

Communication and Language

- Listening to a range of stories and re-tell them
- Answer 'how' and 'why' questions in response to stories.
- Active questioning during storytelling – encouraging children to give reasons for their answers using 'because'.
- Anticipating key events in stories by trying to predict endings through partner work etc
- Making up alternative or own endings for stories.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Learning rhymes and songs.

PSED

- RSE programme during Circle/PSHE time.
- Cosmic Yoga
- Expressing their own feelings and comparing those to the feelings had by characters in the stories.
- Turn-taking through playing games together.
- If you could wish for anything, what would it be?
- Stories about emotions and feelings – learning strategies of how to deal with those.
- Golden rules – showing respect for each others and belongings.
- Autism Awareness
- Y6 Buddies

PD

- P.E. lessons – ball skills, games, gymnastics
- Cutting out items of junk modelling and combining them using various methods – string, glue, sellotape
- Making a road system outside for the bikes to travel around safely
- Handwriting outside on the ground using chalks
- Painting using small brushes for co-ordinated movements
- Finger painting – painting Earth
- Scissors – making Savanna scenes
- Cosmic Yoga
- Threading beads

Here Comes the Sun Reception content Spring 2023

Literacy

- Reading fiction and non-fiction books and learning to find information e.g. about India, Space. Bob the man on the moon, Aliens love underpants, Whatever next, My Mum, Smeds and the Smoos
- Writing opportunities – guided and independent
- Sentence writing focus each week – using capital letters and full stops.
- Drama – Acting out Whatever Next, Travelling on the Blue Train
- Postional language
- Writing independent planet facts
- Writing postcards to Zogee the alien
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Maths

- Problem solving i.e. one night at the zoo
- Counting practise out each week in class as an activity – counting characters, counting pegs
- More than and less than – i.e. 2 more fish, 2 less wild things etc
- Coin recognition–1p, 2p, 5p, 10p
- Telling the time/sequencing daily routines
- Doubling and halving
- Measuring - length
- Size order
- Repeating patterns
- Subtraction
- Addition
- Subitise
- 2d shapes

Expressive Arts and Design

Our World – Charanga unit – music

Mixing colours – making alien drinks

Astronaut helmets – foil and paper cutting and sticking

Make musical instruments from junk model

Make rockets out of bottle and card

Lion pictures – using clipper guards

Pastel pictures – India landscapes

Understanding of the World

- Looking at maps, atlases and globes
- Look at different features on a map
- Chinese New Year – food, traditions
- Mother's day
- Easter
- beebots
- Mini Mash – Purple mash
- Where we live – Earth facts, our village Rackheath, India, South Africa
- Space facts – all planets
- Food tasting – Indian food
- Easter
- Holi celebration

Communication and Language

- Learn new vocabulary.
- Use new vocabulary through the day.
 - Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
 - Use new vocabulary in different contexts.
 - Learn rhymes, poems and songs.
 - Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

PSED

- *See themselves as a valuable individual.
 - Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
 - Think about the perspectives of others.
 - Manage their own needs.

PD

- * Further develop the skills they need to manage the school day successfully:
 - lining up and queuing
 - mealtimes
 - * Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
 - * Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
 - * Further develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Here Comes the Sun Reception content Objectives 2023

Literacy

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school’s phonic programme
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Maths

- Count objects, actions and sounds.
- Subitise.
 - Link the number symbol (numeral) with its cardinal number value.
 - Count beyond ten.
 - Compare numbers.
 - Understand the ‘one more than/one less than’ relationship between consecutive numbers.
 - Explore the composition of numbers to 10.
 - Automatically recall number bonds for numbers 0–10.
 - Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
 - Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
 - Continue, copy and create repeating patterns.
 - Compare length, weight and capacity.

Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
 - Create collaboratively sharing ideas, resources and skills.
 - Listen attentively, move to and talk about music, expressing their feelings and responses.
 - Watch and talk about dance and performance art, expressing their feelings and responses.
 - Sing in a group or on their own, increasingly matching the pitch and following the melody.
 - Develop storylines in their pretend play.
 - Explore and engage in music making and dance, performing solo or in groups.

Understanding of the World

- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.

Spring 2023 – Year 1 and 2 Here Comes The Sun Curriculum Plan

Note – This document should be used alongside the progression maps documents

History objectives

Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements

Overview of History Content

Explore people and events – Neil Armstrong, Tim Peake. “How To Be An Astronaut” Design Your Own Space suit activity with explanation writing. Look at the International Space Station Isaac Newton and Gravity

Science Objectives

Seasonal Changes – NOTE also taught through the year – Observe changes across the 4 seasons and describe weather associated with the seasons and how the day length varies.

