able to enter the water safely in a variety of ways.Enter a pool with safe depth with jumping entry.Move freely in the water.Float and move without swimming aids.To be able to propel themselves in the water using different swimming aids, arms and leg actions and basic strokes.Use recognised arm and leg actions, lying on their front or back.To be able to swim unaided for a sustained period of time over a distance of at least 25 metres using arms and legs to move.Use a range of recognised strokes.Swim confidently and fluently on the surface and underwater.
Key sporting events	Primary Pentathlon (Year 1-6) London South East Special League	London South East Special League	New Age Kurling (Year 3-4) London South East Special League	Tri Golf (Year 3-4) Easter Bunny Run (Year 1 -2) London South East Special League	Football School’s Summer Festival	Norman Park Athletics

Community and Life Skills (these activities are examples but classes will adapt the learning to meet the needs of the pupils)

KS2	<p>Sharing taking turns</p> <ul style="list-style-type: none"> Playing board games to teach to take turns Fairness – why it is fair/unfair Roles and responsibility of those roles <p>Family tree</p> <ul style="list-style-type: none"> People in your life and their significance Blended family and wider families Gender stereotypes <p>Social interactions and self-management</p> <ul style="list-style-type: none"> Conversation skills Setting personal boundaries Social skills how should we react if put into certain situations? Caring for a pet, understanding the commitment and putting the pets needs first understanding the cost implication. 	<p>Money and responsibility of it</p> <ul style="list-style-type: none"> Tuck shop Visit to actual shop Budgeting and saving Reward scheme, children to earn fake money by doing tasks and then at end of week they can use this to spend in set up in shop. <p>Community</p> <ul style="list-style-type: none"> Community gardening projects (onsite) Career's fair – what do I want to be when I grow up, what are my strengths and key skills How to contribute in local community. Planning a journey getting the bus how to find a route to get somewhere. <p>Planting and growing own produce</p> <ul style="list-style-type: none"> Planting seeds Growing produce <p>Staying safe</p> <ul style="list-style-type: none"> How to stay safe on line. <p>Neat and Tidy</p> <ul style="list-style-type: none"> Tidying after themselves House proud! cleaning and looking after a house washing clothes, ironing folding clothes etc. 	<p>Cooking</p> <ul style="list-style-type: none"> Cooking skills – chopping, cutting, grating skills. Health and safety in kitchen. <p>Hygiene and personal presentation</p> <ul style="list-style-type: none"> Brushing teeth Body hygiene Looking after our bodies Learn to do ties Learn to tie shoe laces How to use the washing machine – how to do the laundry <p>Healthy eating</p> <ul style="list-style-type: none"> Choosing Healthier options Balanced lifestyle Find your perfect exercises Cooking- simple recipes that can be made at home on a budget – staple items Cooking skills – boiling frying, roasting baking. Healthy food Kitchen safety – safe use of knife, peeler, over, hob, toaster and kettle <p>Mental health</p> <p>Kids take ownership of how mental health camping is used and portrayed in school.</p>
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Cooking

Morpurgo		<p>Kitchen safety and skills</p> <p>Skill: Hob safety, knife skills Recipe: Soup Link: Seasonal vegetables (Harvest- wheat and grains)</p> <p>Skill: Knife skills and knife safety Recipe: Pumpkin carving and cooking Link: Seasonal events Halloween</p> <p>Skill: Naming and using different utensils Recipe: Cottage Pie Link: Winter warm healthy food</p> <p>Skill: Storing food correctly - fridge temperatures Link: Identify out of date or mouldy food Recipe: Food tasting – blue cheeses</p> <p>Skill: Microwave safety Recipe: Chocolate mug cake Link: Hot liquid, kitchen hygiene</p> <p>Skill: Construction, icing Recipe: Gingerbread house Link: Christmas festivities</p>		<p>Diet and Nutrition</p> <p>Skill: Wheat and grains – what is Gluten free? Recipe: Healthy two ingredients pizza base</p> <p>Skill: Understanding nutrition Recipe: Chickpea fritters Link: Different food and drink contains varying amounts of sugar, saturated fat and salt</p> <p>Skill: Using a frying pan and flipping a pancake (or scrape it off ceiling!) Recipe: Pancakes Link: Seasonal event Shrove Tuesday Healthy toppings</p> <p>Skill: Understand the maximum daily limits sugar (RDA: Recommended Daily allowance) and reading nutrition labels Recipe- Lower sugar alternative recipe (flapjacks) Link- Measurements food units</p> <p>Skill: Healthy cooking methods and the benefits (steaming) Recipe: Steamed fish with veg Link: Seasonal spring vegetables</p> <p>Skill: Construction of a cake and decoration Recipe: Humpty Dumpty Easter Cake Link: Easter celebrations</p>		<p>Meal planning project</p> <p>Skill: Planning a picnic – including different food groups (allergies & intolerances and the difference between) Recipe: Making a sandwich Link:</p> <p>Skill: Measuring and mixing, healthy eating, 5 a day Recipe: Smoothies Link: Seasonal summer fruits</p> <p>Skill: Chopping, mixing and understanding healthy eating Recipe: Quiche Linked: Science, liquid into solid, changing state, irreversible change</p> <p>Skill: Rolling pastry, cutting and presentation of party food Recipe: Sausage roll Link: Vegetarian and gluten and non-pork</p> <p>Skill: Mixing and measuring units & healthy alternatives Recipe: Lemonade Link: Diet and Nutrition</p> <p>End of term party food planning Skill: Incorporate skills learnt throughout the year Recipes: Designed by pupils Link: Party planning, shopping list and budgeting</p>
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Forest School

