



St Thomas Primary School
Medium Term Curriculum Plan 2023-2024



YEAR 5

YEAR 5	AUTUMN TERM: PROJECT 1	SPRING TERM: PROJECT 2	SUMMER TERM: PROJECT 3
KNOWLEDGE RICH LEARNING PROJECT	DYNAMIC DYNASTIES- <i>Knowledge rich project</i>  This project teaches children about the history of ancient China, focusing primarily on the Shang Dynasty, and explores the lasting legacy of the first five Chinese dynasties, some of which can still be seen in the world today.	SOW, GROW, FARM- <i>Knowledge rich project</i>  This project teaches children about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.	GROUNDBREAKING GREEKS - <i>Knowledge rich project</i>  This project teaches children about developments and changes over six periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the lasting legacy of ancient Greece.
ESSENTIAL QUESTION	Why was Shang Dynasty so important?	How has farming shaped our country?	What were the lasting legacy of the Greeks on Great Britain?
COMMUNITY DRIVER	Comparing and contrasting our communities to other communities. How is our community lead compared to that of the Shang Dynasty?	Farming in our local area. Why is Huddersfield good for farming? What types of farming are successful here?	Local History Study based on Huddersfield's neoclassical buildings- train station and lasting legacy of Greeks.
CITIZENSHIP DRIVER	What is still similar to the Shang Dynasty and what is different?	Explore and understand how farming varies and is supported globally	What impact and influence do the Ancient Greeks have on us today?
IMMERSIVE IDEAS	Ancient China Day Shang Dynasty Temple Early Celebration of Chinese New Year Self-made Quiz	Our school gardens/grounds Proposal for own market garden	Greek Day Archaeology dig
EDUCATIONAL VISITS IDEAS	Museum?	Farm Visit	Link to local study- national coal mining or canal walk
KRP OBJECTIVES	DYNAMIC DYNASTIES- HISTORY DRIVER Ancient China; Timelines and chronology; Shang Dynasty; Sources and artefacts; Oracle bones and religious beliefs; Bronze Age in ancient China; Historical enquiry; Significance of jade and silk; Power and social hierarchy; Everyday life; Warfare; Significant individual – Di Xin; End of the Shang Dynasty; Bronze Ages around the world; Life after the Shang Dynasty; Legacy Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of	SOW, GROW, FARM – GEOGRAPHY DRIVER Land use in the UK; Allotments; Farming in the UK; Maps; Grid references; Climate zones; Physical features of North and South America; Farming in North and South America; Food transportation Features Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	GROUNDBREAKING GREEKS- HISTORY DRIVER Ancient Greek periods – Minoan civilisation, Mycenaean civilisation, Dark Age, Archaic period, Classical period, Hellenistic period; Chronology and timelines; Primary and secondary sources; City states; Democracy; Role of men and women; Social hierarchy; Great Athenians; the Acropolis; Greek art, culture, architecture, philosophy, medicine and mathematics; Olympic Games; Alexander the Great; End of the Greek Empire; Legacy Conduct a local history study.

	one of the following: The Shang Dynasty of Ancient China. Breath • Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. • Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. • Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.	• Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Location • 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. • 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. Place • 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. Fieldwork • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Breath • Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.	• Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world. • Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. • Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. Breadth • Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. • Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. • Breadth Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
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MINI PROJECTS	SCIENCE	Earth and Space <i>This project teaches children about our Solar System and its spherical bodies. They describe the movements of Earth and other planets relative to the Sun, the Moon relative to Earth and the Earth's rotation to explain day and night.</i> Space- - 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. - Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. - Describe the Sun, Earth and Moon as approximately spherical bodies. Enquiry- - Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. - Use test results to make predictions to set up further	Forces and Mechanisms <i>This project teaches children about the forces of gravity, air resistance, water resistance and friction, with children exploring their effects. They learn about mechanisms, their uses and how they allow a smaller effort to have a greater effect.</i> Forces - Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. - Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. - Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Enquiry - Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. - Use test results to	Human Reproduction and Ageing Animal life cycles; Stages and processes; Classifying mammals; Mammalian life cycles; Interpreting scatter graphs; Human life cycle; Human gestation stage; Human juvenile stage; Human adolescent stage; Puberty; Venn diagrams; Interpreting line graphs; Human sexual reproduction; Human ageing; Working scientifically – Observing changes over time, Identifying and classifying, Pattern seeking, Comparative test, Research <i>This project teaches children about animal life cycles, including the human life cycle. They explore human growth and development to old age, including the changes experienced during puberty and human reproduction.</i> Animals- - Describe the changes as humans develop to old age. Habitats- - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. - Describe the life process of reproduction in some plants and animals. Enquiry - Identify scientific evidence that has been used to support or refute ideas or arguments. - Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. - Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. - Report and present 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. - Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. - Use test results to make predictions to set up further comparative and fair tests. Breadth	Properties and Changes in Materials <i>Properties of materials; Thermal conductivity; Measuring temperature; Thermal insulators; Solubility; Heterogeneous and homogeneous mixtures; Sieving; Filtration; Evaporation; Separating unusual mixtures; Reversible and irreversible changes; Innovative materials; Working scientifically – Identifying and classifying, Observing changes over time, Comparative tests, Research, Pattern seeking.</i> <i>This project teaches children about the wider properties of materials and their uses. They learn about mixtures and how they can be separated using sieving, filtration and evaporation. They study reversible and irreversible changes, and use common indicators to identify irreversible changes.</i> Materials - Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. - Demonstrate that dissolving, mixing and changes of state are reversible changes. - Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. - Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. - Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. - Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Enquiry - Identify scientific evidence that has been used to support or refute ideas or arguments. - Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. - Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. 7 Year 5 Enquiry Report and present findings from

