






# Northborough School - Long Term Plan - Year 6

## Willow Class

	Autumn Term 		Spring Term 		Summer Term 	
<b>Curriculum Project</b>	<b>WW2</b>	<b>WW2</b>	<b>Frozen Kingdom</b>	<b>Frozen Kingdom</b>	<b>Derbyshire</b>	<b>Olympics /Year 6 Play</b>
<b>Memorable experience</b>	Visit to Stibington or other place	Assembly /Tea afternoon with ration food	Science linked Topic starters	Explorer Visit	Residential Assembly on Trip June	Year 6 Performance Last Assembly Sports Day etc
<b>Home Learning Opportunities</b>	WW2 propaganda posters Mini shoe Box Anderson shelters	Ration food ART	Antarctic Animal Fact File Drawings /Paintings	The Titanic	Scripts for Performance	Assembly Transition
<b>English – writing</b> Power of Reading used for inspiration PR Hot seating Role play-drama	<b>Time Train to the Blitz- PR by Sophie Mackenzie</b>  Character studies - 2 weeks Setting writing 2 – weeks Summaries , Mini stories– 3 weeks	Various books  Poetry – 1 week Letters – 3 weeks Dairies - 3 weeks	<b>Ice trap PR by Meredith Hooper</b>  Husky Advert for Expedition- 1 week Descriptive short - narrative on expedition- 3 weeks Biography – 2 weeks	Various books  Poetry – 1 week Animal – non-chronological report- 2 weeks Persuasive – 2 weeks	<b>Great Plague PR by Pamela Oldfield</b>  The Plague – historical report - 2 weeks Diary Entry- 2 weeks Short Narrative ?	Chosen play for END OF YEAR  Play scripts Newspaper articles
	<b>Pupils should be taught to:</b> En6/3.3 <b>Composition</b> En6/3.3a Plan their writing En6/3.3b Draft and write En6/3.3c Evaluate and edit En6/3.3d proofread for spelling and punctuation errors En6/3.3e perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.  See attached sheet for full writing composition objectives					

<b>Grammar</b> Grammar Scholastic Scheme book and DVD	<b>Conjunctions</b> Range of punctuation Adverbials	<b>Use of semi-colons /dashes</b> Embedded clauses Expanded noun phrases	<b>Active and Passive voice</b> Adverbials extend Language –formal standard English	Distinguish between informal and formal vocabulary and sentence structures (incl. subjunctive?)	Use hyphens to avoid ambiguity Bullet points/colons	Review
	<b>Pupils should be taught to:</b> Vocabulary, grammar & punctuation En6/3.4a develop their understanding of the concepts En6/3.4b indicate grammatical and other features: En6/3.4c use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading. <b>See attached sheet for all objectives</b>					
<b>Reading</b> Scholastic Comprehension Inference Training Power of Reading Book Talk Literacy circle Teacher experience Fluency - to bridge word reading and comprehension	Various WAR literature Non-fiction Pixl – Focus- ME as a Reader  <b>Give/explain the meaning of words in context</b>	<b>Goodnight Mister Tom PR -Non- Fiction and fiction based on War books</b> <b>Record and Retrieve</b> <b>Summarise</b> <b>Inference</b>	<b>Shackleton’s Journey by William Grill PR</b> Research – Various biographies <b>Identify the meaning of information narratives - contributes to the meaning as a whole</b>	Various short narratives and poems  <b>Inference Character actions and responses</b>	<b>Great Plague PR by Pamela Oldfield</b>  <b>Responding to text</b> <b>Oracy and Reading</b> <b>Themes and conventions</b>	Play scripts  Review
	<b>Pupils should be taught to:</b> EN6 1a apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) En6/2.2a maintain positive attitudes to reading and an understanding of what they read by: En6/2.2b understand what they read by En6/2.2c discuss and evaluate how authors use language, including figurative language, considering the impact on the reader En6/2.2d distinguish between statements of fact and opinion En6/2.2e retrieve, record and present information from non-fiction En6/2.2f participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously En6/2.2g explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary En6/2.2h provide reasoned justifications for their views. <b>Full objectives attached</b>					
<b>Lighthouse book</b> Every day if possible.	<b>Carrie’s War PR</b>	<b>Goodnight Mister Tom</b>	<b>Shackleton – William Grill – Trapped by the Ice – Michael McCurdy</b>	<b>Mock SATS Pax – Sarah Pennypacker</b>	Continue	<b>Thirteenth Emergency-A Boy called Hope – linked to transition and PSHE</b>
	<b>Anne Frank’s Diary</b>					

