

St Mary's Catholic Primary School - Long Term Plan - Year B

| | Autumn Term | | Spring Term | | Summer Term | |
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| Year R/1 | My Family The Colour Monster The Problem with Problems Emily Brown Books | Stanley's Stick Owl Babies Gruffalo Stories Stickman | Lost and Found Leaf Emperor Penguin | Rhino's Don't Eat Pancakes The Lion Inside Storm Whale | What the ladybird Heard William Bees Wonderful World of Tractors | Chickens Aren't The Only Ones The Gigantic Potato Oliver's Vegetables |
| Year 2/3 | The Write Stuff: The Owl Who Was Afraid of the Dark (Narrative) The Write Stuff: A Crow's Tale (Fable) Whole class book: The Gorilla Who Wanted to Grow Up by Jill Tomlinson | The Write Stuff Non-Chronological Report- Big Cats The Write Stuff: Information Texts- How to Make A Bird Feeder: Whole class book: Hodgeheg by Dick King-Smith | The Write Stuff: The Great Fire of London by Emma Adams - Non-Fiction (diary/recount) Fairy Tales - Pie Corbett (Narrative) Whole class book: Varjak Paw by SF Said | Traditional Tales - Pie Corbett (Narrative) The Secret of Black Rock by Todd Stanton (Narrative) The Write Stuff: Our World in Pictures: Trees, Leaves, Flowers & Seeds (DK) Non-fiction- (instructions) Whole class book: The Dragonsitter by Josh Lacey | The Write Stuff: Stone Age Boy by Satoshi Kitamura (Narrative) The Write Stuff: The Street beneath My Feet by Charlotte Guillain- Non Fiction - Explanation Whole class book: Charlotte's Web by E. B. White | The Write Stuff: The Happy Prince by Jane Ray (Narrative) The Write Stuff: What's Where on Earth Atlas (DK) Non-fiction Non-Chron report The Colour Collector - Poetry Whole class book: How to Train Your Dragon by Cressida Cowell |
| Year 4/5 | The Write Stuff: The Explorer (Narrative) The Write Stuff: Should we feed animals in National Parks? (Balanced arguments) Whole Class Book: Secret Inventor (Lucy Brandt) | The Write Stuff: The Creature (Newspaper Report) Whole Class Book: The Explorer (Katherine Rundell) | The Write Stuff: Kick by Mitch Johnson (Persuasive Letter) Whole Class Book: The Hatmakers (Tamzin Merchant) | The Write Stuff: The Princess and the Pea (Narrative) Whole Class Book: Count (Melvin Burgess) | The Write Stuff: David Attenborough (Biography) Whole Class Book: Escape to the river sea (Emma Carroll) | The Write Stuff: Cosmic (Narrative) Whole Class Book: The Map Makers (Tamzin Merchant) |
| Year 5/6 | The Nowhere Emporium | The Boy at the Back of the Class | Holes | Floodland | Kensuke's Kingdom | Macbeth |

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| Science | | | | | | | | | | | |
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| St Anthony's | | | St Mark's | | | St Francis' | | | St Alban's | | |
| Autumn Human Body Y1/Seasonal Change Y1 | Spring Plants Y1 / Animals Y1 | Summer Plants growth Y1/ Materials Y1 | Autumn Forces and Magnets Y3/ Everyday Materials Y2 | Spring Light Y3/ Plants Y3 | Summer Living things and their habitats Y2/ Animals including humans Y2 | Autumn Forces and Magnets Y5/ Sound Y4 | Spring Electricity Y4/ States of Matter Y4 | Summer Living things and their habitats Y4 & 5 | Autumn Light Y6 / Electricity Y6 | Spring Properties and Changes of Materials Y5 | Summer Living things and their habitats Y5 & 6 / Evolution & Inheritance Y6 |
| <p>Naming & Labelling body parts. Understanding how to stay healthy. Understanding the use of the senses. Experiencing the World using the senses.</p> <p>Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies Identify and name common plants</p> | <p>Identify and name some common plants and animals in local habitats</p> <p>Identify and describe basic structure common animals Identify and name common animals Describe and compare the structure of a variety of common animals</p> | <p>Identify and name common plants Identify and describe basic structure of a flower</p> <p>Distinguish between object and material Identify and name variety of materials Describe physical properties Compare everyday materials</p> | <p>Compare how things move on different surfaces notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Compare and group together a variety of everyday materials on</p> | <p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Find patterns in the way that the</p> | <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Notice that animals, including humans, have</p> | <p>How magnets attract or repel each other. Compare and group some magnetic materials. Describe magnets as having 2 poles.</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act</p> | <p>identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and</p> | <p>Environmental changes. Habitats.</p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things Flowering plant part,</p> | <p>Recognise that light appears to travel in straight lines</p> <p>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</p> <p>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</p> <p>Use the idea that light travels in straight lines to explain why</p> | <p>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</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide</p> | <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> |

