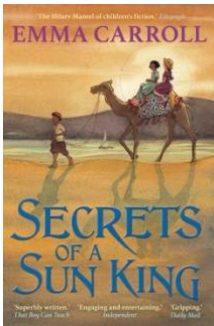
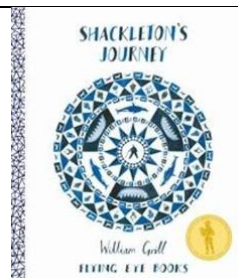
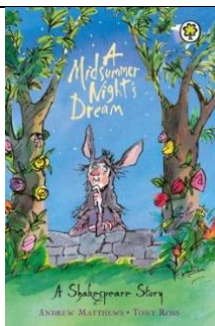
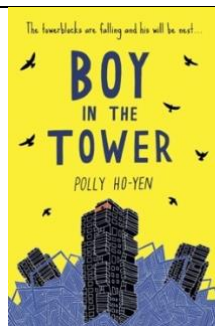
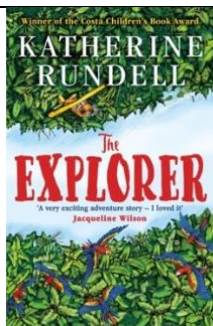
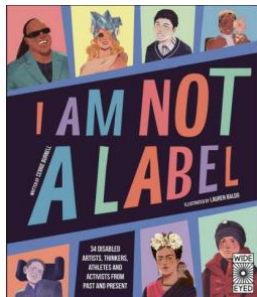


Curriculum Overview						
	Autumn 1x6.5	Autumn 2x6	Spring 1x6	Spring 2x5	Summer 1x7	Summer 2x6
Year 5						
Educational visits/ performance	PGL residential Experience: Ancient Greeks	Mosque	The Avanti Way play Horniman museum: Benin	Science museum: Earth & Space	Kew Gardens: art in nature	Fieldwork trip
Reading Carried over half terms	 x6 Focus on the core text for summarising and understanding themes Focus on a report, some museum labels and an advertisement for retrieval Focus on the core text for comparing and authorial intent Focus on a balanced argument, a sports	 x6 Focus on the core text for summarising and authorial intent Focus on a letter, a report and an interview for retrieval Focus on the core text for comparing and giving a personal response Focus on a poem, an internal monologue and a	 x4 Focus on the core text for predicting and a personal response Focus on some biographies, a commentary and an extract from the original play for retrieval Focus on the core text for summarising	 x6 Focus on the core text for comparing and a personal response Focus on a poem, a fact file and a set of instructions for retrieval Focus on the core text for predicting and authorial intent Focus on a speech, a section of dialogue	 x6 Focus on the core text for prediction, retrieval and exploring characteristics of an explorer Focus on news articles for retrieval Focus on contrasting text types for inference,	 x6 Focus on the core text for summarising and a personal response Focus on the charity appeal and the poem for retrieval Focus on the core text for comparing and authorial intent



