

St Mary's Year 6 Long- Term Plan

| | Autumn | | Spring | | Summer | |
|----------------------|--|--|---|---|--|---|
| Values Heartsmart | LOVE 'Get HEARTSMART' | COMPASSION 'Don't Forget to Let Love In!' | RESPECT 'Too much Selfie isn't healthy!' | COURAGE 'Don't Rub it in, Rub it Out!' | HONESTY 'Fake is a Mistake!' | DETERMINATION 'No Way through isn't true!' |
| Maths | <p>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</p> <p>Round any whole number to a required degree of accuracy</p> <p>Use negative numbers in context, and calculate intervals across zero</p> <p>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</p> <p>Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate interpreting remainders according to the context</p> <p>Perform mental calculations, including with mixed operations and large numbers</p> <p>Identify common factors, common multiples and prime numbers</p> <p>Use their knowledge of the order of operations to carry out calculations involving the four operations</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>Solve problems involving addition, subtraction,</p> | | <p>Use, read, write and convert between standard units, Converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</p> <p>Convert between miles and kilometres</p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>Recognise when it is possible to use formulae for area and volume of shapes</p> <p>Calculate the area of parallelograms and triangles</p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].</p> <p>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</p> <p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</p> <p>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</p> <p>Draw 2- D shapes using given dimensions and angles</p> <p>Recognise, describe and build simple 3-D shapes, including making nets</p> | | <p>Interpret and construct pie charts and line graphs and use these to solve problems</p> <p>Calculate and interpret the mean as an average</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>Reasoning/ Problem Solving in Real Life Contexts</p> <p>Budget/costing Profit/Loss</p> <p>Data Handling-</p> <p>Plants/Animals –classification (science)</p> <p>Shape & Space-Patterns in Art Stocks and Shares (Computing)</p> | |

multiplication and division

Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy

Use common factors to simplify fractions; use common multiples to express fractions in the same denomination

Compare and order fractions, including fractions > 1

Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions

Multiply simple pairs of proper fractions, writing the answer in its simplest form

Divide proper fractions by whole numbers

Associate a fraction with division and calculate decimal fraction equivalents

Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places

Multiply one-digit numbers with up to two decimal places by whole numbers

Use written division methods in cases where the answer has up to two decimal places

Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts

Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison

Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons

Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius

Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Describe positions on the full coordinate grid (all four quadrants)

Draw and translate simple shapes on the coordinate plane, and reflect them in the axes

Solve problems which require answers to be rounded to specified degrees of accuracy

Solve problems involving unequal sharing and grouping using knowledge of fractions and multiple

Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate

| | | | |
|-----------------------|---|--|---|
| | <p>Solve problems involving similar shapes where the scale factor is known or can be found</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</p> <p>Use simple formulae</p> <p>Generate and describe linear number sequences</p> <p>Express missing number problems algebraically</p> <p>Find pairs of numbers that satisfy an equation with two unknowns</p> <p>Enumerate possibilities of combinations of two variables</p> | | |
| <p>English</p> | <p><u>Star of Fear, Star of Hope by Jo Hoestlandt</u> Writing Fiction writing</p> <p>Expanded noun phrases to convey complicated information concisely</p> <p>Passive verbs</p> <p>Link ideas across paragraphs</p> <p>Dialogue to convey character and advance action</p> <p>Colon to introduce a list</p> <p>Punctuate bullet points</p> <p>Final Outcome: To write a story with a flashback from another character’s point of view.</p> <p>Greater Depth: To write a story with a flashback from another character’s point of view including a section in recount genre.</p> <p><u>We were warriors by Emma Carroll</u> Reading comprehension</p> <p>Draw inferences (characters’ feelings, thoughts and motives) and justify with evidence</p> <p>Predict from details stated and implied</p> <p>Summarise main ideas</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p><u>Can we save the tiger? by Martin Jenkins</u> Writing Report writing</p> | <p><u>The Selfish Giant by Oscar Wilde</u> Illustrated by Ritva Voutila Writing Fiction writing</p> <p>Identify the audience for and purpose of writing</p> <p>Enhance meaning through selecting appropriate grammar and vocabulary</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings</p> <p>Proof-read for spelling and punctuation errors</p> <p>Final Outcome: To write a version of the Selfish Giant narrative - choosing either a retelling in 1st or 3rd person or from a character’s point of view</p> <p>Greater Depth: To write a version from the special tree’s perspective</p> <p><u>The Happy Prince and Other Tales by Oscar Wilde</u> Reading comprehension:</p> <p>Read and discuss a wide range of texts and ask questions</p> <p>Make comparisons</p> <p>Draw inferences (characters feelings, thoughts and motives) and justify inferences with evidence</p> <p>Predict from details stated and implied</p> <p>Evaluate author’s language choice</p> <p>Provide reasoned justifications for their views</p> <p>Distinguish fact and opinion (GD)</p> | <p><u>Manfish by Jennifer Berne</u> Writing Recount writing</p> <p>Identify the audience for and purpose of writing</p> <p>Note and develop initial ideas, drawing on reading and research</p> <p>Use organisational and presentational devices</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Final Outcome: To write a multi-modal biography of Jacques Cousteau in the style of the ‘Great Adventurers’ text</p> <p>Greater Depth: To add a section entitled ‘How Jacques Cousteau inspired me’ linked to his role in the conservation debate</p> <p><u>Great Adventurers by Alastair Humphreys</u> Reading comprehension:</p> <p>Identify and discuss themes and conventions</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Evaluate author’s language choice</p> <p>Distinguish fact and opinion</p> <p>Retrieve, record and present information</p> |

