



## St Oswald's Curriculum Map Year 6

**'Learning and Growing Together'**

Is underpinned by our school's core values of Hope, Friendship, Forgiveness, Perseverance, Respect, and Honesty. We nurture the tiny seeds (that are each individual child and our community) to grow into the mighty tree, as Jesus describes the Kingdom of Heaven (Parable of the Mustard Seed- Matthew 13) Individuals flourish in a school which is a safe, respectful and welcoming Christian community.

***Learning-***

***we develop our wisdom, knowledge and skills***

***Growing-***

***in our character development, hope, aspiration, resilience and social action***

***Together-***

***so our community can live well together, showing dignity and respect.***

### **Characteristics of Learning**

**Active Learning; Being Involved, Concentrating, Keep Trying, Enjoying the learning.  
Playing and Exploring; Find out and explore, play and use what I know, Willing to have a go.  
Thinking Creatively and Critically; Having own ideas, Making links , working with ideas**

### **Speaking and Listening**

To make improvements based on constructive feedback on their listening skills to use relevant strategies to build their vocabulary. To use adventurous and ambitious vocabulary in speech. To speak audibly fluently and with a full command of standard English. To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics. To confidently explain the meaning of words and offer alternative synonyms. To communicate confidently across a range of contexts. To articulate and justify arguments and opinions with confidence. To give well-structured descriptions, explanations, presentations and narratives. To use spoken language to develop understanding through speculating and hypothesising, To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus. To follow complex directions/multi step instructions. To participate confidently in a range of different performances. To gain maintain and monitor the interest of listeners. To select and use appropriate registers for effective communication. To maintain attention and participate actively in

