



|         | Autumn term: Friend or Foe?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Spring term: Could you survive in a Rainforest?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Summer term: Could you be the next apprentice?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| English | <p>Letters<br/>Biography<br/>News reports<br/>Writing from different viewpoints<br/>Information texts<br/>Creating a setting<br/>Characterisation and dialogue</p> <p>Texts:<br/>Private Peaceful<br/>Friend or Foe<br/>The best Christmas present in the world<br/>The Christmas Truce</p> <p>SPAG:<br/>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms<br/>♣ using passive verbs to affect the presentation of information in a sentence ♣ using the perfect form of verbs to mark relationships of time and cause<br/>♣ using expanded noun phrases to convey complicated information concisely<br/>♣ using modal verbs or adverbs to indicate degrees of possibility<br/>♣ using relative clauses beginning with who, which, where, when, whose, that or with an</p> | <p>Hooking your reader<br/>Sentence and paragraph types<br/>Diary<br/>Postcards<br/>Description<br/>Discussion texts<br/>Persuasive letter<br/>Instructions</p> <p>Texts:<br/>Hatchet<br/>King Kong<br/>The Explorer</p> <p>SPAG:<br/>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms<br/>♣ using passive verbs to affect the presentation of information in a sentence ♣ using the perfect form of verbs to mark relationships of time and cause<br/>♣ using expanded noun phrases to convey complicated information concisely<br/>♣ using modal verbs or adverbs to indicate degrees of possibility</p> | <p>Explanation<br/>Persuasive texts- adverts<br/>Information texts<br/>Recounts<br/>Changing paragraphs<br/>Creating plots</p> <p>Texts:<br/>London Eye Mystery<br/>Use of film<br/>The Water Tower<br/>The Silence Seekers</p> <p>SPAG:<br/>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms<br/>♣ using passive verbs to affect the presentation of information in a sentence ♣ using the perfect form of verbs to mark relationships of time and cause<br/>♣ using expanded noun phrases to convey complicated information concisely<br/>♣ using modal verbs or adverbs to indicate degrees of possibility</p> |

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|              | <p>implied (i.e. omitted) relative pronoun</p> <ul style="list-style-type: none"> <li>♣ learning the grammar for years 5 and 6</li> <li>♣ indicate grammatical and other features by:</li> <li>♣ using commas to clarify meaning or avoid ambiguity in writing</li> <li>♣ using hyphens to avoid ambiguity</li> <li>♣ using brackets, dashes or commas to indicate parenthesis</li> <li>♣ using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>♣ using a colon to introduce a list</li> <li>♣ punctuating bullet points consistently</li> <li>♣ use and understand the grammatical terminology for years 5 and 6 and use appropriately in discussing their writing and reading.</li> </ul> | <ul style="list-style-type: none"> <li>♣ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>♣ learning the grammar for years 5 and 6</li> <li>♣ indicate grammatical and other features by:</li> <li>♣ using commas to clarify meaning or avoid ambiguity in writing</li> <li>♣ using hyphens to avoid ambiguity</li> <li>♣ using brackets, dashes or commas to indicate parenthesis</li> <li>♣ using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>♣ using a colon to introduce a list</li> <li>♣ punctuating bullet points consistently</li> <li>♣ use and understand the grammatical terminology for years 5 and 6 and use appropriately in discussing their writing and reading.</li> </ul> | <ul style="list-style-type: none"> <li>♣ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>♣ learning the grammar for years 5 and 6</li> <li>♣ indicate grammatical and other features by:</li> <li>♣ using commas to clarify meaning or avoid ambiguity in writing</li> <li>♣ using hyphens to avoid ambiguity</li> <li>♣ using brackets, dashes or commas to indicate parenthesis</li> <li>♣ using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>♣ using a colon to introduce a list</li> <li>♣ punctuating bullet points consistently</li> <li>♣ use and understand the grammatical terminology for years 5 and 6 and use appropriately in discussing their writing and reading.</li> </ul> |
| <p>Maths</p> | <p>Number: place value</p> <ul style="list-style-type: none"> <li>• Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.</li> <li>• Round any whole number to a required degree of accuracy.</li> <li>• Use negative numbers in context, and calculate intervals across zero.</li> <li>• Solve number and practical problems that involve all of the above</li> </ul> <p>Number: addition subtraction, multiplication and division</p> <ul style="list-style-type: none"> <li>• Solve addition and subtraction multi step problems in contexts, deciding which operations and</li> </ul>                                                                                                | <p>Number: Decimals</p> <ul style="list-style-type: none"> <li>• Identify the value of each digit in numbers given to 3dp and multiply numbers by 10, 100 and 1000 giving answers up to 3dp</li> <li>• Multiply one digit numbers with up to 2dp by whole numbers</li> <li>• Use written division methods in cases where the answer has up to 2dp</li> <li>• Solve problems which require answers to be rounded to specified degrees of accuracy</li> </ul> <p>Number: Percentages</p> <ul style="list-style-type: none"> <li>• Solve problems involving the calculation of percentages</li> <li>• Recall and use equivalences between simple FDP including in different contexts</li> </ul> <p>Measurement</p> <ul style="list-style-type: none"> <li>• Solve problems involving the</li> </ul>                            | <p>Geometry: Properties of Shapes</p> <ul style="list-style-type: none"> <li>• Draw 2D shapes using given dimensions and angles.</li> <li>• Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.</li> <li>• Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</li> </ul> <p>Geometry: Position and Direction</p> <ul style="list-style-type: none"> <li>• Describe positions on the full coordinate grid (all four quadrants).</li> <li>• Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</li> </ul> <p>Post SATs project work</p>                                                                      |