Enhance meaning through selecting appropriate grammar and vocabulary
Expanded noun phrases to convey complicated information concisely
Modal verbs and adverbs
Brackets, dashes or commas to indicate parenthesis
Final Outcome: To write an independent version of a booklet based on an amazing animal (hybrid text type including information, explanation and persuasion)
Greater Depth: To write and present a 'Newsround' style TV news story about the tiger crisis.

Courageous Advocacy Opportunity- Conservation of species

Poetry

A tiger in the zoo by Leslie Norris

Jungle Book by Rudyard Kipling

Reading comprehension

Check sense
Summarise main ideas
Retrieve, record and present information
Identify how language, structure and presentation contribute to meaning
Participate in discussions
Explain and discuss understanding of reading

Island by Jason Chin

Writing

Recount writing – journalistic style

Identify the audience for and purpose of writing
Note and develop initial ideas, drawing on reading
Enhance meaning through selecting appropriate grammar and vocabulary
Final Outcome: To write a journalistic report (hybrid) about Charles Darwin's discoveries
Greater Depth: To write a journalistic report about Charles Darwin's discoveries which includes extracts from another genre e.g. diary, interview, information
Additional outcome: To write a discussion about whether it was right to take Jemmy Button from his habitat.

Poetry

The Sea by James Reeves

The Explorer by Katherine Rundell

Reading comprehension:

Make comparisons
Predict from details stated and implied
Draw inferences (characters, feelings, thoughts, motives) and justify with evidence
Ask questions
Summarise main ideas
Retrieve, record and present information
Provide reasoned justifications

Sky Chasers by Emma Carroll

Writing

Fiction writing from different viewpoints & autobiographical writing

Identify the audience for and purpose of writing
Enhance meaning through selecting appropriate grammar and vocabulary
Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings
Proof-read for spelling and punctuation errors
Precis longer passages
Final Outcome: To write the next chapter of Sky Chasers in the style of the author from two different viewpoints.
Greater Depth: To write from three different viewpoints.
Further writing outcome: To write a personal autobiography recounting a significant achievement.

Poetry

Sonnet written at the close of spring by Charlotte Smith

Sky Chasers by Emma Carroll

Reading comprehension:

Recommend books to peers
Learn poetry by heart
Prepare for performance
Draw inferences (characters' feelings, thoughts and motives) and justify with evidence
Evaluate author's language choice
• Retrieve, record and present information