collaborative conversations staying on topics. To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. To offer an alternative explanation when other participant do not understand.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><b>Fiction:</b>  <b>Skyhawk-</b> Gill Lewis  <b>Evolution-</b> Glen Murphy  Journey to the River Sea-  Story of Galapagos</p> <p><b>Writing;</b> Narrative writing  show dialogue progression,  action describing settings and  characters  Non chronological report- for  topic</p> <p><b>Poetry;</b> Kennings Poems; Lost  Dog</p> <p><b>Grammar;</b> expanded noun  phrases modal verbs, fronted  adverbials, relative clauses  commas within sentences  correctly  Spellings; able/ible/ably/ibly/  fer  Adding; ate, is, en, and, ify</p>	<p><b>Fiction:</b>  <b>Good Night Mr Tom</b>  <b>Winston Churchill</b> by Katie  <b>Daynes</b>  Private Peaceful – Michael  Murpurgo  Anne Frank’s Diary  The Silver Sword; Ian Serrellier  Elephant in the Garden-  Michael Morpurgo</p> <p><b>Writing; Diary Entry – Fiction</b></p> <p><b>Poetry;</b> Haiku Poems; click of  the garden gate  War Poems</p> <p><b>Spelling:</b> words ending in  ce/se, cious/tious and  homophones.  <b>Grammar / punctuation:</b>  synonyms and better  vocabulary, direct and  reported speech, apostrophes  for contraction and  possession, homophones that  are frequently spelt and used  incorrectly  (there/their/they’re) and  subordinating clauses and  conjunctions.</p>	<p><b>Fiction:</b>  Call of the wild Jack London  Shakleins Journey  Race to the Frozen North;  Matthew Henson  <b>Sky Song</b></p> <p><b>Writing; Suspense tale – Fiction</b></p> <p><b>Poetry;</b> Poems ; Snow Fox  mother’s day poems. Free  Verse</p> <p><b>Spelling:</b> CEW homophones - a  different one each week  <b>Grammar and punctuation:</b>  subord clauses and conj  adverbial phrases ; passive,  active : to be - changing tense  apostrophes parenthesis  relative clauses</p>	<p><b>Fiction:</b>  <b>Terrible Tudors;Horrible</b>  <b>Histories</b>  <b>Treason</b></p> <p>Writing: <b>Persuasive letter</b>  <b>Non fiction</b>  <b>Instructions on how to make a</b>  <b>Tudor rose.</b></p> <p><b>Poetry:</b> Performance – Riddle  Divorced, beheaded and died.  Riddle Poems</p> <p><b>spelling</b> - CEW silent letters  hyphens to join prefix to root  words  <b>Grammar and punctuation:</b>  present/past perfect tense  present/past progressive  tense colon, semi-colon,  hyphens to avoid ambiguity</p>	<p><b>Fiction:</b>  <b>Treason</b> continued  Mayan Civilisation- The  History Detective  Holes; Louis Sacher  The Great Kapok Tree Lynne  Explore Katherine Rundell</p> <p><b>Writing: Non chronological</b>  <b>report about Tudors and</b>  <b>Mayans.</b>  <b>Biography – Monarchs</b></p> <p>Poetry: Tanka Poem, Mexican  Poems; Poems from around  the World</p> <p><b>Spelling</b> - spellings with silent  letters and words with  hyphens in them  <b>Grammar</b> - colons and semi-  colons, perfect tense,  progressive tense, verb-to be  with it being the run up to  SATs - we did lots of revision  of all the content we had  taught previously in the year</p>	<p><b>Fiction:</b>  <b>Pig heart Boy-</b> Malorie  <b>Blackman</b>  <b>Bodies the whole blood</b>  <b>pumping story-</b> Glen Murphy</p> <p><b>Writing; Explanation text /</b>  <b>discussion / debate – science</b>  <b>Play script – end of term</b>  <b>performance</b></p> <p><b>Poetry;</b> Free verse linked to  fathers day poem</p> <p><b>Recap Grammar and Spelling</b>  <b>and Punctuation</b></p>
Maths	Place Value (2 wks)  Number addition, subtraction, multiplication and division (4 wks)	Fractions (4 wks)  Geometry Position and Direction (1 wk)	Number - decimals (2 wks) Percentages (2 wks) Algebra (2 wks)  Measuring converting units (1 wk)	Measurement Perimeter, area and volume ( 2 wks)  Number ratio (2 wks)	Geometry Properties of shapes (2 wks)  Statistics (2 wks)  Problem Solving (3 wks)	Investigations (7 wks)
Topic Theme	<b>Darwin’s Delight</b>	<b>A Child’s war</b>	<b>Frozen Kingdom</b>	<b>Tudors- Off with her head</b>	<b>Hola Mexico</b>	<b>Blood Heart</b>
Protected Characteristics Story Books	Charles Darwin (Belief, ethnicity, )	Dreams of Freedom in words and Pictures (Disability; race, ethnicity religion, gender belief)	I talk like a river Jordan Scott and Sydney Smith (Disability) The fastest Boy in the World; Elizabeth Laird (Race ethnicity)	The Island Armin Greder (Race and Ethnicity) The Arrival Shaun Tan (Race and Ethnicity)	Julian is a Mermaid Jessica Love (Gender Sexual Orientation Gender Reassignment)	Red; A crayons story Michael hall (Gender, sexual orientation, gender reassignment)