	commentary and a discussion for inference Focus on the core text for predicting and a personal response Focus on a manifesto, a list of school rules and a travel itinerary for retrieval Focus on the core text for summarising and understanding themes Focus on a description, a narrative extract and a report for inference Focus on the core text for comparing and a personal response Focus on a set of instructions, a narrative extract and a fact sheet for retrieval Focus on the core text for summarising and authorial intent Focus on the poem If and a news report for inference	narrative for inference Focus on the core text for predicting and understanding themes Focus on an extended narrative and a diary extract for retrieval Focus on the core text for summarising and a personal response Focus on a news report, a poem and a playscript for inference Focus on the core text for comparing and authorial intent Focus on a report, an advertisement and a persuasive speech for retrieval Focus on the core text for predicting and understanding themes Focus on an information leaflet, a biography and a poem for inference	and understanding themes Focus on a narrative, a report and a poem for inference  X4 (adapt to 3 weeks) Focus on the core text for comparing and authorial intent Focus on a narrative, a report and a discussion for retrieval Focus on the core text for predicting and a personal response Focus on an extended narrative and a poem for inference	and a report for inference Focus on the core text for summarising and understanding themes Focus on a news report, an internal monologue and a poster for retrieval Focus on the core text for comparing and a personal response Focus on a description, an explanation and an advertisement for inference Focus on the core text for summarising and understanding themes Focus on a magazine article, a narrative extract and a report for retrieval Focus on the core text for predicting and authorial intent Focus on a poem	including the core text, an advert and a narrative extract Focus on an instructional text Focus on the core text, identifying themes Focus on the effect of words Focus on summarising the core text and debate Focus on summarising aspects of the core text Focus on the structure and sequencing of an instructional text Focus on the retrieval of facts from a news report Focus on the core text for prediction	Focus on the non-fiction text and narrative extract for inference Focus on the core text for understanding themes and prediction Focus on the nonfiction text and extract from Gulliver's Travels for retrieval Focus on the core text for authorial intent and a personal response Focus on the meeting transcript and propaganda poster for inference Focus on the core text for comparing and summarising Focus on the
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			Focus on the core text for comparing and understanding themes Focus on an information leaflet, a narrative and an interview for retrieval Focus on the core text for summarising and a personal response Focus on a diary extract, an advertisement and a narrative for inference	and a description for inference	Focus on the effect of words used by the author and infer the authorial intent	nonfiction text and the poem for retrieval Focus on the core text for authorial intent and a personal response Focus on the logbook extract and speech for inference
English	Third person stories set in another culture *History: Ancient Egyptians (Y4 learning) x3 Formal letters of application x1 Poems that use word play *Science: properties x1	Dialogue in narrative (first person myths and legends) *History: Ancient Greeks x3 Balanced argument x2	Third person stories set in another culture x3 Formal letters of application *DT: textiles x1 Poems which explore form x1	Playscripts x2 Biography *Science: Earth & space x3	Dialogue in narrative (first person myths and legends) *History: Ancient Mayans x3 Playscripts *Reading: Shakespeare x2	Biography x3 Balanced argument x2 Poems which explore form x1



					Poems that use word play x1	
	Modal verbs, relative clause and relative pronouns					
	Suffixes and prefixes, linking ideas across paragraphs using adverbials.					
	Dashes, brackets or commas to indicate parenthesis					
Mathematics	<u>Place value</u> x3 Roman numerals to 1,000 Numbers to 10,000 Numbers to 100,000 Numbers to 1,000,000 Read and write numbers to 1,000,000 Powers of 10 10/100/1,000/10,000/100,000 more or less Partition numbers to 1,000,000 Number line to 1,000,000 Compare and order numbers to 100,000 Compare and order numbers to 1,000,000 Round to the nearest 10, 100 or 1,000 Round within 100,000 Round within 1,000,000 <u>Addition and subtraction</u> x2 Mental strategies Add whole numbers with more than four digits Subtract whole numbers with more than four digits Round to check answers Inverse operations (addition and subtraction)		<u>Multiplication and Division Continued</u> x3 Multiply up to a 4-digit number by a 1-digit number Multiply a 2-digit number by a 2-digit number (area model) Multiply a 2-digit number by a 2-digit number Multiply a 3-digit number by a 2-digit number Multiply a 4-digit number by a 2-digit number Solve problems with multiplication Short division Divide a 4-digit number by a 1-digit number Divide with remainders Efficient division Solve problems with multiplication and division <u>Fractions Continued</u> x2 Multiply a unit fraction by an integer Multiply a non-unit fraction by an integer		<u>Statistics cont.</u> x1 Draw line graphs Read and interpret line graphs Read and interpret tables Two-way tables Read and interpret timetables <u>Shape</u> x3 Understand and use degrees Classify angles Estimate angles Measure angles up to 180° Draw lines and angles accurately Calculate angles around a point Calculate angles on a straight line Lengths and angles in shapes Regular and irregular polygons 3-D shapes <u>Position and directions</u> x2 Read and plot coordinates	