| | | | |
|-------------------------|--|--|--|
| <p>Science</p> | <p>Work scientifically Learn about scientists who have helped us understand vaccination/inoculation. Louis Pasteur etc...</p> <p>Investigate living things</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p> | <p>Work scientifically Learning the methodologies of the discipline of science</p> <p>Investigate Living Things</p> <p>Explaining the findings and theories about Evolution and Adaptation.</p> <p>Understand the role of the circulatory system and its role and links with diet, exercise, drugs and lifestyle</p> | <p>Work scientifically Learning the methodologies of the discipline of science</p> <p>Investigate light and seeing Understanding how light and reflection affect sight.</p> <p>Understand electrical circuits 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 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>R.E</p> | <p>6.1 Life as a journey: Is every persons journey the same?</p> <p>Why do people of faith make pilgrimages? Hinduism Islam Judaism Sikhism</p> <p>6.2 Advent: How do Christians prepare for Christmas?</p> | <p>6.3A The Exodus: Why is the Exodus such a significant event in Jewish and Christian history? Judaism</p> <p>6.3 The Eucharist: Why do Christians celebrate the Eucharist?</p> <p>6.4 Jesus (Easter): Who was Jesus? Who is Jesus? Who was Jesus? Buddhism Hinduism Islam Judaism Sikhism</p> | <p>6.6 God: what is the nature and character of God? Have you discovered any beliefs about God in common across different faiths? Hinduism Islam</p> <p>6.7 People of faith: how does having faith affect people's lives? How does having faith affect people's lives? Buddhism Hinduism Islam</p> |
| <p>Geography</p> | <p>Global trade</p> <p>Investigate places Learn, locate and identify countries of trade importance. How does transportation affect global chains? Use a range of resources to give detailed descriptions and opinions of trade and commerce.</p> <p>Investigate patterns Investigate links between people and places through global trade in clothing. Consider patterns in import and export data Consider cause and effect within different mass-produced products. Describe how regions are interconnected and interdependent.</p> | <p>Coasts</p> <p>Investigate places Collect and analyse statistics about different coastal regions and the way in erosion is affecting them. Name and identify key characteristics and patterns which may have changed over time with the British coastline.</p> <p>Investigate patterns Identify features of the coastal process and the links between tourism in different coastal regions Compare changes over time and link this to erosion The impact of climate change and pollution</p> <p>Communicate geographically Create maps and diagrams to show coastal features Identify various coasts using grid references</p> | <p>Time Zones</p> <p>Investigate places Learn about the different time zones and their significance. Recognise countries which sit on different longitudinal and latitudinal lines- where do we sit? Investigate the way in which night and day affect various countries</p> <p>Investigate patterns Identify the significance of longitude, latitude, prime meridian, the tropics</p> <p>Communicate geographically Explain using appropriate phrases Create maps to identify time zones</p> |



Communicate geographically

Use maps to plot trade routes

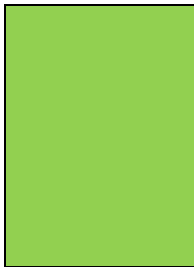


| | | | |
|-------------------------|---|--|---|
| <p>History</p> | <p style="text-align: center;">WWII and the Blitz</p> <p style="text-align: center;">Investigate and interpret the past Understanding that our understanding of the past comes from an interpretation of the available evidence. Use a range of sources from WWII. Coins from 60s</p> <p style="text-align: center;">Build an overview of world history An appreciation of the characteristic features of the past and an understanding that life is different. Know key events in Britain during 40s and 60s. How did this shape the world we live in today?</p> <p style="text-align: center;">Understand chronology An understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places. Timeline of Britain and other parts of the world for 40s and 60s</p> <p style="text-align: center;">Communicate historically Using historical vocabulary and techniques to convey information about the past. Archaeology, artefact, conquest, decade, century, interpretation, primary/secondary evidence, significance, evidence.</p> | <p style="text-align: center;">Mayan Civilisation</p> <p style="text-align: center;">Investigate and interpret the past How do we know about the people and civilisation we have studied? What evidence do we have? How reliable is it? Were the Mayans ahead of their time?</p> <p style="text-align: center;">Build an overview of world history What can we infer about the Mayan people from the buildings that remain? How do these compare to other periods in history?</p> <p style="text-align: center;">Understand chronology Revise how we often use timelines in history. BC and AD explanation. Share some dates and events significant to the Mayans. Order events from Ancient Maya (and the era before and after them in South America) in chronological order.</p> <p style="text-align: center;">Communicate historically Settlement, timeline, civilizations, archaeology, artefact, conquest, decade, century, interpretation, primary/secondary evidence, significance, evidence.</p> | <p style="text-align: center;">Black and British</p> <p style="text-align: center;">Investigate and interpret the past How far has life improved for Black people living in Britain in the last 60 years? How far has life improved for Black people living in Britain in the last 60 years? What part did Black people play in British life when they started to settle 500 years ago? When so many Black people fought in the two world wars, why is it only recently bring recognised? How did the arrival of the Empire Windrush change the way Black People were treated in Britain?</p> <p style="text-align: center;">Build an overview of world history Discover how Black British is an important part of British history. Looking back over 2000 years of British history you will see that black people played a varying part in British life but were always present.</p> <p style="text-align: center;">Understand chronology Timeline of black movements within British history from Romans to Black Lives Matter movement. The changing views and impact of influential black people throughout history.</p> <p style="text-align: center;">Communicate historically Abolition, Atlantic slave trade, commonwealth, discrimination, empire, middle passage, migrant, prejudice, racism, segregation, windrush</p> |
| <p>Computing</p> | <p style="text-align: center;">Autumn 1 2024- working closely with Daresbury laboratory using Crumble kits</p> <p style="text-align: center;">Communication Self-image and identity 3D modelling Online relationships</p> | <p style="text-align: center;">Web creation Presenting data Managing online information</p> | <p style="text-align: center;">Variables in games Privacy and security Sensing</p> |