			Sky Song (Disability- Down syndrome)		Holes (Black Americans- Ethnicity and race)	
Science	<u><b>Evolution and inheritance</b></u> -How living things have changed and fossils provide information about the past -Living things produce offspring -How animals / plants adapt to their environment	<u><b>Electricity</b></u> -Brightness of a lamp linked to cell voltage -on/off position of switches -use recognised symbols in a circuit	<u><b>Living things and their Habitats</b></u> -How living things are classified based on similarities, differences (micro-organisms, plants and animals) -reasons for classifying plants/animals	<u><b>Biology</b></u> <b>Animals including humans</b> <ul style="list-style-type: none"> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> </ul>	<u><b>Light</b></u> -Light travels in straight lines -How light travels from source to eye -Why shadows have the same shape as object that casts it	<u><b>Human reproduction and relationships</b></u> <u><b>Animals including Humans</b></u> -Human Circulatory System -Function of the heart, blood vessels and blood -Impact of diet, exercise, drugs and lifestyle -Nutrients and water are transported around the body
Focus investigations	<u><b>How do animals stay warm?</b></u> <u><b>Why do birds have different beaks?</b></u>	<u><b>Can you turn a light down?</b></u> <u><b>Can fruit light a bulb?</b></u>	<u><b>Why is Holly prickly?</b></u> <u><b>Can we slow cooling down?</b></u> <u><b>Where do plants grow best?</b></u> <u><b>How any works are underground?</b></u>		<u><b>Can you see though it?</b></u> <u><b>How can we make red?</b></u>	<u><b>What can your heart rate tell you?</b></u> <u><b>What's in blood?</b></u> <u><b>How does blood flow?</b></u>
History	Knowledge Significant individuals- Charles Darwin and Mary Anning Skills Use relevant terms and period labels to relate these individuals to chronology  Add to a timeline  Vocab Sources Mary Anning Evidence Job Fossil Impact Evolution Change Apes Research	Knowledge  Black History Month Marsha P Johnson; Look into activists ; what are they what do they stand for? How is what they did important for society today?  <u><b>WW2</b></u> The Battle of Britain Winston Churchill and the key moments of the war The second world War Compare Winston Churchill's speech to Boris Johnsons lockdown speech. How do they feel? How do you think that the people felt during the war hearing his speeches?  Skills	<u><b>English/ History</b></u> <u><b>Comparisons of shrovetide and other community traditions (St Colomb in Cornwall, Atherstone,</b></u>	Knowledge <u><b>A Study of an aspect of history dating from a period beyond 1066 that is significant in the locality</b></u> <u><b>The Tudors</b></u> -Battle of Bosworth -Henry VIII (wives, heirs to the throne) -Tudor crimes and punishments Skills  place current study on time line in relation to other studies  use relevant dates and terms sequence up to ten events on a time line  Add to a timeline  find about beliefs, behaviour and characteristics of people,	Knowledge <u><b>Non-European Study</b></u> <u><b>A non-European study of society that provides contrast with British history</b></u> <u><b>The Mayan Civilisation</b></u> Skills write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation  know key dates, characters and events of time studied  Add to a timeline  Compare and contrast ancient civilisations <u><b>Describes main changes in a period of history e.g. social, religious,</b></u>	

		<p>link sources and work out how conclusions were arrived at</p> <p>consider ways of checking the accuracy of interpretations - fact or fiction and opinion</p> <p>recognise primary and secondary sources</p> <p>Add to a timeline</p> <p>Vocab anne frank Hitler Jewish Star of David Winston Churchill War Nazi Concentration camp Prejudice</p>		<p>recognising that not everyone shares the same views and feelings compare beliefs and behaviour with another period studied</p> <p>use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out</p> <p>Vocab Tudor Henry VII Divorced Beheaded Died Gown Gallows Punishment Brutal Cruel Ruff French hood Beefeater Scythe Reign King Queen Monarch Wives British</p>	<p>political, technological and cultural</p> <p>Primary and secondary sources</p> <p><b>*Makes use of different ways of presenting information. Choosing the most appropriate way to present information e.g. written explanation, tables, charts, labelled diagrams.</b></p> <p>Vocab Monument Temple Jungle Pyramid Ocelot Jaguar Priest Warrior Man Woman Kind Codices House Calendar Astronomy Stelae Hieroglyphs Corn Cacao beans Chili food</p>	
Geography	<p>Using Maps geographical similarities and differences islands of the world</p> <p>Skills Compare countries and environmental aspects.</p>	<p>Knowledge Human geography- cities of the UK Skills Locate countries with speed and accuracy.</p>	<p>Knowledge Features of the polar regions</p> <p>Skills Physical features – recognising and associating climate zones, biomes, vegetation belts.</p>	<p>Knowledge Historic maps</p> <p>Skills Comparison of places and locations old and new.</p>	<p>Knowledge Using maps, human and physical geography of Mexico</p> <p>Skills Use historical maps, how are they different? Describe key features that are different.</p>	