- Multi-step addition and subtraction problems - Compare calculations - Find missing numbers <u>Multiplication and Division</u> x3 - Multiples - Common multiples - Factors - Common factors - Prime numbers - Square numbers - Cube numbers - Multiply by 10, 100 and 1,000 - Divide by 10, 100 and 1,000 - Multiples of 10, 100 and 1,000 <u>Fractions</u> x4 - Find fractions equivalent to a unit fraction - Find fractions equivalent to a non-unit fraction - Recognise equivalent fractions - Convert improper fractions to mixed numbers - Convert mixed numbers to improper fractions - Compare fractions less than 1 - Order fractions less than 1 - Compare and order fractions greater than 1 - Add and subtract fractions with the same denominator - Add fractions within 1 - Add fractions with total greater than 1 - Add to a mixed number	- Multiply a mixed number by an integer - Calculate a fraction of a quantity - Fraction of an amount - Find the whole - Use fractions as operators <u>Decimals and percentages</u> x3 - Decimals up to 2 decimal places - Equivalent fractions and decimals (tenths) - Equivalent fractions and decimals (hundredths) - Equivalent fractions and decimals - Thousandths as fractions - Thousandths as decimals - Thousandths on a place value chart - Order and compare decimals (same number of decimal places) - Order and compare any decimals with up to 3 decimal places - Round to the nearest whole number - Round to 1 decimal place - Understand percentages - Percentages as fractions - Percentages as decimals - Equivalent fractions, decimals and percentages <u>Perimeter and area</u> x2 - Perimeter of rectangles - Perimeter of rectilinear shapes	- Problem solving with coordinates - Translation - Translation with coordinates - Lines of symmetry - Reflection in horizontal and vertical lines <u>Decimals</u> x3 - Use known facts to add and subtract decimals within 1 - Complements to 1 - Add and subtract decimals across 1 - Add decimals with the same number of decimal places - Subtract decimals with the same number of decimal places - Add decimals with different numbers of decimal places - Subtract decimals with different numbers of decimal places - Efficient strategies for adding and subtracting decimals - Decimal sequences - Multiply by 10, 100 and 1,000 - Divide by 10, 100 and 1,000 - Multiply and divide decimals – missing values <u>Negative Numbers</u> x1 - Understand negative numbers
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	Add two mixed numbers Subtract fractions Subtract from a mixed number Subtract from a mixed number – breaking the whole Subtract two mixed numbers		Perimeter of polygons Area of rectangles Area of compound shapes Estimate area <u>Statistics</u> x1 Draw line graphs Read and interpret line graphs Read and interpret tables Two-way tables Read and interpret timetables		Count through zero in 1s Count through zero in multiples Compare and order negative numbers Find the difference <u>Converting units</u> x2 Kilograms and kilometres Millimetres and millilitres Convert units of length Convert between metric and imperial units Convert units of time Calculate with timetables <u>Volume</u> x1 Cubic centimetres Compare volume Estimate volume Estimate capacity	
Science <i>Carried over half terms</i>	<u>Properties and changes of materials</u> <i>*Poems that use word play</i> x6 Properties, mixtures and solutions Solubility Separation of materials Reversible and irreversible change	<u>Animals, including humans</u> x3 Life Growth Human and animal lifespans	<u>Forces</u> x6 Non-contact and contact forces Gravity Friction Resistance Air resistance investigation	<u>Earth and Space</u> <i>*Biography</i> x6 Position, relationship / movement of planets / spherical bodies. The effect of the Earth’s rotation, tilt and orbit has on day,	<u>Living things and their habitats</u> x6 Mrs GREN – Recap of life processes Life Cycles Inspirational scientists Reproduction	<u>Revisit: Earth and Space</u> x5 Inspirational scientists



			Inspirational scientist Levers, pulleys and gears	night and seasons.	Plants and animals – what's the life process of reproduction.	
History	<u>Ancient Greece – a study of Greek life and achievements and their influence on the western world (A1)</u> x2 *Third person story set in another culture * Dialogue in narrative Concepts: civilisation, power, democracy, knowledge Who were the Ancient Greeks and when did they rule? What beliefs did the Ancient Greeks hold? City-states: what was the difference between Athens and Sparta? What was democracy like in Athens? Why was the theatre important to the Ancient Greeks? What myths and fables did the Ancient Greeks create? What happened at the Battles of Marathon and Salamis? Why were they important? Why were the Olympic games invented by the Ancient Greeks? Who was Alexander the Great and why was he so renowned?		<u>Non-European society that contrasts with British history - Benin (S1)</u> x5 Concepts: civilisation, power, knowledge Where was ancient the kingdom of Benin located? Who were the first rulers of the Edo people? Who were the Oba and what did they do? What was life like in ancient Benin City? What was the significance of trade in the city? What was similar and different between Benin and Anglo-Saxon Britain? What happened to the mighty Benin City?		<u>A non-European society that provides contrasts with British history - Maya (S1)</u> * Dialogue in narrative x6 Concepts: civilisation, power, knowledge Where did the Maya live? What were the significant events in the Maya's history? What were Maya city-states like? City-state study – Tikal, Palenque or Chichen Itza What did the Maya invent? What happened to the Maya city states? Compare location, settlement, people, culture and invention between Anglo-Saxons and Maya c. AD 900	