| | | | |
|-------------------|--|---|---|
| <p>P.E</p> | <p>Develop practical skills in order to participate, compete and lead a healthy lifestyle. Learning a range of physical movements and sporting techniques.</p> <p>Invasion to score(Hockey/football) Travelling in WW2(Gymnastics) World War 2 (Dance)</p> | <p>Develop practical skills in order to participate, compete and lead a healthy lifestyle. Learning a range of physical movements and sporting techniques.</p> <p>Finding success(Outdoor adventurous) Net games for points(Net games) Competitive invasion(Netball/basketball)</p> | <p>Develop practical skills in order to participate, compete and lead a healthy lifestyle. Learning a range of physical movements and sporting techniques.</p> <p>Going for Gold (Athletics) Teamwork(Striking &Fielding) Rounders (Striking &Fielding)</p> |
| <p>DT</p> | <p>Master practical skills Learn how to use pulleys and gears to control mechanisms. Practice making pulleys and gear trains in different ways.</p> <p>Design, make, evaluate and improve Design and make a cable car.</p> <p>Take inspiration from design throughout history Study pulley and gear systems on cable cars.</p> | <p>Master practical skills Create an object (such as a mobile phone cover) that employs a seam allowance. Join textiles with a combination of stitching techniques (such as back stitch, seams and running stitch to attach decoration) Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles.</p> <p>Design, make, evaluate and improve Design, make and evaluate a mobile phone cover and consider how to make improvements.</p> <p>Take inspiration from design throughout history Appreciating the design process that has influenced the products we use in everyday life.</p> | <p>Master practical skills Developing the skills needed to make high quality product. Create circuits using electronic kits that employ a number of components. (Such as LEDs, resistors, transistors and chips) Use innovative combinations of electronics and mechanics in products Use prototypes, cross sectional diagrams and computer aided designs to represent designs.</p> <p>Design, make, evaluate and improve Developing the skills needed to design, make and evaluate a steady hand game.</p> <p>Take inspiration from design throughout history Create innovative designs that improve upon existing products. Evaluate the design of products so as to suggest improvements to the user experience.</p> |
| <p>Art</p> | <p>‘The Art of the ANATOMY’</p> <p>Develop ideas Practice and develop sketches of wire frames to represent the human body considering correct proportion. Refine sketches and details.</p> <p>Master techniques Use wire to create an interpretation of the Evolution of Man artwork. Enhance digital media by editing (including sound, video, animation, still images and installations).</p> <p>Take inspiration from the greats The Ancient Greek sculptors. Albrecht Durer and mathematical shapes. Recap Leonardo da Vinci’s</p> | <p>‘The Art of FASHION’</p> <p>Develop ideas Create abstract art designs in different ways using a range of media to develop ideas for a fabric design to use on a particular piece of clothing, such as a dress or jacket.</p> <p>Master techniques Further explore techniques and colour theory when mixing paint. Understand how using complimentary and contrasting colours created an effect in the design.</p> <p>Take inspiration from the greats</p> | <p>‘ART and RELIGION’</p> <p>Develop ideas Design stained-glass windows, experimenting with light and dark techniques. Explore different materials to create the effect.</p> <p>Master techniques Practice producing religious art following the mannerism style and the use of pencil to create colour, light and dark effects. Use collage to create a stained glass window representation in the style of Christian stained-glass Art. Design and make a mobile phone cover (cross curricular - DT)</p> |