– Animals Including Humans - Identify and name a variety of common animals including birds, fish, amphibians, reptiles and mammals

Identify and name a variety of common animals that are carnivores, herbivores and omnivores

Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals) including pets

Overview of Science Content

What is gravity and gravity experiments linked to Space – rocket on a straw, paperclip and magnet rocket, paper spinner

How to train to be an astronaut; inventing own planets

Why do we have seasons, weather symbols and weather forecasts; exploring extreme weather – y1 including experiments tornado in a jar and snowstorm in a bag; making windsocks/rain gauges etc to measure weather

Making animal posters to show different animals, sorting animals into different groups (including types of animals and food groups)

Structure of animals – labelling parts and ‘Guess the animal’ quiz with clues, making a mixed-up animal with different parts

DT

To design purposeful, functional, appealing products based on design criteria; generate models and communicate their ideas through talking and drawing; select from and use a range of tools and equipment to perform practical tasks; select from a wide range of materials and components including construction materials

Overview of DT Content

Y1

Design and made papier-mache planets

Design and made moon buggies

Y2

Designed and made rockets

3D shapes using craft sticks and blu-tac

<p>Geography Objectives Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the Poles.</p> <p>Overview of Geography Content Why do we have seasons, weather symbols and weather forecasts Exploring extreme weather – y1 including experiments tornado in a jar and snowstorm in a bag Making windsocks/rain gauges etc to measure weather</p>	<p>Art Use drawing to develop and share their ideas, experiences and imagination; to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; to learn about a range of artists, craft makers and designers</p> <p>Overview of art content ICT to create own pattern motif Design own pattern Print unit using Orla Kiely Create own relief prints of favourite pattern</p>	<p>PE master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; participate in team games, developing simple tactics for attacking and defending; perform dances using simple movement patterns.</p> <p>Overview of PE content Gymnastics – Y1 Tennis – Y1 Dance linked to Space topic Cricket with Chance to Shine</p>
<p>RE Retell the Jewish story of Creation; recognise that the practise of Shabbat shows a strong relationship between Jewish people and God; talk about objects found in Synagogues and Churches; give a clear, simple account of the Easter Story</p> <p>Overview of RE content Look at videos and artefacts relating to Shabbat Visit to Synagogue and Cathedral Watch videos and listen to retellings of the Easter story and retell</p>	<p>Music Use their voices expressively and creatively by singing songs and speaking chants and rhymes; listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Overview of Music content BBC 10 Pieces – Holst The Planets Singing Assemblies</p>	<p>PSHE Objectives We are following the objectives of the PSHE association linked to KS1 and using the Educator Solutions RSE programme of study</p> <p>Overview of PSHE Content Living in the World and relationships and what makes us special linked to the book ‘Here We Are’ Circle Time including links to Class Targets and turn-taking and listening skills Autism Awareness Day sessions and assembly Y1 - Smeds and Smoos work linked to relationships and diversity</p>
<p>Computing use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Overview of Computing content Use of Purple Mash linked to Topics</p>	<p>Languages Y1 - n/a Y2 - Mandarin</p>	

Spring 2023 – Year 3 and 4 Here Comes The Sun Curriculum Plan

Note – This document should be used alongside the progression maps documents

History objectives

-No History objectives for this half term

Overview of History Content

Science Objectives

Light

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when light from a light source is blocked by a solid object
- find patterns in the way that the size of the shadows change

Rocks

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock
 - recognise that soils are made from rocks and organic matter

Plants

- identify and describe the functions of different parts of flowering plants; roots, stems/trunk, leaves and flowers
- Explore requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow) and how they vary from plant to plant
- explore the part that flower play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Animals

Identify that humans and some other animals have skeletons and muscles for support, protection and movement

DT

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

Overview of DT Content

Year 3 – designed and made shadow puppet theatres and performed traditional fairy tales to Year 2. They also made fossils using clay and painted them using acrylic paints to create a fossil affect.

Overview of Science Content

Light

We explored sources of light and darkness being the absence of light. We looked at how light travels in straight lines and how light reflects off objects and into our eyes. We looked at reflective materials and designed reflective book bags. We talked about the dangers of light and different ways of protecting ourselves. We designed sunglasses and hats.

We went outside and drew shadows around each other. We then looked at how shadows change at different points during the day.

We looked at opaque, translucent and transparent materials and learnt how shadows are formed when an opaque object blocks the light. (Year 3s also made shadow puppet theatres and experimented with how to change the size of shadows).

Rocks

We learnt about igneous, sedimentary and metamorphic rocks and how they are formed. We looked at different rocks and grouped them into the rock types. We then investigated their properties, for example, permeable/impermeable, soft/hard, dense/buoyant etc. we then studied the layers of the earth and the Earth's crust. We learnt about topsoil, subsoil, rocky soil and bedrock by making the layers through soil puddings.