R.E. Christianity/ Islam	<p>U2.1 Why do some people believe in God and some people not?</p> <p>Explore and express insights into significant moral and ethical questions posed by humans in ways that are well informed, invite personal response drawing on a range of examples.</p>	<p>UC U2.2 Creation and science; conflicting or complementary</p> <p>Examine and evaluate issues about community cohesions and respect for all in the light of different perspectives from varied religions and world views. Enquire</p>	<p>L2.5 Is it better to express your belief in arts, architecture or in charity and generosity?</p> <p>Explore and express insights into significant moral and ethical questions posed by humans in ways that are well informed, invite personal response drawing on a range of examples.</p>	<p>UC U2.5 What do Christians believe Jesus did to 'save' people?</p> <p>Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful evaluation and analysis of controversies about commitment to religions and world views.</p>	<p>UC U2.6 For Christians what kind of King was Jesus?</p> <p>Express and interpret personal reflections and critical responses taking into account world views</p>	<p>L2.3 What do religions say to people when life gets hard?</p> <p>Explore some of the ultimate questions that are raised by human life in ways that are well informed and which invite reasoned personal responses, expressing insights that draw on a wide range of examples- art, media, philosophy. Articulate beliefs values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.</p>
SMSC	<p>Reflect on the beliefs religious or otherwise that inform their perspective on life and their interest in and respect for different peoples faiths, feelings and values</p>	<p>Know about and respect the public institutions and services in England</p>	<p>Understand the consequences of their behaviour and actions</p>	<p>Know that the rule of law protects the rights of individual citizens and is essential for their well being and safety.</p>	<p>Reflect willingly on their experiences Investigate and offer reasoned views about moral and ethical issues and understand and appreciate viewpoints of others</p>	<p>Develop an acceptance of other people understanding the importance of identifying and combating discrimination</p>
P.E.	Football/Tag rugby	Hockey and basketball	Netball and gymnastics	Dance And tennis	Athletics cricket	Sports day Athletics rounds
Computing	<p>Introduction to spreadsheets (Data and Information) Maths Excel</p>	<p>Communication and Collaboration  (Computer systems and networks) English links Emails and Powerpoint</p>	<p>Variables in Games (Programming)  Scratch</p>	<p>Webpage creation (Creating Media) Link to topic</p>	<p>3d Modelling (Creating Media)  Tinkercad</p>	<p>Sensing Movement (Programming) Micro;bit Microsoft make code</p>
Online Safety; Keeping Safe Online	<p>Talking safely online Privacy  (Use the Online Safety curriculum and Project Evolve)</p>	<p>Super digital citizenship Cyber bullying Online relationships  (Use the Online Safety curriculum and Project Evolve)</p>	<p>Health and well being  (Use the Online Safety curriculum and Project Evolve)</p>	<p>Selling stereotypes  (Use the Online Safety curriculum and Project Evolve)</p>		<p>Copy write and ownership  (Use the Online Safety curriculum and Project Evolve)</p>
Art	<p>Skill: Observational drawing, texture, shape, size, tone  Materials: Pencil, crayon, pencil <b>Artist suggestion: Lucy Arnold</b></p>	<p>Skills: Perspective, line, form, space  Materials: Ink and wash, chalk/ charcoal, photography</p>	<p><b>Art; Recreate some of the Shrovetide paintings; colour mixing</b></p>	<p>Skills: Observational drawing, line, pattern, shape, form, modelling  Materials: Clay, pencil, paint  Progression of skills:</p>	<p>Skills: pattern, colour, shape, form  Materials: Newspaper, glue, paint, felt tip, crayon  Progression of skills:</p>	<p>Skills: Line, shape, space  Materials: pencil, pen  <b>Artist suggestions: Pablo Picasso; Arturo Espinosa</b></p>

