



William Gilpin CE VA Primary School

“Start small, think big...”

Beech and Pine

Cycle C Curriculum Map

	Autumn		Spring		Summer	
Christian Values	Compassion		Community		Courage	
British Core Values	The Rule of Law	Democracy	Individual liberty	Mutual respect and tolerance	Individual liberty	Mutual respect and tolerance
Topic	The New Forest		Fashion	Ancient Egypt	Food: Chocolate	The Rainforest: Saving the World
Enrichment Opportunities	Fieldwork Visits to the New Forest.	Local visitors who are knowledgeable about the history of the New Forest.	Catwalk show in favourite clothes.	Visit to Dorchester Tutankhamen exhibition.	Food tasting	Visit to 'The Living Rainforest'.
Global Awareness	We will discuss the importance of e-Safety, linked to computing, in modern society.	We will consider the importance of tourism to different places around the world.	What clothes are worn by other cultures? Are there reasons for this?	We will discuss the cultural practices and beliefs of the Egyptian people.	We will consider the global importance of preserving natural environment.	Consider present leaders in the world. Who do they know? Who do they think makes a difference in the world? Is the difference a positive one?
English	For further details of the English Curriculum please see the English Long Term Overview.					
Maths	For details of the Maths Curriculum please see the Maths Long Term Overview.					
Science	For details of the Science Curriculum please see the Science Long Term Overview.					
History	New Forest: Local Study Identify and research a key event in the New Forest – death of Prince Richard and William Rufus in the New Forest. Research key figures in the history of the New Forest – William the Conqueror. Consider the lasting impact of these historical people and places in the local area. <ul style="list-style-type: none"> a local history study (William the Conqueror) 			Ancient Egypt: Investigate how the Egyptian civilisation first formed. Identify and research the practices of how people lived in these times.		

	<p>Can devise and ask questions about a time before they were born.</p> <p>Can answer questions about the past by looking at historical sources.</p> <p>Understands that there is a difference between local and world history.</p> <p>Can communicate information about periods beyond their experience.</p>		<p>To consider the lasting impact of the Egyptians on later societies.</p> <ul style="list-style-type: none"> <i>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 Egypt</i> <p>Can recognise that there are many similarities and differences between societies.</p>		
<p>Geography</p>	<p>New Forest: Geographical Skills & Fieldwork</p> <p>We will use fieldwork to observe, measure and record the human and physical features in the New Forest.</p> <p>We will use field sketches, digital technologies and graphs.</p> <p>What is unique about the New Forest?</p> <ul style="list-style-type: none"> <i>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</i> 		<p>Ancient Egypt: Place Knowledge Europe</p> <p>We will learn about how a country in Europe is similar and different to other places we have learnt about.</p> <p>We will the study the human and physical geography of Europe.</p> <p>How is Egypt different to England?</p> <p><i>Geographical skills and fieldwork</i></p>	<p>Food (chocolate): Physical Geography</p> <p>We will identify countries and climates where Cacao trees grow.</p> <p>Can we grow chocolate in England?</p> <ul style="list-style-type: none"> <i>human geography, including: types of settlement and land use, economic activity</i> 	<p>The Rainforest: South America Place Knowledge: South America & Physical Geography</p> <p>We will learn about how South America is similar and different to other places we have learnt about.</p> <p>We will the study the physical features of the Rainforest, specifically climate zones, biomes and vegetation belts.</p>