We looked at trace, mould and true form fossils and how they form in sedimentary rock. Year 4 made them using plasticine. Year 3 made them using air dry clay.

Plants

Year 3 – we looked at and identified different parts of a plant and their functions. We investigated what a plant needs to grow by putting plants in different conditions and observing the results. We looked at the life cycle of a plant in English and created explanation texts

	to explain the steps and process.	
<p>Geography Objectives -No Geography objectives for this term</p> <p>Overview of Geography Content</p>	<p>Art</p> <p>-To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>-To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>- about great artists, architects and designers in history.</p> <p>Overview of art content</p> <p>Year 3 created and painted fossils using air dry clay and used acrylics to paint them. We carefully observed and sketched ammonites and different fossils. The children then reviewed their artwork and made notes about what they liked and disliked about their work and how they would improve it if they were to do it again.</p> <p>Year 4 – looked at sketching light and dark. Studied Lowry and created some pieces of art in the style. Studied perspective and created characters from a Lowry picture. Then created a piece of Lowry inspired art work. Studied aboriginal art work and studied patterns and used symbols to recreate their own examples of aborigine artwork.</p>	<p>PE</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ swim competently, confidently and proficiently over a distance of at least 25 metres ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ♣ perform safe self-rescue in different water-based situations. <p>use running, jumping, throwing and catching in isolation and in combination</p> <ul style="list-style-type: none"> ♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ♣ perform dances using a range of movement patterns <p>Overview of PE content</p> <p>Year 3 – Swimming at Broadland High School. Cricket lessons with Kevin from Chance to Shine cricket.</p> <p>Year 4 – Dance. Cricket lessons with Kevin from Chance to Shine cricket.</p>
<p>RE</p> <p>Year 3 and 4 – learning about the faith of Islam and learning about how Christians worship.</p> <p>Overview of RE content</p> <p>We explored the beliefs of Christians and Muslims. We looked at the importance of our names and researched their origins. We then</p>	<p>Music</p> <p>-play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>-listen with attention to detail and recall sounds</p>	<p>PSHE</p> <p>We are following the PSHE Association’s programme of study for RSHE:</p> <p>https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning</p> <p>Year 3 – Autism Acceptance Week. Internet Safety</p>

<p>explored the 99 names and characteristics of Allah. We also discussed Ramadan. Year 3 and 4 went to the Norwich Mosque and Cathedral, comparing different beliefs and worship. We have also looked at the Easter story and the importance/meaning of Easter to Christians.</p>	<p>with increasing aural memory</p> <p>-use and understand staff and other musical notations</p> <p>Overview of Music content Both classes took part in 40-minute ukulele lessons with Rebecca Jones from the NMH. Both classes have been learning how to play the C and F chord. Both classes also take part in 20-minute singing assemblies.</p>	<p>Day. Weekly compliments.</p> <p>Year 4 – recycling and looking after the environment. Autism Acceptance Week. Internet Safety Day.</p>
<p>Computing -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Overview of Computing content Year 3 – using the internet for research. Year 4 – using the internet for research. Learnt how to copy, paste and print. Both Year 3 and 4 took part in internet safety day. They watched the live BBC Teach lesson and completed activities linked to it. The lesson was based on staying anonymous online and how to recognise dangers online. The activities focused on gaming and how to stay safe and what to do if you feel unsafe whilst gaming online.</p>	<p>Languages Year 3 – Mandarin lessons with Miss Zhao. The children learnt basic greetings (hello, goodbye), classroom greetings (such as, hello teacher), numbers 1-20, how to announce how old there are and how to ask questions, such as ‘what is your name?’ and ‘who is that?’.</p>	

Spring 2023 – Year 5 and 6 Here Comes The Sun Curriculum Plan

Note – This document should be used alongside the progression maps documents

<p>History objectives</p> <p>N/A</p> <p>Overview of History Content</p> <p>Y5 - Historical figures linked to space and their impact on the world today by building biographies. - important dates linked to the world based on Great Space Race</p>	<p>Science Objectives</p> <p>Earth and Space</p> <ul style="list-style-type: none"> - Describe the movement of the Earth, and other planets, relative to the Sun in the solar system - Describe the movement of the Moon relative to the Earth - Describe the Sun, Earth and Moon as approximately spherical bodies - Use the idea of the Earth’s rotation to explain day and night, and the apparent movement of the sun across the sky. <p>Forces:</p> <ul style="list-style-type: none"> - Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. <p>Overview of Science Content</p> <ul style="list-style-type: none"> - Star-gazing event evening – focusing on constellations and zodiac signs. This included a D.T activity of designing and making a ‘star spotter’ as well as use the Star Gazing app on iPads. - Mad Science visit. Assembly and workshops linked to forces and gravity. Rocket building – air resistance and gravity. - Planetarium (wonder dome) visit. - How to make a piece of paper fall to earth the fastest experiment. - Postcards from space linked to life in space. 	<p>DT objectives</p> <ul style="list-style-type: none"> - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. - Generate, develop, model and communicate their ideas through discussion, annotated sketches. - Use research and develop design criteria to inform the design of innovative, functional models that are fit for purpose, aimed at particular individuals. <p>Overview of DT Content</p> <ul style="list-style-type: none"> - Building and testing rockets which were launched through target hoops. - Designing and building moon pods to withstand a quake, solar and wind test! - Designing and making a course for our Sphero coding robots to travel through.
<p>Geography objectives</p> <ul style="list-style-type: none"> - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich 	<p>Art objectives</p> <ul style="list-style-type: none"> - To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design 	<p>PE objectives</p> <ul style="list-style-type: none"> - use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football,