	<p>Progression of skills:</p> <ol style="list-style-type: none"> <li>1) How to use a pencil to create the texture of different animals. Pencil techniques – hatching, cross hatching, stippling, shading, rubbing – e.g., dolphin – smooth and shiny so use finger blending and rubbing, wolf – hair so use hatching, snake – scales so use circling...</li> <li>2) Step by step drawing of an animal – identifying light and dark areas and adding shadow – tone practice using pencil and pencil crayon.</li> <li>3) Look at the fine artwork of Lucy Arnold. Experiment with shading a layering different colours of pencil crayon to recreate the colours and effects.</li> <li>4) Final piece – butterfly – watch the Austin's Butterfly video and discuss the importance of editing. Evaluate with personal comments.</li> </ol>	<p><b>Artist suggestion: Henry Moore</b></p> <p>Progression of skills:</p> <ol style="list-style-type: none"> <li>1) What is perspective? Research scenes with perspective. Taking photographs (street scenes) using perspective.</li> <li>2) Drawing to a point – shapes/lettering with perspective (one-point)</li> <li>3) One-point perspective street scene sketch – inspired by research or imagination.</li> <li>4) Adding ink and wash to street scene – darker and lighter areas.</li> <li>5) Underground bomb shelter inspired perspective art inspired by Henry Moore – light chalk on dark background.</li> </ol>	<p>Skills: pattern, experimentation, colour mixing</p> <p>Materials: Chalk, paint</p> <p>Progression of skills:</p> <ol style="list-style-type: none"> <li>1) Colour mixing using paint – primary, secondary and tertiary colours.</li> <li>2) Colour mixing using chalk pastels – compare to using paint – easier/harder? Why?</li> <li>3) Tint, shade and tone. Experimenting with adding white (tint), grey (tone) and black (shade).</li> <li>4) Use chalk pastels on dark paper to create northern lights piece.</li> </ol>	<ol style="list-style-type: none"> <li>1) Observational drawing of a rose – shape of petals – use different materials and create a mood board. Pencil, ink and wash, paint. Evaluate what they like and why.</li> <li>2) Tudor rose sketch – use different materials to experiment with – ink and wash, chalk or oil pastel – evaluate the effects of each.</li> <li>3) Clay Tudor rose and paint</li> </ol>	<ol style="list-style-type: none"> <li>1) Explore patterns/ colours on Day of the Dead masks.</li> <li>2) Design own mask using traditional colours and patterns – think about contrasting colours.</li> <li>3) Papier mache half balloon.</li> <li>4) Paint white as a base.</li> <li>5) Design – add more paint / felt tip for colour. Use a dark pen for design details.</li> </ol>	<p>Progression of skills:</p> <ol style="list-style-type: none"> <li>1) Drawing what you feel and see – pinecones. Continuous line, not allowed to remove pencil from the page.</li> <li>2) Explore the work of different continuous line artists – Picasso and Espinosa – annotate with thoughts and opinions, thinking about what they like/dislike; level of detail; realistic or not?</li> <li>3) Continuous line features – facial features in pencil. Can do this from a photograph. Eyes, ears, lips. Think about the style of Picasso and Espinosa.</li> <li>3) Wire sculpting inspired by Picasso.</li> </ol>
D & T	<p><b>Key skills:</b></p> <ol style="list-style-type: none"> <li>1) Use research and develop design criteria to inform design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals.</li> <li>2) Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams.</li> <li>3) select from and use a wider range of tools and equipment to perform practical tasks.</li> </ol>		<p><b>Key skills:</b></p> <ol style="list-style-type: none"> <li>1) Select from and use a range of tools and equipment to perform practical tasks.</li> <li>2) Technical knowledge.</li> <li>3) Build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>4) Understand how key events and individuals in design and technology have helped shape the world.</li> </ol> <p><b>Key vocabulary:</b></p>		<p><b>Key skills:</b></p> <ol style="list-style-type: none"> <li>1) Understand and apply the principles of a healthy and varied diet.</li> <li>2) Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>3) Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> <li>4) Use research and develop design criteria to inform the design of innovative,</li> </ol>	<ol style="list-style-type: none"> <li>1) Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>2) Understand and apply the principles of a healthy and varied diet.</li> <li>3) Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ol>