Geography	<u>Location of countries of the world countries – biomes and environmental regions (A2)</u> x5 Where would you find the major countries of the world? Where would you find the major cities of the world? What is a biome? (Environmental region) How do biomes change across the world? What are the human characteristics that define Europe, North and South America? What are the physical characteristics that define Europe, North and South America?	<u>Map skills: 4 and 6 figure grid references (S2)</u> x3 Why do we need latitude and longitude? What are 4 and 6 figure grid reference and how do we use them?	<u>OS maps and fieldwork (S2)</u> x4 What are OS maps and how do we use them? What are four and six figure grid references? What are contour lines? What does the land look like in my local area? What is the land like in a contrasting locality?
Art	<u>Drawing and Painting (A1)</u> What is meant by subtractive drawing What abstract art is Lines can be used to suggest harmony Combine drawing techniques, making informed decisions based on knowledge of what could happen Transfer and enlarge an image Work in the style of an artist	<u>Printmaking (S2)</u> Reduction is a method of block printing where part of the block is removed to create layers of colour and each colour is printed on top of the last Create reduction prints and explain and record the process	<u>3D (S1)</u> An armature can be used to create a piece of 3D art Clay can be joined by a score and slip method Use armatures to produce 3D forms Join two or more pieces of clay
DT	<u>Systems (A2)</u> How do we keep ourselves safe on the road? Technology can be used to program and control a product Combine elements of their design knowledge to fulfil a brief	<u>Textiles (S1)</u> *Formal letter of application What fabric is ideal for creating a functional hardwearing lunch bag? How to waterproof cotton fabric	<u>Food & Nutrition (S2)</u> Why are our diets so different? Know some foods and key ingredients from other cultures Know how other cultures' food can be nutritious



		- Which fabrics are both functional and hardwearing - Use beeswax to waterproof cotton fabric - Repurpose a pair of jeans	- Be able to: - Make, roll and cook a flatbread - Prepare a range of vegetables - Present foods to a high standard
Spanish	- Likes & dislikes - Lunch language - Instruments & musical preferences	- Around the town & directions - Clothes	- Months, seasons & weather - Present & imperfect tenses - Planets
Music	<u>Focus: Composition Notation, Body and Tuned Percussion and Improvisation.</u> Children will be able to: - Sing in time and in tune with others; identify structure of a piece of music - Improvise own piece - Perform with confidence and in time with others - Engage in discussion about a piece of music using varied vocabulary - Compose and play a melody/ rhythmic pattern using graphic notation - Contribute to the group performance and composition - Compare and contrast pieces of music from different eras.	<u>Focus: Composition, Notation and Blues</u> Children will be able to: - Discuss origins of the Blues and identify some features of this genre, sing a Blues-style song - Play some Blues chords and become familiar with those used in Blues music - Sing in time and in tune with others - identify structure of a piece - Improvise own piece of music - Contribute meaningfully to the group performance and composition.	<u>Focus: South & West Africa</u> Children will be able to: - Sing using the correct pronunciation, with increasing confidence - Play a chord with two notes, remaining in time - Maintain part in a performance with accuracy - Play more complicated rhythms in time and with rests - Create an eight-beat break and play this in the correct place.
Computing	<u>Computer Science: coding</u> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems and solving	<u>Information Technology: media</u> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	<u>Information Technology: media</u> - Use search technologies effectively. - Use a variety of software (including Internet services) on a range of digital devices to design and create content



	problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. <u>Computer Science: computational thinking</u> Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Understand computer networks including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact		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 information. <u>Digital Literacy: online safety</u> 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. Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Be discerning in evaluating digital content.		that accomplish given goals, including presenting information. Use technology safely, respectfully and responsibly. <u>Information Technology: media</u> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. 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 information.	
PE	<u>Football</u>	<u>Netball</u>	<u>Gymnastics & Dance</u>	<u>HRE</u>	<u>Athletics</u>	<u>Cricket</u>
	Dribbling	Passing	Basic shapes	Mini circuits		