The Hive Forest School approach	<ul style="list-style-type: none"> Rules and understanding Forest School(Woodland Walk) Teamwork/creativity and Boundaries (Den building) Senses (Follow the rope) Trying natural foods safely (berry hunt) Safe tool use (Medallion making) 	<ul style="list-style-type: none"> Respecting the environment (Litter picking and path clearing) Using tools safely (mallet making) Manipulating wood (Fence weaving) Consistency / ration (Potion making) Fire safety / cooking with whittled sticks (marshmallows and fire) 	<ul style="list-style-type: none"> Native plants and terrain change (Egg box activity) Senses (Mirror activity) Patience / fine motor skills (shadow drawing) Safe tool use / whittling / predicting (Spud gun with old elder) 	<ul style="list-style-type: none"> Worms and their habitat (worm hunt / stick bashing) Parts of a bug (Bug hunt) Find natural items on the list (scavenger hunt) How to build stably (building fairy houses) 	<ul style="list-style-type: none"> Follow a map (treasure hunt) Giving detailed instructions (create your own map) Follow verbal direction (Game) Common plants at forest school (Plant ID) Creativity (Woodland crowns) 	<ul style="list-style-type: none"> Make and float a twig boat (boat making) Number patterns in nature (Nature walk / number hunt) Knot tying and shelter (camp building with tarp) Creativity (leaf art edged with sticks) Counting in 5s (role play game)
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	<ul style="list-style-type: none"> Teamwork / physical (Save the camp flag) Fire safety / cooking (Bread making / fire) 	<ul style="list-style-type: none"> Making their own fires (Fairy fires) 	<ul style="list-style-type: none"> Paint a target for use with spud gun (Natural paint making) Caring for wild animals (Making bird feeders) 	<ul style="list-style-type: none"> Create leaf art with chlorophyll (plant bashing) 	<ul style="list-style-type: none"> Shapes and the importance of leaves (Leaf rubbing) 	<ul style="list-style-type: none"> Improve memory (duplication game)
STEAM (Science, Technology, Engineering, Art and Mathematics)						
	Combat - Catapults (ejector seat)	Structure - Bridge building	Programmable – Robots and programming	Vehicles - Go cart (Soapbox)	Power sources - Boats in a pool	Protection - Crash test dummies / falling egg
Therapy Team Curriculum Enrichment	Bromley Beacon Mentor Scheme	Diversity Day Bromley Beacon Mentor scheme		Diversity Day	Brit School Community outreach	Diversity Day Brit School Community outreach
Possible visits / guests / community activities and Impact day learning	Library visits Year 6 swimming Reward trip (venues vary)	Bromley Churchill Theatre – Christmas Pantomime Library visits Year 6 swimming Reward trip (venues vary)	Library visits Year 6 swimming Reward trip (venues vary) Impact day – emergency services and first aid, aware of dangers and what do so Ben Kinsella – Consequences and Choices Workshop (Year 5/6)	Library visits Year 6 swimming Silly Science Workshop (BTAM) Planetarium Visit Reward trip (venues vary)	Library visits Year 6 swimming Reward trip (venues vary)	Library visits Year 6 swimming Beach reward trip