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| | | | <p>the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>Describe magnets as having 2 poles</p> <p>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p> | <p>sizes of shadows change.</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> | <p>offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> | <p>between moving surfaces</p> <p>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p> | <p>associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors</p> <p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> | <p>requirements and functions Requirements for life and growth. Water transportation. Life cycle.</p> | <p>shadows have the same shape as the objects that cast them</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p> | <p>how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic 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</p> |
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| History | | | | | | | | | | | |
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| St Anthony's | | | St Mark's | | | St Francis' | | | St Alban's | | |
| Autumn | Spring | Summer | Autumn | Spring | Summer | Autumn | Spring | Summer | Autumn | Spring | Summer |
| <p>What was life like for people in the past? Personal History timelines</p> | <p>Scott of the Antarctic</p> | <p>Farming in the Past</p> | <p>Local History- Mary Anning</p> | <p>Great Fire of London</p> | <p>Pre-historic Britain Stone Age to iron Age</p> | <p>North American History: Ancient Maya</p> | <p>Medieval Monarchs</p> | <p>Ancient Greece</p> | <p>Power, Empire and Democracy</p> | <p>Global History - Shang Dynasty</p> | <p>Crime and Punishment</p> |
| <p>Sequence events in their life. Sequence 3 or 4 artefacts from distinctively different periods of time.</p> | <p>Recognise difference between past and present. Know and recount episodes from stories about the past. Find answers to simple questions about the past from sources. E.g. artefacts.</p> | <p>Sequence 3 or 4 artefacts from distinctively different periods of time. Find answers to simple questions about the past from sources. E.g. artefacts.</p> | <p>Significant historical events, people and places in their own locality. Compare pictures or photographs of people or events in their past. Changes within living memory.</p> | <p>Events beyond living memory that are significant nationally or globally. The lives of significant individuals who have contributed to national and international achievements.</p> | <p>Changes in Britain from the Stone Age to the Iron Age. Plot a timeline of historical events</p> | <p>Find out about everyday lives of people in time studied and compare with our life today. Place events from period studied on a timeline. Use a range of sources to find out about a period.</p> | <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - the changing power of monarchs using case studies</p> | <p>Compare aspects of life in different periods.</p> | <p>Make comparisons between different times in the past. Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied.</p> | <p>Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study a non-European society that provides contrasts with British history</p> | <p>Compare an aspect of life with the same aspect in another period. Use a range of sources to find out about an aspect of time past.</p> |