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|  | <p>methods to use and why.</p> <ul style="list-style-type: none"> <li>• Multiply multi-digit number up to 4 digits by a 2 digit number using the formal written method of long multiplication.</li> <li>• Divide numbers up to 4 digits by a 2 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.</li> <li>• Divide numbers up to 4 digits by a 2 digit number using the formal written method of short division, interpreting remainders according to context.</li> <li>• Perform mental calculations, including with mixed operations and large numbers.</li> <li>• Identify common factors, common multiples and prime numbers.</li> <li>• Use their knowledge of the order of operations to carry out calculations involving the four operations.</li> <li>• Solve problems involving addition, subtraction, multiplication and division.</li> </ul> <p>Fractions</p> <ul style="list-style-type: none"> <li>• Use common factors to simplify fractions; use common multiples to</li> </ul> | <p>calculation and conversion of units of measure, using decimal notation up to 3dp where appropriate</p> <ul style="list-style-type: none"> <li>• 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 up to 3dp</li> <li>• Convert between miles and km</li> <li>• Recognise that shapes with the same areas can have different perimeters and vice versa</li> <li>• Recognise when it is possible to use formulae for area and volume of shapes.</li> <li>• Calculate the area of parallelograms and triangles.</li> <li>• Calculate, estimate and compare volume of cubes and cuboids using standard units, including <math>\text{cm}^3</math>, <math>\text{m}^3</math> and extending to other units.</li> </ul> <p>Number: Algebra</p> <ul style="list-style-type: none"> <li>• Use simple formulae</li> <li>• Generate and describe linear number sequences</li> <li>• Express missing number problems algebraically</li> <li>• Find pairs of numbers that satisfy an equation with two unknowns</li> <li>• Enumerate possibilities of combinations of two variables</li> </ul> <p>Number: Ratio</p> <ul style="list-style-type: none"> <li>• Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</li> <li>• Solve problems involving similar shapes where the scale factor is known or can be found</li> </ul> | <ul style="list-style-type: none"> <li>• Handling money – the business project</li> <li>• Planning a trip to London – money, percentages, discounts, working within a budget</li> </ul> |
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|         | <p>express fractions in the same denomination.</p> <ul style="list-style-type: none"> <li>• Compare and order fractions, including fractions &gt; 1</li> <li>• Generate and describe linear number sequences (with fractions)</li> <li>• Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.</li> <li>• Multiply simple pairs of proper fractions, writing the answer in its simplest form</li> <li>• Divide proper fractions by whole numbers [for example</li> <li>• Associate a fraction with division and calculate decimal fraction equivalents</li> <li>• Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</li> </ul> | <ul style="list-style-type: none"> <li>• Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</li> </ul> <p>Geometry and Statistics</p> <ul style="list-style-type: none"> <li>• Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</li> <li>• Interpret and construct pie charts and line graphs and use these to solve problems</li> <li>• Calculate the mean as an average</li> </ul>                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Science | <ul style="list-style-type: none"> <li>▪ Light - recognise that light appears to travel in straight lines</li> <li>▪ 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</li> <li>▪ explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> </ul> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>Electricity</p> <ul style="list-style-type: none"> <li>▪ associate the brightness of a lamp or the</li> </ul>                                                                                   | <p>Living things and habitats –</p> <ul style="list-style-type: none"> <li>▪ 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</li> </ul> <p>give reasons for classifying plants and animals based on specific characteristics.</p> <p>Evolution and inheritance –</p> <ul style="list-style-type: none"> <li>▪ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>▪ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their</li> </ul> | <p>Animals including humans –</p> <ul style="list-style-type: none"> <li>▪ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>▪ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> </ul> <p>describe the ways in which nutrients and water are transported within animals, including humans.</p> |