<b>Spelling</b> Weekly sheets with investigation Games	ious cial tial ant ent ance ence ency ancy	aught ought able ible i before e ate ire ite	tion ssion contractions eu and ch	gue que quet prefixes aer mal eon / prefix un ist	Review	Review
	Pupils should be taught to:  En5/3.1a use further prefixes and suffixes and understand the guidance for adding them En5/3.1b spell some words with 'silent' letters En5/3.1c continue to distinguish between homophones and other words which are often confused En5/3.1d use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically En5/3.1e use dictionaries to check the spelling and meaning of words En5/3.1f use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary En5/3.1g use a thesaurus					
<b>Maths</b> White Rose Maths- long term plan PIXL Statutory objectives requirements attached	Place Value /addition and subtraction Arithmetic weekly through all terms	Multiplication and Division Fractions multiples and factors	Fractions, Percentages and Decimals , Geometry , shape properties	Ratio proportion Geometry –direction and position Algebra	Measurement- perimeter /area and volume Statistics	Review
<b>Computing</b> Computer Scheme of Work – Use Switched on computing	UNIT 6.3 We are advertisers E-safety  Creating a small television advert	UNIT 6.4 We are network technicians  Exploring computer networks	UNIT 6.5 We are travel writers  Using media and mapping to document a trip	UNIT 6.1 We are adventure gamers  Making a text based adventure game	Unit 6.6 We are publishers  Creating a year book	UNIT 6.2 We are computational thinkers  Mastering algorithms for searching, sorting and mathematics
	Pupils should be taught to: <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>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</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>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</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>					

Science	<b>Light STEM</b>  Pupils should be taught to: <ul style="list-style-type: none"> <li>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> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>	<b>Moon Phases linked to Bomber raids STEM</b>  Pupils should be taught to: <ul style="list-style-type: none"> <li>describe the movement of the Earth and other planets relative to the sun in the solar system</li> <li>describe the movement of the moon relative to the Earth</li> <li>describe the sun, Earth and moon as approximately spherical bodies</li> <li>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul>	<b>Living things and their habitats , Classification</b>  Pupils should be taught to: <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> <li>give reasons for classifying plants and animals based on specific characteristics</li> </ul>	Continue	<b>Evolution and Inheritance</b>  Pupils should be taught to: <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 parents</li> <li>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>	<b>Electricity Review</b>  Pupils should be taught to: <ul style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <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> <li>use recognised symbols when representing a simple circuit in a diagram</li> </ul>
	<b>Working scientifically</b> During years 5 and 6, <b>pupils should be taught</b> to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: <ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>					

History	<b>Timeline of WW2 events</b> <b>Allies and Axis</b> <b>Important World leaders</b> <i>British History (taught chronologically): An extended period study</i> <i>A study of a relevant period in local history – evacuees</i>	<b>The Home Front</b> <b>Blitz</b> <b>Evacuation</b> <b>Rationing</b> <b>Women In WAR</b>	<b>Shackleton's Expedition</b> <b>Significant Individual – Shackleton</b> <b>John Clare extra</b> <i>Broader Historical Study: A depth study linked to a studied period - Shackleton – Polar exploration</i>	<b>Significant event in History</b> <b>The Titanic Disaster</b>	<b>Eyam - Plague Village</b> <b>The Great Plague</b>  <i>Broader Historical Study: A depth study linked to a studied period –</i>	<b>The Olympics</b>
	<b>Pupils should be taught:</b> <ul style="list-style-type: none"> <li>place current study on time line in relation to other studies use relevant dates and terms sequence up to ten events on a time line</li> <li>compare beliefs and behaviour with another period studied write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation know key dates, characters and events of time studied</li> <li>link sources and work out how conclusions were arrived at consider ways of checking the accuracy of interpretations - fact or fiction and opinion be aware that different evidence will lead to cartoons, etc. different conclusions confident use of the library etc. for research</li> <li>use a range of sources (primary and secondary) to find out about an aspect of time past. Suggest omissions and the means of finding out bring knowledge gathering from several sources together in a fluent account</li> <li>use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigations</li> <li></li> </ul>					
Geography	<b>World Oceans , Seas</b> <b>Continents</b> Identify countries involved in WW2 Aerial photographs	<b>Study of human and physical geography of a region in a European country</b>  GERMANY	<b>Longitude and Latitude</b> <b>Time Zones</b>  <i>Antarctica</i> <i>Shackleton's Journey</i>	<b>Biomes</b> A naturally occurring community of living organisms of a single major ecological region. The plants and animals will typically share characteristics that they have adapted to aid their survival in that region and <u>habit</u>	<b>Name and locate counties, cities and regions in the UK</b> <b>6 –figure grid references</b> <i>Derbyshire</i>	<b>Economic activity</b> <b>distribution of resources</b> Countries in the World linked to Olympics
	<b>Pupils should be taught: Geographical skills and field work</b> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied</li> <li>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</li> <li>Expand map skills to include non-UK countries.</li> <li>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>					