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| Geography | | | | | | | | | | | |
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| St Anthony's | | | St Mark's | | | St Francis' | | | St Alban's | | |
| Autumn | Spring | Summer | Autumn | Spring | Summer | Autumn | Spring | Summer | Autumn | Spring | Summer |
| Local- Here I am - Y1 | Global- There you are - Y1 | National- Where we are - Y1 | Climates around the world- Y2 | Rivers, seas & oceans - Y2 | Mountains & volcanoes - Y3 | Rainforests - Y4 | World Trade - Y5 | Earthquakes & settlements - Y4 | On the move (Migration and emigration) Y6 | Non-European Study- China | Improving the environment - Y6 |
| <p>Identifying seasonal patterns through the year. Name the four compass points. Use simple field work to study the geography of the school. Name & identify the four countries and capital cities of the UK.</p> | <p>Identifying seasonal patterns through the year. Understand that a world map shows all the countries of the world. Comparison with non EU country. (climate)</p> | <p>Identifying seasonal patterns through the year.</p> | <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in the world. Impacts of climate change and affects it has on our planet. Identify and locate hot and cold areas of the world in relation to the equator, north and south pole.</p> | <p>Identify human and physical characteristics. Key features including hills, mountains, coasts and rivers and land use patterns and understand how some of these aspects have changed over time.</p> | <p>Describe and understand key aspects of: physical geography, including: ... mountains, volcanoes and earthquakes</p> | <p>Use maps, atlases, globes and digital mapping. Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p> | <p>Use maps, atlases, globes and digital mapping. 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.</p> | <p>Physical and human geography.</p> | <p>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</p> | <p>Environmental regions, key physical and human characteristics, major cities and national parks. Compare and contrast areas over time. Comparing time zones Understand geographical similarities and differences through the study of human and physical geography of a region in a non-European country, and a region within UK</p> | <p>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.</p> |

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| Art | | | | | | | | | | | |
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| St Anthony's | | | St Mark's | | | St Francis' | | | St Alban's | | |
| Collage Drawing | Printmaking | Painting 3D, mark making, colour | Sketchbooks Drawing Painting | Cloth, Thread, Paint | Painting Printmaking and Collage 3D, architecture and digital media | Drawing Sculpture | Drawing and printmaking Painting, collage/sketchbooks | Sculpture | Design and making Architecture and making (construction, mark making, paint) | Drawing, making, colour (drawing, collage, sculpture) | Design and making (drawing, painting, fabric) |
| Portraits & Family Portraits Night time collage | Spring 2 https://www.accessart.org.uk/simple-printmaking/ | Summer 2 https://www.accessart.org.uk/playful-making/ | Autumn 1: Spirals Making boats that float Autumn 2: Colour Wheel MiniBeasts artwork | Spring 1 Pathway: https://www.accessart.org.uk/cloth-thread-paint/ | Summer 1: Houses from around the world Become an architect! Summer 2: Mono printing with Oil pastel and carbon copy paper Dressing up as fossils | Autumn 1: Illustrating the Jabberwocky Autumn 2: Quick clay figurative sketches / making a pocket gallery | Exploring Still Life Pathway: https://www.accessart.org.uk/still-life/ | Summer 1: Drawing nests / building nests Summer 2: Thoughtful mark making/ birds in trees | Autumn 1: Sketchbook exploration/ supersedes jewellery Autumn 2: Show me what you see / sculptures with personality | Spring 1: Inspired by Miro: Automatic drawing, collage and sculpture Spring 2: Flat yet sculptural: drawing, collage, sculpture | Summer 1: Making a festival feast/ communal picnic drawing Summer 2: How does the sculpture balance? |

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| St Anthony's | | | St Mark's | | | St Francis' | | | St Alban's | | |
| Autumn | Spring | Summer | Autumn | Spring | Summer | Autumn | Spring | Summer | Autumn | Spring | Summer |
| Food tech Sewing - Christmas decoration | Structures - Making Boats | Making a movie story book | Food Tech A balance diet | Textile Cushions | Structures Creating a castle | Mechanisms Wheels and axles | Textiles | Food tech | Textiles | Food tech Preparing vegetables for a Chinese inspired stir-fry. | Structures/ Mechanisms |
| <p>Design design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p>Technical knowledge builds structures, exploring how they can be made stronger, stiffer and more stable, explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> | | | | | | <p>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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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</p> <p>Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge 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] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products.</p> | | | | | |