	First touch Passing Pass and move Positioning Attack vs defence Tactical awareness Shooting Matches	Passing and moving Receiving Positions and their roles Footwork rule Pivot Attack vs defence Matches	Travelling Directions Speeds Linking Mirroring Pencil roll Balance Landing Jumps from height Teddy bear roll Half turn Full turn Egg roll Forward roll Backwards roll Sequences Non-locomotor movements Locomotor movements Group patterns Simple line dance routines	Basic fitness Engaging different movements of the body Importance of exercise Long distance running Interval training	Basic movements Running Balancing Different speeds Jumping Jumping over obstacles Throwing Jumping with height & distance Long distance Triple jump Relay Improving techniques	Underarm bowling Batting Accuracy Close catching Deep fielding Overarm bowling Front foot drive technique Long barrier/short barrier Types of bowling Distance Placement Matches
Sanskrit	Nouns and Gender ‘Animals’ topic		Verbs ‘Nature’ topic		Simple sentences ‘Forest’ topic	
Yoga	<u>Mooladhara, Root</u> Practise various asanas to build grounded	<u>Swadhisthana, Creativity</u>	<u>Manipura, Solar</u> Practise various asanas to improve	<u>Anahata, Heart</u> Practise various asanas in standing,	Practise asanas in team and individual works.	



	stability and balance the foundation chakra. Record daily practise of 21+ types of Chandra Namaskar asanas flow (L5), concentrate on the variation poses Parivrtta Trikonasana, Utthita Padangusthasana, Natarajasana to link with the 8+2 qualities of Radharani. How many limbs of Yoga are there? What are the first 2 limbs of Yoga? Why is it important to implement them in our daily interactions? What are the 5 main teachings of Yamas related to the teachings of BG? Record the experiences of progress including the names of asanas, pranayama, mudras, meditation. Produce a photo of an asana and a verse of BG to cultivate ownership of progressive practise.	Practise various asanas in standing, sitting, prone and supine to increase the creativity chakra. Practise 5 cycles of Surya Namaskar with 5 chanting of the 12 mantras daily, state the main names of asanas, by producing a poster with their personal selection verse of BG to improve wellbeing and connect with Divine. What are the 5 main teachings of Niyamas related to the teachings of BG? How to implement them in our daily lives? Practise the steps leading to Padmasana and practise the sitting awakening asana daily with Nadi Shodhana (L3) to	digestion linking to Manipura chakra. Parents are encouraged to participate in the campaign of performing 5 cycles of Surya Namaskar with their children daily. Practise variations standing poses- Parivrtta Viparita Virabhadrasana, Trikonasana, Natarajasana to the Surya Namaskar flow. Record the experiences including the names of asanas, pranayama, mudras and meditation. Produce a photo of an asana and a verse of BG to cultivate ownership of progressive practise. Practise Kalpa Bhati pranayama to rejuvenate the brain cells.	sitting, prone and supine to balance the heart chakra. Surya Namaskar campaign continues- practise 6 cycles of Surya Namaskar with 6 chanting mantras daily, state the main names of asanas. Produce a poster showing the Surya Namaskar flow with their personal selection verse of BG/ SB/ CC to improve wellbeing and connect with Divine. Incorporate energising Ardha Dhanurasana into Surya Namaskar flow to raise self-confidence, align towards a flexible and straight spine. Practise face acupressure with Sama Vritti (L3) to promote positive breathing and	Experience the meanings of prayers of Narsimha Kavaca and Jagannathastakam. Perform meditation, asanas and pranayama related to the pastimes in Vrindavan and Kurukshetra. Revise asanas and pranayama taught in Autumn and Spring. Teach chakra chanting, assist in performing asanas and pranayama. Participate in the campaign of performing Chandra Namaskar, linked to the teachings of Bhagavad Gita, Srimad Bhagavatam and Chaitanya Caritamrta.
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	Practise Citta mudra to observe their feelings and thoughts more clearly. Practise Neiguan meditation to improve the working	improve the coordination of mindful breathing and usage of Vishnu mudra. Practise and lead Laughter yoga campaigns in the mood of goodness. Practise, remember the names of the mudras and their benefits- Chin, Shunya, Dhyana, Jala, Citta and Shankh to improve digestion, meditation, hearing, observations skills and cultivate team leadership qualities	Practise inner strength silence, sankalpa with Ka	cultivate a natural loving kindness. Practise, remember the names of the hand mudras learnt and their benefits to improve digestion, meditation, hearing, observations skills and overcome challenges.	
PRE	<u>God & World: Creation and destruction</u> Describe the creation stories from Hindu and Christian perspectives, including the reasons for why the material creation occurred. Know and be able to explain how Krishna	<u>Self & world: Symbols - their significance meaning</u> Define the term symbol and be able to give examples of the significance of symbols in various human contexts,	<u>Self & world Building and sustaining communities</u> Know and understand how communities can contribute to strength and happiness; they will also need to examine	<u>Self & god: Good company, personal choice and holy people</u> Know core Vaishnava beliefs and common wisdom about the importance of good company.	<u>God & World: Part 1: Mahabharata and leadership</u> <u>Part 2: The Mahabharata: background to Arjuna's dilemma</u> Know the main plot and characters and can describe them in some detail. Know and understand Krishna's specific role in the story and in particular, with reference to his helping his devotees.