<b>Art and Design</b>	<b>Printing medals</b> Describe varied techniques. Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently.	<b>Blitz pictures –mixed media</b> Awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work.	<b>Drawing and painting Inuit Art</b> Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition).	<b>Landscape /animal 3D</b> Develop skills in using clay inc. slabs, coils, slips, etc. Make a mould and use plaster safely. Create sculpture and constructions with increasing independence.	<b>Textiles- mixed media designs 5/6</b> Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Extend their work within a specified technique. Use a range of media to create collage.	<b>Collage – Well Dressings</b> Awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work.
<b>Possible artists</b> <b>Themed artist Picasso</b>	<b>Paul Carney</b> <b>Picasso</b>	<b>Michael Keck</b> <b>Andy Warhol</b> <b>Picasso</b>	<b>Kenojuak Ashevak</b> <b>Kananginak</b> <b>Pootoogook</b>	<b>Nick Mackman –animal sculpture</b> <b>Lilliput lane –minatures</b>	<b>Gustav Klimt –artist</b> <b>Tristan Eaton –modern</b>	<b>Pagan tradition</b> <b>Kurt Schwitters – famous Picasso</b>
	<b>Explore, Develop, Evaluate</b> <ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>Compare ideas, methods, approaches in their own, and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Annotate work in sketchbook.</li> </ul>					
<b>Design Technology</b>	<b>Fashion and Textiles</b> Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (e.g. the nature of fabric may require sharper scissors than would be used to cut paper).	<b>Cake Making./ration food</b> Measure accurately and calculate ratios of ingredients to scale up or down from recipe. • Create and refine recipes, including ingredients, methods, cooking times and temperatures.	<b>STEM challenge- Explorers 3D</b> • Develop a range of practical skills to create products (e.g cutting, drilling and screwing, nailing, gluing, filling and sanding).	<b>Soup Healthy Foods</b> Measure accurately and calculate ratios of ingredients to scale up or down from recipe. • Create and refine recipes, including ingredients, methods, cooking times and temperatures.	<b>Local Recipe To be planned</b>	<b>Wood Work</b> • Develop a range of practical skills to create products.

	<b>Explore, Develop, Evaluate</b> <ul style="list-style-type: none"> <li>to communicate their ideas through detailed labelled drawings</li> <li>to explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways</li> <li>to develop a design specification</li> <li>to plan the order of their work, choosing appropriate materials, tools and techniques</li> <li>to evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</li> </ul>					
<b>Music</b> <b>Music Express</b>	<b>World Unit 1</b> <b>Performing</b> <b>Links to PE</b>  Get into the groove by exploring rhythm and melody in singing, movement and dance. The children learn about beat, syncopation, pitch and harmony, and take a trip around the world to celebrate the universal language of music	<b>Linked to Unit1</b> <b>WW2 songs for</b> <b>parent visit</b>  Get into the groove by exploring rhythm and melody in singing, movement and dance. The children learn about beat, syncopation, pitch and harmony, and take a trip around the world to celebrate the universal language of music	<b>Journey Unit 2</b> <b>Song cycle</b> <b>performance</b> <b>Links PSHE</b>  The theme of challenging journeys in life resonates through this selection of songs with thoughts of change and transition, and binds them in an optimistic and uplifting song cycle performance.	<b>Growth Unit 3</b> <b>Street performance</b> <b>Links to geography</b>  The street' is the setting for this unit of buskers and flash mobs. The children explore Ravel's Bolero through rhythmical mine, learn songs with instrumental accompaniments, and create a dance to build into a thrilling street performance.	<b>Moving on Unit 6</b> <b>Leavers assembly</b> <b>Links computing</b>  Two songs, one looking back, one looking forward, and a musical device for linking them provide a moving celebration of the children's happy memories and their hopes for the future.	<b>Linked To Unit 1 and 6</b> <b>Play and performance songs</b> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> </ul>
	<b>Pupils should be taught:</b> <ul style="list-style-type: none"> <li>to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</li> <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               <ul style="list-style-type: none"> <li>listen with attention to detail and recall sounds with increasing aural memory</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> </li> <li>develop an understanding of the history of music.</li> </ul>					
<b>PHSE</b> <b>Cambridgeshire Scheme of work</b>	<b>Right, Rules and Responsibilities</b>	<b>Anti -Bullying</b> <b>My Emotions</b>	<b>Working together</b> <b>Drug Education</b>	<b>Healthy Lifestyles</b>	<b>Sex and Relationships</b>	<b>Financial capabilities- Transition</b>
	<b>Pupils should be taught:</b> <b>Relationships:</b> <ul style="list-style-type: none"> <li>to identify positive ways to face new challenges (for example the transition to secondary school).</li> <li>to discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.</li> <li>to talk about a range of jobs, and explain how they will develop skills to work in the future.</li> <li>to demonstrate how to look after and save money</li> </ul> <b>Health and Wellbeing:</b> <ul style="list-style-type: none"> <li>to make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing.</li> </ul>					