		comparative and fair tests. - Report and present 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. - Identify scientific evidence that has been used to support or refute ideas or arguments. - Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. - Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	make predictions to set up further comparative and fair tests. - Report and present 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. - Identify scientific evidence that has been used to support or refute ideas or arguments. - Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. - Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.	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. - Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. - Use test results to make predictions to set up further comparative and fair tests. Breadth - Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
	GEOGRAPHY/ HISTORY	Investigating Our World- GEOGRAPHY Ordnance Survey maps; Contour lines; Six-figure grid references; Time zones; Climate zones; Vegetation belts; Biomes; Human geography; World cities; Sustainable manufacturing processes; Relative locations and distances; Transport networks; Settlement hierarchy; Local enquiry; Fieldwork <i>This essential skills and knowledge project teaches children about locating map features using a range of methods. They learn about the Prime Meridian, Greenwich Mean Time (GMT), and worldwide time zones</i>	Geography covered in main project	Geography revision and retrieval practice	Within Main Project Interpreting geographical sources Fieldwork - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Breadth - Are competent in the geographical skills needed to:

		<i>and study interconnected climate zones, vegetation belts and biomes. Children learn about human geography and capital cities worldwide before looking at the UK motorway network and settlements. They carry out an enquiry to identify local settlement types.</i> Location- - 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 Meridian and time zones (including day and night). - 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. - 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. Features- - Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Place - 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. Fieldwork - Fieldwork Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. - Fieldwork Use maps, atlases, globes and	collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
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		digital/computer mapping to locate countries and describe features studied. - Fieldwork Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Breath - Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.				
	ART AND DESIGN	Tints, Tones and Shades (5) Colour theory; Colour wheel; Mixing tints, shades and tones; Landscapes <i>This project teaches children about colour theory by studying the colour wheel and exploring mixing tints, shades and tones. They learn about significant landscape artworks and features of landscapes before using this knowledge to create landscape paintings.</i> - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Breadth - Evaluate and analyse creative works using the language of art, craft and design.	Taotie Taotie motifs; Casting methods; Watercolour <i>This project teaches children about the significance and art of the taotie motif, including ancient and contemporary casting methods.</i> - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). - Learn about great artists, architects and designers in history. Breadth - Evaluate and analyse creative works using the language of art, craft and design.	Line, Light and Shadows Continuous line drawing; Significant artists – Pablo Picasso and Rembrandt; Shading techniques; Drawing on black paper; Black and white photography <i>This project teaches children about the visual qualities of line, light and shadow. They explore the work of Pablo Picasso and Rembrandt and are introduced to a range of shading techniques. They take black and white photographs and use pencil, pen and ink wash to reimagine their photographs in a shaded drawing.</i> - Create sketchbooks to record their observations and use them to review and revisit ideas. - Improve their mastery of art and	Natures Art Land art; Natural materials; Relief sculpture; Installations <i>This project teaches children about the genre of land art. They work outdoors to sketch natural forms and explore the sculptural potential of natural materials before working collaboratively to create land art installations.</i> - Create sketchbooks to record their observations and use them to review and revisit ideas. - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). - Learn about great	Expression Expressionist art movement; Significant artist – Edvard Munch; Portrait photography; Expression; Self-portraits <i>This project teaches children about the Expressionist art movement and the 'Father of Expressionism', Edvard Munch. They explore different ways to portray feelings and emotions in art to create an imaginative self-portrait.</i> Art and Design - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). - Learn about great artists, architects and designers in history. Breadth - Become proficient in drawing, painting, sculpture and other