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| Music | | | | | | | | | | | |
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| St Anthony's | | | St Mark's | | | St Francis' | | | St Alban's | | |
| Autumn | Spring | Summer | Autumn | Spring | Summer | Autumn | Spring | Summer | Autumn | Spring | Summer |
| Charanga Year R | | | Charanga Year 2 | | | Charanga Year 4 | | | Charanga Year 5 | | |
| <p>Me!</p> <p>My stories</p> | <p>Everyone</p> <p>Our world</p> | <p>Big bear fund</p> <p>Reflect, rewind and replay</p> | <p>Hands, feet, heart - South African music</p> <p>Ho, Ho, Ho! - festivals and Christmas</p> | <p>I wanna play in a band - rock</p> <p>Zootime - reggae and animals</p> | <p>Friendship song - pop</p> <p>Reflect, rewind and replay - The history of music, look back and consolidate your learning, learn some of the language of music</p> | <p>Mamma Mia: ABBA's music</p> <p>Glockenspiel Stage 2:</p> <p>Exploring and developing playing skills using the glockenspiel</p> | <p>Stop!</p> <p>Writing lyrics linked to a theme</p> <p>Lean on me</p> <p>Soul/Gospel music and helping one another</p> <p>*Guitar with Dorset Music*</p> | <p>Blackbird</p> <p>The Beatles, equality and civil rights</p> <p>Reflect, rewind and replay.</p> <p>The history of music, look back and consolidate your learning, learn some of the language of music.</p> | <p>Livin' on a prayer - Rock anthems</p> <p>Classroom Jazz 1 - Jazz and improvisation</p> | <p>Make you feel my love - pop ballads</p> <p>The Fresh prince of Bel-air - Old school hip hop</p> | <p>Dancing in the street - Motown</p> <p>Reflect, rewind, replay!</p> |
| Computing | | | | | | | | | | | |
| St Anthony's | | | St Mark's | | | St Francis' | | | St Alban's | | |
| <p>Computing Systems and Networks</p> <p>Creating Media Digital Painting</p> | <p>Creating Media Digital Writing</p> <p>Data and Information Grouping Data</p> | <p>Programming A - Moving a Robot</p> <p>Programming B - Intro to animation</p> | <p>Computer Systems and Networks - Computers around us</p> <p>Creating Media - Digital Photography</p> | <p>Creating Media - Making Music</p> <p>Data and Information - Pictograms</p> | <p>Programming A - Robot Algorithms</p> <p>Programming B - An introduction to quizzes</p> | <p>Computer Systems and Networks - connecting computers</p> <p>Creating Media - Animation</p> | <p>Creating Media - Desktop Publishing</p> <p>Data and Information - Branching Database</p> | <p>Programming A - Sequence in Music</p> <p>Programming B - Events and Actions</p> | <p>Computer Systems and Networks - Communication</p> <p>Creating Media 3D Modelling</p> | <p>Creating Media - Web Page Creation</p> <p>Data and Information - Spreadsheets</p> | <p>Programming A - Variables in Games</p> <p>Programming B - Sensing</p> |