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|           | <p>volume of a buzzer with the number and voltage of cells used in the circuit</p> <ul style="list-style-type: none"> <li>▪ 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</li> </ul> <p>use recognised symbols when representing a simple circuit in a diagram.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>parents</p> <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Computing | <ul style="list-style-type: none"> <li>• Using the internet</li> <li>• E-safety</li> <li>• To check plausibility of information from a variety of sources on the same topic</li> <li>• To use a range of sources to check validity and recognise different viewpoints and the impact of incorrect data</li> <li>• To understand plagiarism and the importance of acknowledging sources</li> </ul> <p>Programming and Control</p> <ul style="list-style-type: none"> <li>• To continue to develop their understanding of how computer and technology works and how computers process instructions and commands, including the use of coding languages.</li> <li>• <i>To use assisted programing software to create basic software which interacts with external controllers, and elements on screen, creating algorithms and using logic and calculations. (2012-13)</i></li> <li>• To use assisted programing software to more complex software which interacts with external controllers, and elements on screen, creating algorithms and using logic and calculations. (2013-14 onwards)</li> <li>• To control an on screen icon using text based programing, including writing complex written algorithms which involve sensors.</li> <li>• To begin to write simple scripts in an</li> </ul> | <p>Using technology</p> <ul style="list-style-type: none"> <li>• To continue to develop typing speed and accuracy to develop competency in typing</li> <li>• To understand the purpose of and use independently a range of different technology.</li> <li>• To make choices about when to use technology, which piece(s) of technology to use, which software/tools they are going to use on the technology and be able to explain their choices to others.</li> </ul> | <p>Creating and publishing/Digital Media</p> <ul style="list-style-type: none"> <li>• To use tools to help them design and create a web based application for smart phones/tablets, giving consideration to the market/audience for their application.</li> <li>• To create websites for a specific purpose and improve these sites.</li> <li>• To use technology to help them present their work, showing an increasing degree of skill and using advanced features of software and tools.</li> <li>• To select tools which they can use to help them achieve a specific aim and justify these choices to others.,</li> <li>• Understand the importance of evaluation and adaptation of individual features to enhance the overall product.</li> <li>• To independently take photographs and record video taking into account the audience and/or purpose for the image/video.</li> </ul> |

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|           | international recognised coding language (2013-14 onwards)                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| History   | <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> <li>• Centenary of WWI</li> <li>• Life in the trenches</li> <li>• Reasons for outbreak of war</li> <li>• Conscription/recruitment</li> <li>• Study of evacuation</li> <li>• The home front</li> <li>• Rationing</li> <li>• Propaganda posters</li> <li>• D day/ VE day</li> </ul> | A non-European society that provides contrasts with British history (Mayan civilisation C. AD 900)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Geography | <ul style="list-style-type: none"> <li>▪</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                   | <p>Locational knowledge</p> <ul style="list-style-type: none"> <li>▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>▪ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul> | <p>Locational knowledge</p> <ul style="list-style-type: none"> <li>▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>▪ London residential visit</li> </ul> |

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| Art    | <ul style="list-style-type: none"> <li>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]</li> </ul> <p>War time artists</p> <p>Remembrance watercolour paintings</p> | <ul style="list-style-type: none"> <li>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]</li> </ul> <p>Rainforest collage</p> | <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul> <p>Architecture of London - silhouette</p> |
| French | <p>Revision of:</p> <p>At school – Classroom objects</p> <p>Days of the week, months of the year, birthdays, me and my family, colours, where we live, descriptions face &amp; body, clothes</p> <p>Input with link High School teacher</p>                                                | <p>Revision of:</p> <p>Animals – names , favourites, pets</p> <p>Sports, food, weather – favourites, likes, dislikes,</p> <p>Weather reports</p> <p>Input with link High School teacher</p>                                                         | <p>Preparation for Year 7 French delivered by High School teacher</p>                                                                                                                                                                                                                                                                                                                                                                         |
| DT     |                                                                                                                                                                                                                                                                                            | <p>Den building</p> <p>Making tools and cordage</p> <p>Making drinking receptacles</p> <p>Cooking foraged foods</p> <p>Make:</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks.</p>                        | <p>Business enterprise project</p> <p>Design:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-</li> </ul>                                             |