<p>Meridian and time zones (including day and night) Ideas: .</p> <p>Overview of Geography Content</p> <ul style="list-style-type: none"> - Children discussing where their family members used to (or currently) live around the World. This led to them calculating the varying time zones compared to Greenwich Mean Time. - Plotting countries within continents and estimating their longitude and latitude. - world map creation with important aspects marked on 	<p>techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> •About great artists, architects and designers in history. <p>Overview of art content</p> <p>Year 6 - Case studies on both Peter Thorpe and Jackson Pollock. This linked to abstract Space art where Jackson Pollock's 'drip art' was used for the background and Space themed abstract objects (inspired by Peter Thorpe) were placed in the foreground.</p> <p>Year 5 – Repeating patterns linked to William Morris</p>	<p>hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <ul style="list-style-type: none"> - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - perform dances using a range of movement patterns - take part in outdoor and adventurous activity challenges both individually and within a team. - compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Overview of PE content</p> <p>Y5 – fitness circuits, Tag Rugby, Gymnastics, badminton</p>
<p>RE objectives</p> <p>Year 6:</p> <ul style="list-style-type: none"> - Identify ways in which the Muslim view of Allah is similar to and different from the Christian view of God. - Identify and describe how worship (Ibadah) is shown through the Five Pillars of Islam. <p>Overview of RE content</p> <p>Year 5:</p> <ul style="list-style-type: none"> -Identify and describe how worship (Ibadah) is shown through the Five Pillars of Islam. -Look out how art is used in Islam and Christianity -Study Christian and Islamic places of worship -Learn about the origins of the Islamic religion <p>Overview of RE content</p> <p>Year 6:</p> <p>What Muslims think about God. The 5 pillars of Islam. The significance of the Quran. Christian and Islamic worship, objects and prayers. Visit to Norwich Cathedral and a Norwich Mosque</p> <p>Year 5:</p> <p>What Muslims think about God. Islamic stories Islamic art The 5 pillars of Islam.</p>	<p>Music objectives</p> <ul style="list-style-type: none"> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the interrelated dimensions of music. - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. - develop an understanding of the history of music. <p>Overview of Music content</p> <ul style="list-style-type: none"> - Ukulele lessons every Wednesday morning (Year 5) focusing on chords, tablature, reading music, musical notation, rhythm, tempo, reggae music 	<p>PSHE objectives</p> <p>We are following the PSHE Association's programme of study for RSHE: https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning</p> <p>We also follow Educator Solutions RSE programme of study for our Relationship, Sexual Health Education.</p> <p>Overview of PSHE content</p> <ul style="list-style-type: none"> - International Women's Day activities – to explore gender equality. - Circle time discussions – well-being and friendship issues. - Autism acceptance week during the last week of term.

<p>Christian and Islamic worship, objects and prayers Visit to Norwich Cathedral and a Norwich Mosque</p>		
<p>Computing objectives</p> <ul style="list-style-type: none"> - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. - use sequence, selection, and repetition in programs; work with variables and various forms of input and output. - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p>Overview of Computing content</p> <ul style="list-style-type: none"> - Completing a series of coding activities and creating games using Purple Mash software. - Using algorithms and debugging where necessary to programme Sphero robots to perform set challenges. <p>Y5:</p> <ul style="list-style-type: none"> - Spheros to code to make a set shape - debugging mistakes in a code - using software to create a postcard by altering and 	<p>Languages objectives</p> <ul style="list-style-type: none"> - Listen attentively to spoken language and show understanding by joining in and Responding - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - Speak in sentences, using familiar vocabulary, phrases and basic language structures - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* - Present ideas and information orally to a range of audiences* - Read carefully and show understanding of words, phrases and simple writing - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material - Describe people, places, things and actions orally* and in writing <p>Overview of Languages Content</p> <ul style="list-style-type: none"> - French lessons to commence at towards the end of the term in Year 6 – in preparation for a full term in the summer. 	

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