				design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). - Learn about great artists, architects and designers in history Breadth - Evaluate and analyse creative works using the language of art, craft and design.	artists, architects and designers in history Breadth Evaluate and analyse creative works using the language of art, craft and design.	art, craft and design techniques. Evaluate and analyse creative works using the language of art, craft and design.	history. Breadth - Evaluate and analyse creative works using the language of art, craft and design. D&T Fabric and mixed media collage; Stitching and embellishment Make- - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. - Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately
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	DT	Moving Mechanisms Pneumatic systems; Joining and finishing; Iterative design process; Building pneumatic machine prototypes <i>This project teaches children about pneumatic systems. They experiment with pneumatics before designing, making and evaluating a pneumatic machine that performs a useful function.</i> Technical • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages). Make • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. • Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately Evaluate • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Investigate and analyse a range of existing products. Breadth • Critique, evaluate and test their ideas and products and the work of others	Eat the Seasons Cooking; Nutrition <i>This project teaches children about the meaning and benefits of seasonal eating, including food preparation and cooking techniques.</i> Food • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • Understand and apply the principles of a healthy and varied diet. • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	Architecture Architecture over time; Greek architecture; Structural support, stiffness and stability; Computer-aided design; Building design <i>This project teaches children about how architectural style and technology has developed over time and then use this knowledge to design a building with specific features.</i> Technical • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Design • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • 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. Make • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Evaluate • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Investigate and analyse a range of existing products. • Understand how key events and individuals in design and technology have helped shape the world.
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SCHOOL SCHEME SUBJECTS	RE Kirklees agreed syllabus		Why are some places and journeys special?	What values are shown in codes for living?	Should we forgive others?	Passover LTC 	Ramadan and Eid al-Fitr- LTC 	What do Christians believe about old and new covenants?
	BIG QUESTION		How would you bring peace to the world?	Are the best things in life free?	Is it a good idea to put other people first?	When do we eat special food?	How do we put others first?	Can you be happy when you fail?
	Faith week/day Theme	Year A	Holy Trinity	Christmas	Prayer and ritual: The Lord’s Prayer	Easter	Pentecost	St Thomas Day
		Year B	The uniqueness of Jesus	Christmas	Eucharist	Easter	Salvation/Forgiveness	St Thomas
	MUSIC Charanga		Livin’ on a Prayer	Classroom Jazz 1	Make you Feel My Love	Fresh Prince of Belair	Dancing on The Street	Reflect, Rewind and Replay
	COMPUTING Teach Computing		Computing systems and networks Sharing information Identifying and exploring how information is shared between digital systems.	Creating media Vector drawing Creating images in a drawing program by using layers and groups of objects.	Creating media Video editing Planning, capturing, and editing video to produce a short film.	Data and information Flat-file databases Using a database to order data and create charts to answer questions.	Programming A Selection in physical computing Exploring conditions and selection using a programmable microcontroller.	Programming B Selection in quizzes Exploring selection in programming to design and code an interactive quiz.
	PSHE/RSHE Based on PSHE association scheme		How can friends communicate safely?	How will we grow and change?	What makes up a person’s identity?	What decisions can people make with money?	How can drugs common to everyday life affect health?	What jobs would we like?
	PE Please see Beyond Physical scheme		Watch, Move, Connect/ Gaelic Or Swimming	Fair, Share, Dare/ Tag Rugby Or Swimming	Symmetry, Balance, Travel/ Football Or Swimming	Block, Guard, Support/ Tchoukball Or Swimming	Run, Jump, Throw/ Athletics Or Swimming	Aim, Strike, Retrieve/ Rounders Or Swimming
ORACY IDEAS								
MATHS – WHITEROSE			 AUTUMN TERM WHITE ROSE MATHS	SPRING TERM WHITE ROSE MATHS			SUMMER TERM WHITE ROSE MATHS	
ENGLISH TEXT SUGGESTIONS								

SCHOOL VALUE WORD						
BRITISH VALUES	Democracy- The promotion of democracy is extensive within the school. Pupils are vote in their classes for representatives for school council and collective worship council. Pupil voice is sought out regularly through school council, collective worshp councils, prefects, house captains, playleaders and pupil questionnaires. Children are consulted and contribute to the development of school policies, for example our behaviour policy and subject monitoring. The principle of democracy is explored in many areas of our knowledge rich topics and through our PSHE/RSE curriculum. Individual Liberty - Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our 'Online safety' and PSHE lessons. Pupils are given the freedom to make choices, for example signing up for extra-curricular clubs, choosing the level of challenge in some lessons and deciding what to present at class worship. The Rule of Law-The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school worship times. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service are regular parts of our calendar and help reinforce this message. Mutual Respect & Tolerance- As a Church of England school, our ethos is based around core Christian values, including respect. Our aims are firmly based on the value of community and respect, which permeates all aspects of school life, including our school improvement plan and behaviour policy. This is supported by our values led worship time and display, with a different value each half-term. Tolerance is achieved through enhancing pupils understanding of their place in a culturally diverse school and society and by giving them opportunities to share their own faiths, beliefs and cultures. Worship times and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Children have a school visit to different places of worship during their time at school and we actively encourage children and staff to share their own experiences of faith and belief.					
OTHER EVENTS	• Black History Month- October • Harvest Festival - October • Diwali-October • Bonfire Night – 5th November • Remembrance Day- 11th November • Anti-Bulling Week November • Hannukah- December • Christmas -Church and school events		• Chinese New Year- Jan • Children’s Mental Health Week-Feb • Safer Internet Day- • Shrove Tuesday/Ash Wednesday- • Pride- May • World Book Day March • British Science Week- March • Holi- March • Mother’s Day • Ramandan -March/April • Easter- Church and Activities		• Eid El-Fitr- April • Walk to School Week- May • Mental Health Awareness Week-May • Father’s Day- June • Eid-Al-Adha- June/July	