	<b>Key vocabulary:</b> Cutting, shaping, rotation, cams, followers, shape, movement		Shape, structure, balance, strength		functional, appealing products that are fit for purpose, aimed at particular individuals or groups.  <b>Key vocabulary:</b> Taste, texture, appealing, flavour, ingredients, recipe, tradition, nutritional value	<b>Key vocabulary:</b> Recipes, ingredients, nutritional value, heart healthy foods, nutrients
<b>PSHE</b> (PSHE Matters scheme is on the server)	<b>Harmful substances/caring about others</b> <b>Drug educations</b>  Drug Education ASK: Which drugs are most dangerous? Knowledge Knowing how to make informed choices. Identifying a range of drugs/substances and assessing some of the risks/effects. Identifying influences and when an influence becomes a pressure. Developing skills of how to ask for help. Identify basic emergency procedures. Understanding the term 'habit' and why habits can be hard to change.  <b>British Values</b> School Council; Democracy	<b>Being Me and touch on Bullying Matters</b>  Being Me ASK: What does 'proud' mean? You may also want to touch on Anti-Bullying for AB week Knowledge  Exploring different kinds of responsibilities at school and in the community. Identifying what being part of a community means. Identifying that differences and similarities between people arise from a number of factors  <b>British Values;</b> Mutual Respect/Rule of Law	<b>Changes; Exploring and managing emotions</b>  Changes ASK: Are all changes bad? Knowledge Explaining intensity of feelings. Exploring and managing the difficult emotions. Acknowledging and managing change positively. Managing transition to secondary school. Exploring and managing loss, separation, divorce and bereavement. Practising asking for help and knowing where to go for help.	<b>Being Safe Knowledge Understanding how to make informed choices.</b> Exploring how to recognise, predict and assess risks in different situations. Understanding that increased independence brings increased responsibility to keep themselves safe. Explaining how rules can keep them safe. Identifying where and how to get help. Understanding the term 'habit.' Developing strategies for keeping physically and emotionally safe in different situations. Understanding the importance of protecting information particularly online. Understanding how to become digitally responsible	<b>Money Matters- Does money make you happy?</b>  Money Matters ASK: Does money make you happy? Knowledge Understand how finance plays an important part in people's lives. Understanding about being a critical consumer. Developing an understanding of the concepts of interest, loan, debt and tax. Identifying how resources are allocated and the effects on individuals, communities and the environment. Developing enterprise skills. Critiquing how social media presents information. Recognising and managing dares.	<b>Growing up (heavily linked to SRE curriculum) ASK: Where do babies come from?</b> Knowledge Exploring how images in the media and online do not always reflect reality. Identify the intensity of feelings. Recognising conflicting feelings. That simple hygiene routine can prevent the spread of bacteria. Identify pressures and influences. Understanding changes that happen at puberty. Understanding what puberty and human reproduction is. Identifying qualities of a healthy relationship About committed loving relationships. About differences and similarities between people, but understand everyone is equal. Debate topical issues.
British Values Story Books	<b>The Accidental Prime minister (Democracy)</b>	<b>The Island Armin Greder (Rule of Law)</b>				
SRE	Response to change		Resilience and Mental health	Reproduction in context of different relationships and appreciation of what a being a parent involves		Transition- moving on and saying goodbye  Puberty and link to reproduction  Process of conception

MFL Primary Languages Network Spanish	Revisiting me/Telling the time/Everyday life (Personal info recap, numbers to 60, time phrases, daily routine conversations)	Homes and houses (Rooms in a house, furniture, describe rooms, spooky house story, game, elf on shelf)	Playing and enjoying sport (Sport nouns, opinions, verb to play, sports descriptions)	Funfair and favourites (Funfair rides, opinions, adjectives, plan and describe theme park, favourite things, tradition)	Tapas culture (Tapas culture in Spain, opinions, hotel breakfasts, café roleplay)	Performance Time (Comedy sketch – What a waiter! Mocktails, scavenger hunt, Read all about it – Transition to KS3) Language Puzzle
Music	Charanga Happy  Harvest	Charanga Classroom Jazz 2  Christmas Carols	Charanga A new Year Carol  Mothers Day	Charanga You've got a friend	Charanga Music and Me	Charanga Reflect, Rewind and Replay
Special Days	Harvest	Remembrance Guy Fawkes Christmas Imperial War museum Manchester Black History month; Marshal P Johnson	Shrovetide Lent Online Safety Week World book Day St David's Day	Mother's Day Easter St Georges Day	SAT's	Fathers Day
Courageous Advocacy   British Values	Looking after our world Macmillan Coffee Morning School food bank  Democracy; School Council Work	Royal British Legion Remembrance; Comic relief Advent Human Rights Day; Rule of Law/Respect rights Anti Bullying Week	Melting of the polar Ice Caps- what can we do Green Peace, pollution, fossil fuels Healthy eating Week	St Georges Day	Palm Oil Orangtan campaign World Bee Week World Oceans week	Obesity Refugee Week World Oceans week