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| Physical Education | | | | | | | | | | | |
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| St Anthony's | | | St Mark's | | | St Francis' | | | St Alban's | | |
| Football / Rugby / Netball | Hockey / Gymnastic s / Dance | Athletics / Tennis / Cricket | Football / Rugby / Netball | Hockey / Gymnastics / Dance | Athletics / Tennis / Cricket | Football / Rugby / Netball | Hockey / Gymnastics / Dance | Athletics / Tennis / Cricket | Football / Rugby / Netball | Hockey / Gymnastics / Dance | Athletics / Tennis / Cricket |
| Modern Foreign Languages | | | | | | | | | | | |
| | | | | | Phonics lesson 1&2 Shapes Musical Instruments | Phonics lesson 1&2 Shapes Musical Instruments | Vegetables Ancient Britain | In Class Habitats | Phonics lesson 3&4 The Date My Home | Clothes The weather | Healthy Living Me in the World |
| PSRE | | | | | | | | | | | |
| <p>Module 1 Unit 1: Religious Understanding Story Sessions: Handmade with Love Unit 2: Me, my body, my health Session 1: I Am Me Session 2: Heads, Shoulders, Knees and Toes Session 3: Ready Teddy? Unit 3: Emotional well-being Session 1: I Like, You Like, We All Like! Session 2: Good Feelings, Bad Feelings Session 3: Let's Get Real Unit 4: Life</p> | <p>Module 2 Unit 1: Religious Understanding Session 1: Role Model Unit 2: Personal Relationships Session 1: Who's Who? Session 2: You've Got a Friend in Me Session 3: Forever Friends Unit 3: Keeping Safe Session 1: Safe Inside and Out Session 2: My Body, My Rules Session 3: Feeling</p> | <p>Module 3 Unit 1: Religious Understanding Session 1: God is Love Session 2: Loving God, Loving Others Unit 2: Living in the Wider World Session 1: Me, You, Us</p> | <p>Module 1 Unit 1: Story Sessions 1: Let the Children Come Session 1: I am Unique Session 2: Girls and Boys Session 3 & 4 (two sessions): Clean & Healthy Session 1: Feelings, Likes and Dislikes Session 2: Feeling Inside Session 3: Super Susie Gets Angry</p> | <p>Module 2 Unit 1: Session 1: God Loves You Unit 2: Session 1: Special People Session 2: Treat Others Well... Session 3: ...and Say Sorry Unit 3 Session 1: Being Safe Session 2: Good Secrets & Bad Secrets Session 3: Physical Contact Session 4: Harmful Substances Session 5: Can You Help Me?</p> | <p>Module 3 Unit 1 Session 1: Three in One Session 2: Who Is My Neighbour? Unit 2 Session 1: The Communities We Live In</p> | <p>Module 1 Unit 1 Session 1: Get Up! Session 2: The Sacraments Unit 2 Session 1: We Don't Have To Be The Same Session 2: Respecting Our Bodies Session 3 (Yr4+) What is Puberty? Session 4 (Yr4+) Changing Bodies Session 5 (Yr4+)</p> | <p>Module 2 Unit 1 Story Sessions: Jesus, My Friend Unit 2 Session 1: Friends, Family and Others Session 2: When Things Feel Bad Unit 3 Session 1: Sharing Online Session 2: Chatting Online Session 3: Safe in My Body Session 4: Drugs, Alcohol and Tobacco</p> | <p>Module 3 Unit 1 Session 1: A Community of Love Session 2: What is the Church? Unit 2 Session 1: How Do I Love Others?</p> | <p>Module 1 Unit 1 Story Sessions: Calming the Storm Unit 2 Session 1: Gifts and Talents Session 2: Girls' Bodies Session 3: Boys' Bodies Session 4: Unit 3 Spots and Sleep Session 1: Body Image Session 2: Peculiar Feelings Session 3: Emotional Changes Session 4: Seeing Stuff</p> | <p>Module 2 Unit 1 Session 1: Is God Calling You? Unit 2 Session 1: Under Pressure Session 2: Do You Want a Piece of Cake? Session 3: Unit 2 Self-Talk Session 1: Sharing Isn't Always Caring Session 2: Cyberbullying Session 3: Types of Abuse Session 4: Impacted Lifestyles Session 5: Making Good Choices Session 6: Giving Assistance</p> | <p>Module 3 Unit 1 Session 1: The Trinity Session 2: Catholic Social Teaching Unit 2 Session 1: Reaching Out</p> |

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| cycles Session 1: Growing Up | Poorly Session 4: People Who Help Us | | Unit 4 Session 1: The Cycle of Life | (can be split into 2) | | Discussion Groups - optional Unit 3 Session 1: What Am I Feeling? Session 2: What Am I Looking At? Session 3: I Am Thankful! | Session 5: First Aid Heroes | | Online Unit 4 Session 1: Making Babies (P1) Session 2: Making Babies (Pt2) *Optional. See your Programme Coordinator Session 3: Menstruation | |
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