| | | | |
|---------------------|--|---|--|
| | <p>Vetruvian Man art and the inspiration behind it (Renaissance).</p> | <p>Use inspiration of Expressionist artists to explore fashion design and see how these have influenced designs of patterns used in fashion. Explore the patterns created in Op Art. Piet Mondrian.</p> <p>Courageous Advocacy Opportunity- Fast Fashion</p> | <p>Take inspiration from the greats Christian Art. El Greco and the Mannerism style.</p> |
| <p>Music</p> | <p><u>Musical Spotlight: Music and Technology</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, Bb, B</p> <p>Learning about how music and songs are often created and composed using a DAW (Digital Audio Workstation) and live instruments.</p> <p>Learning to tell the difference between live sounds and digital sounds?</p> <p>Learning about theThe YuStudio projects and how this will enrich and enhance your musical journey and inspire your creativity.</p> <p>Social Question: How Does Music Bring Us Together?</p> <p><u>Musical Spotlight: Developing Ensemble Skills</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, Bb, B</p> | <p><u>Musical Spotlight: Creative Composition</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, A, Bb, B</p> <p>Learning how chords in compositions, we can create music that is more harmonically interesting.</p> <p>Learning how we can create accompaniment for a melody using chords.</p> <p>Explore how chords are used within the music in this unit by listening and responding to La Bamba and looking at the composition extension activities for Disco Fever.</p> <p>Social Question: How Does Music Improve Our World?</p> <p><u>Musical Spotlight: Musical Styles Connect Us</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, A, Bb, B</p> | <p><u>Musical Spotlight: Improvising with Confidence</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, G#, Ab, A, Bb, B</p> <p>Learning how to create your own personal musical ideas.</p> <p>Learning to improvise using phrasing and dynamics. (A 'phrase' is sort of like a 'musical sentence'.)</p> <p>Learning about how sometimes, a melody is made up of many phrases – just like a paragraph is made up of many sentences. Explore how phrases fit together to make a melody.</p> <p>Learning about how changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud ('crescendo') or from loud to soft ('diminuendo') can help make music more exciting.</p> <p>Social Question: How Does Music Shape Our Way of Life?</p> <p><u>Musical Spotlight: Farewell Tour</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a</p> |

| | | | |
|-------------------------------------|---|---|---|
| | <p>Learning to use dynamics and expression when singing and playing together.</p> <p>Learning how to read a notated instrumental part.</p> <p>Learning how to listen to one another and follow the leader if there is one.</p> <p>Learning how to change the dynamics of music.</p> <p>Learning how to make gradual changes from soft to loud (“crescendo”) or from loud to soft (“decrescendo”) can help make music more exciting.</p> <p>Social Question: How Does Music Connect Us with Our Past?</p> | <p>Learning about how Music is powerful and brings people from different backgrounds and parts of the world together.</p> <p>Learning about and exploring how different styles of music are developed from different social themes.</p> <p>Social Question: How Does Music Teach Us About Our Community?</p> | <p>selection of these notes: C, C#, D, E, F, F#, G, G#, Ab, A, Bb, B</p> <p>Learning how to practice and rehearse a last performance before you moving to high school.</p> <p>Learning how to vary the performance using small groups or bands and as a whole class.</p> <p>Social Question: How Does Music Connect Us with the Environment?</p> |
| <p>MFL French</p> | <p>Read fluently</p> <p>Write imaginatively</p> <p>Speak confidently</p> <p>Understand the culture of the countries in which the language is spoken</p> <p>My Class Days and months Birthdays Classroom objects</p> | <p>Read fluently</p> <p>Write imaginatively</p> <p>Speak confidently</p> <p>Understand the culture of the countries in which the language is spoken</p> <p>My school My family</p> | <p>Read fluently</p> <p>Write imaginatively</p> <p>Speak confidently</p> <p>Understand the culture of the countries in which the language is spoken</p> <p>Myself and my family Describing myself Clothes The weather</p> |
| <p>PSHE/RSE</p> | <p>Caring friendships</p> <p>Mental wellbeing</p> <p>Respectful Relationships Being Safe</p> <p>Families and people who care for me</p> <p>Healthy Eating</p> <p>Health and prevention</p> | <p>Caring friendships</p> <p>Respectful Relationships</p> <p>Internet Safety and Harms</p> <p>Mental wellbeing</p> <p>Online relationships</p> <p>Drugs, alcohol and tobacco</p> | <p>Caring friendships</p> <p>Mental wellbeing</p> <p>Being Safe</p> <p>Respectful Relationships</p> <p>Health and prevention</p> <p>Internet Safety and Harms</p> |



First Aid - Choking

First Aid – Head injuries
Calling for help
Life support

Drugs, alcohol and tobacco
Changing Adolescent Bodies.

Courageous Advocacy Opportunity- Charity/ Fund
raising