	appears as the three different Vishnu forms to facilitate creation, and the appearance and roles of Shiva and Brahma. Explain the meaning and significance of these stories, especially for followers of the faith (meaning and purpose of life). Explore and evaluate what differences might exist between what we accept as fact and beliefs which require faith. Explore the role of faith and authority in the process of 'knowing' things beyond our sense perception. Articulate their own responses to these stories and to environmental issues which display creation, maintenance and destruction.	both religious and secular. Identify and express the symbols that are important to them personally. Identify and express the significance and value of symbols in a variety of religious and non-religious traditions. Evaluate how a "material" symbol can have "spiritual" potency. Explore and evaluate how this relates to Krishna's material energy and His spiritual energy. Analyse if the deity and Krishna's name is "material" or "spiritual". List different types of symbols (beyond the pictorial). Explain, from a number of faith perspectives, the role	what happens when disagreements arise within a community. Know and be able to explain the core principles of the Varnashram social system, including economic, political and social Know and understand the various roles of the Varnas and how they relate to modern day. Are able to articulate their opinion on the pros and cons of such a system. Know and understand the goal of the Varnashram system. Critique how inclusive their school community is. Develop and design an ideal society or community group.	They will also explore and apply the concept of Sanga and how this relates to spiritual practice Understand and apply the prohibitions around criticising and upsetting others. Identify and explain the key choices one may make in contemporary life with respect to association and evaluate the potential and respective consequences. Identify and re-tell stories from Vaishnava scriptures that illustrate the importance of making wise choices. Explore and evaluate the concept and role of a Guru and of Sanga in general, within the lives of Srila Prabhupada and one	Understand and apply the concept of the gunas to the different characters. Evaluate the personal qualities of the main characters and how these determined their decisions and thus the outcomes of the story. Understand and explain the different styles of leadership, with reference to the characters of the Mahabharata and to the gunas. Explain the background to the Gita, and especially the events leading up to the Battle of Kurukshetra and the dilemmas faced by each main character. Analyse and explain in their own words Arjuna's dilemma and relate this to dilemmas that they and others have/may have in 21st century. Identify and articulate strategies for resolving dilemmas and apply them to their own lives.
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		of iconography and various views and attitudes towards it	Evaluate the positive and negatives of different social groups.	living Chaitanya Vaishnava		
PSHE	<u>Me and my Relationships</u> Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	<u>Valuing Difference</u> Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	<u>Keeping Safe</u> Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	<u>Rights and Respect</u> Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	<u>Being my Best</u> Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	<u>Growing and Changing</u> Managing difficult feelings Managing change How my feelings help keeping safe Getting help