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|      |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>sectional and exploded diagrams, prototypes.</p> <p>Make:</p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks.</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> |
| RE   | <p>Christian beliefs and values</p> <p>Christian charity</p> <p>Christmas – comparison of narratives</p>                                                                                                                                                                                                                                                                                                                                                | <p>Life of Jesus</p> <p>Islam – five pillars</p>                                                                                                                                                                                                                                                                                                                                                                                            | <p>Jewish values</p> <p>Hinduism – unit 2</p> <p>Worship at home/Diwali</p>                                                                                                                                                                                                                                                                                                                                                                                        |
| PSHE | <p>New beginnings</p> <p>Getting on and falling out</p> <p>British Values – tolerance (Wonder by R J Palacio)</p>                                                                                                                                                                                                                                                                                                                                       | <p>Say no to bullying</p> <p>Going for goals</p> <p>British Values – individual liberty/mutual respect</p>                                                                                                                                                                                                                                                                                                                                  | <p>Good to be me</p> <p>Sex and relationship education</p> <p>British values – democracy/rule of law</p>                                                                                                                                                                                                                                                                                                                                                           |
| PE   | <p><b><u>Indoors Yr 6</u></b></p> <p>Synchronisation and Canon</p> <p>Gymnastics - Unit 6:1 – Wirral Scheme</p> <p><b><u>Outdoors Yr 6</u></b></p> <p>Netball and Rugby</p> <p>Invasion Games – Unit 6:1 – Wirral Scheme</p> <p><b><u>Indoors Yr 6</u></b></p> <p>Indoors Athletics for Sportshall Competition</p> <p>Chest Push</p> <p>Soft Javelin</p> <p>Speed Bounce</p> <p>Standing Long Jump</p> <p>Standing Triple Jump</p> <p>Vertical Jump</p> | <p><b><u>Indoors Yr 6</u></b></p> <p>Dance – Link to Topic</p> <p>TOPS Dance – Tropical Environment</p> <p><b><u>Outdoors Yr 6</u></b></p> <p>Basketball – Sainsbury’s School Games Cards / Matalan Cards (NZ Scheme)</p> <p><b><u>Indoors Yr 6</u></b></p> <p>Counter-balance and Counter-tension</p> <p>Gymnastics - Unit 6:2 – Wirral Scheme</p> <p><b><u>Outdoors Yr 6</u></b></p> <p>Basketball – Sainsbury’s School Games Cards /</p> | <p><b><u>Indoors Yr 6</u></b></p> <p>Props</p> <p>Dance – Unit 6:2 – Wirral Scheme</p> <p><b><u>Outdoors Yr 6</u></b></p> <p>Golden Mile / Athletics - Sainsbury’s School Games Cards / Matalan Cards (NZ Scheme)</p> <p><b><u>Indoors / Outdoors Yr 6</u></b></p> <p><b>Sports Day</b></p> <p>Tennis - Sainsbury’s School Games Cards / Matalan Cards (NZ Scheme) Aegon Schools</p> <p>Tennis</p>                                                                 |



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|        | <p>Obstacle relay, over, under relay<br/>1+1, 2+2 lap relay, 6 lap paarlauf, 4x1 lap relay<br/><b>Outdoors Yr 6</b></p> <p>Hockey / Football<br/>Invasion Games – Unit 6:2 – Wirral Scheme</p>                                                                                                                                                                                                                                                    | <p>Matalan Cards (NZ Scheme)</p>                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Outdoors Yr 6</b></p> <p>Cricket<br/>Striking and Fielding - Link Unit – Wirral Scheme<br/>National School Sports Week Activities</p> <p>Northwich School Games Festival</p>                                                                                            |
| Music  | <ul style="list-style-type: none"> <li>▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>▪ use and understand staff and other musical notations</li> <li>▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul> | <ul style="list-style-type: none"> <li>▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>▪ improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>▪ listen with attention to detail and recall sounds with increasing aural memory</li> </ul> | <ul style="list-style-type: none"> <li>▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>▪ develop an understanding of the history of music.</li> </ul> |
| Visits | <p>Chemistry with Cabbage workshop</p> <p>Bikeability training</p> <p>First aid training<br/>Theatre trip linked to topic (2017: War Horse)</p>                                                                                                                                                                                                                                                                                                   | <p>Survival project – Bush craft skills, D&amp;T</p>                                                                                                                                                                                                                                                                                                                                                                  | <p>London residential:-<br/>Tower of London<br/>West End theatre trip<br/>London Eye<br/>Thames river cruise<br/>War Museum visit<br/>Houses of Parliament</p>                                                                                                                |

For more information on the statutory requirements in all subjects, including English and Maths please follow the link:

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