	<ul style="list-style-type: none"> <li>To list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.</li> </ul> <p><b>Living in the Wider World:</b></p> <ul style="list-style-type: none"> <li>To describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.</li> </ul>					
<b>P.E</b> Cambridgeshire scheme of work YDP –coaching Progression of skills map attached for each UNIT	Hockey. -YDP	Rugby -YDP	Football -YDP	Basketball/Football YDP	Athletics YDP	Athletics YDP
	Invasion games Netball	Gymnastics	Gymnastics Netball	Netball	Dance	Dance performance (Swimming if not reached 25 metre standard)
	<p><b>The National Curriculum for physical education aims to ensure that all pupils:</b></p> <ul style="list-style-type: none"> <li>develop competence to excel in a broad range of physical activities</li> <li>are physically active for sustained periods of time</li> <li>engage in competitive sports and activities</li> <li>lead healthy, active lives.</li> </ul> <p><i>Key stage 2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</i></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>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</li> <li>develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastic) perform dances using a range of movement patterns</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) • perform safe self-rescue in different water-based situations.</li> </ul>					
<b>MFL</b> Tout le monde French scheme of work	French Pets, days of the week	French Months , Birthdays , Festivals	French Family , pastime and negatives	French Furniture Houses and prepositions	French Countries Travel	French Transport



	<p><b>Pupils should be taught to:</b></p> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>understand and respond to spoken and written language from a variety of authentic sources</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</li> <li>give a short prepared talk, on a topic of choice, including expressing opinions - e.g.</li> <li>talking on a familiar subject; describing a picture or part of a story; making a presentation to the class ...</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Understand the main points and opinions in written texts from various contexts - e.g. A postcard or letter from a pen-pal; a written account of school life, a poem or part of a story ...</li> <li>discover and develop an appreciation of a range of writing in French</li> </ul> <p><b>Writing:</b></p> <p>Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</p> <ul style="list-style-type: none"> <li>paragraphs of three to four sentences about myself,</li> <li>about a story or a picture; a message containing three to four sentences</li> </ul>					
<b>R.E</b> <b>Cambridgeshire scheme of work</b>	Buddhist stories  <b>At least 50% Christian</b>	Buddhism Harvest	<b>Remembrance</b> <b>Christmas unit plus</b> <b>prepare for</b> <b>Carol Service as they</b> <b>lead it with Rector.</b> <b>Will get readings from</b> <b>the Rector asap.</b> <b>Compare the gospels</b> <b>re birth.</b>	What can we learn from stories shared by Christians, Jews and Muslims? Creation stories compare beliefs Fruits of the spirit. Corinthians.	<b>EASTER</b> Look at the different character perspective.	Humanism
	<p><b>Pupils should be taught:</b></p> <p><b>AF1 Thinking about religion and belief</b></p> <ul style="list-style-type: none"> <li>use religious and philosophical terminology and concepts to explain religions, beliefs and value systems</li> <li>explain some of the challenges offered by the variety of religions and beliefs in the contemporary world</li> <li>explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</li> </ul> <p><b>AF2: Pupils: Enquiring, investigating and interpreting</b></p> <ul style="list-style-type: none"> <li>identify the influences on, and distinguish between, different viewpoints within religions and beliefs</li> <li>interpret religions and beliefs from different perspectives</li> <li>interpret the significance and impact of different forms of religious and spiritual expression</li> </ul>					
<b>SMSC</b>	Assemblies Trip School council Ambassadors Sport Ambassadors	Assemblies School Council Christmas Church readings Stamford College Construction Day	Assemblies School council Sports AMVC Basketball Art- SOKE Academy	Assemblies School Choir Sports AMVC Science Week Charity events	Assemblies Residential School choir Sport Leader Training KS1 Sport Festival – LEADERS	Assemblies Transition Days Sports Day
<b>Individual subject SMSC sheets attached</b>	SMSC is included in everyday lessons. In addition, opportunities are given to learn , achieve and understand the values that underpin British Values.					