	<p>some of these aspects have changed over time</p> <p>Place knowledge</p> <ul style="list-style-type: none"> 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 <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> <p>Can name and locate countries and describe their physical geography.</p> <p>Can compare a region in the UK and Europe as well with the Americas in terms of their human and physical geography.</p> <p>Can use a range of simple fieldwork techniques to observe and record some features of the New Forest.</p>		<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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, 	<p>Is the deciduous forest the easiest biome to live in?</p> <ul style="list-style-type: none"> 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) <p>Place knowledge</p> <ul style="list-style-type: none"> 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,
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				<p><i>countries, and major cities</i></p> <p>Uses maps, Atlas and technology to locate and describe the physical features of counties and areas which grow beans for chocolate.</p> <p>Knows and can describe why land is suitable for growing Cacao trees by describing the physical features..</p> <p>Explains issues about sustainability.</p>	<p><i>and a region within North or South America</i></p> <p><i>Human and physical geography</i></p> <ul style="list-style-type: none"> ▪ <i>describe and understand key aspects of:</i> ▪ <i>physical geography, including: <u>climate zones, biomes and vegetation belts</u>, rivers, mountains, volcanoes and earthquakes, and the water cycle</i> <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> ▪ <i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> <p>Uses some geographical vocabulary to describe the physical features of the rainforest.</p> <p>Describes the human geography of the Rainforest.</p>
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					Uses appropriate geographical vocabulary when responding to questions about the rainforest.
Art	<p>New Forest: Sculpture – 3D - Create clay models, joining clay. Create patterns and texture in clay.</p> <p>Plan, design & make a papier mache model.</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of material to create sketch books to record their observations and use them to review and revisit ideas <p>Can explore the work of a variety of artists, craftspeople and designers.</p>	<p>Fashion: Textiles –Use a variety of techniques to create different effects. Develop skills in stitching, cutting and joining.</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials taught about great designers in history <p>Collage – Create a mood board</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas <p>Can develop skills in stitching, cutting and joining.</p>	Ancient Egypt:	<p>Food (chocolate): Digital Media- Use a graphics package to design packaging for a chocolate bar.</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 	<p>Rainforest: Collage Create a rainforest collage – to collect ideas, information and build a visual vocabulary. Experiment with a range of techniques such as tearing, overlapping and layering.</p> <p>Painting/Drawing Close observational drawings of plants – making marks and lines with a range of drawing implements.</p> <ul style="list-style-type: none"> taught about great artists, architects and designers in history (Henri Rousseau) <p>Can experiment with a range of collage techniques to create images and represent textures.</p>
D & T	<p>New Forest: Food – savoury dish</p>	<p>Fashion: Textiles - Sewing Design</p>	<p>Ancient Egypt: Structures - Egyptian Tombs Design</p>	<p>Food (chocolate): Food – fruit kebabs</p>	

- *understand and apply the principles of a healthy and varied diet*
- *prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques*
- *understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed*

- *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*

Make

- *select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately*

- *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*

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,*

- *understand and apply the principles of a healthy and varied diet*
- *prepare and cook using a range of cooking techniques*

Can use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. (Food and nutrition) Repeated in Cycle A

		<ul style="list-style-type: none"> ▪ <i>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</i> ▪ <i>investigate and analyse a range of existing products</i> <p>Evaluate</p> <ul style="list-style-type: none"> ▪ <i>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i> ▪ <i>understand how key events and individuals in design and technology have helped shape the world</i> <p>Technical Knowledge</p> <ul style="list-style-type: none"> ▪ <i>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i> <p>Can generate realistic ideas, focusing on the</p>	<p><i>according to their functional properties and aesthetic qualities</i></p> <ul style="list-style-type: none"> • <i>investigate and analyse a range of existing products</i> <p>Evaluate</p> <ul style="list-style-type: none"> ▪ <i>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i> ▪ <i>understand how key events and individuals in design and technology have helped shape the world</i> <p>Technical Knowledge</p> <ul style="list-style-type: none"> ▪ <i>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i> <p>Can explore how a structure can be made stiffer and more stable. (Technical knowledge)</p>		
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			needs of the user. (Design)			
Music	<p>Unit: Singing French (7-8) Musical focus: Pitch Un, deux, trois and away we go to enhance language learning through songs. Children are introduced to French greetings, vocabulary and numbers as they play lively singing games.</p> <ul style="list-style-type: none"> ▪ <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> ▪ <i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i> ▪ <i>listen with attention to detail and recall sounds with increasing aural memory</i> ▪ <i>use and understand staff and other musical notations</i> <p>Can listen with detail to French songs and recall sounds with increasing accuracy</p>			<p>Unit: Ancient Worlds (8-9) Musical focus: Structure In this unit, the children celebrate achievements of the 'Amazing Egyptians'. They explore 20th Century minimalist music inspired by the story of Akhenaten and compose music using a layered pyramid structure.</p> <ul style="list-style-type: none"> • <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> • <i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i> 	<p>Unit: Food and Drink (8-9) Musical focus: Performance The children cook up a musical feast in this unit. They enjoy a varied diet of healthy beans, exotic Tudor banquets and DIY pizzas before celebrating in a song performance.</p> <ul style="list-style-type: none"> • <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> • <i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <p>Can show an understanding the historical significance of music</p>	<p>Unit: Environment (8-9) Musical focus: Composition Seasons and the environment provide the stimuli for compositions in this unit. The children make descriptive accompaniments and discover how the environment has inspired composers throughout history.</p> <ul style="list-style-type: none"> • <i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i> • <i>listen with attention to detail and recall sounds with increasing aural memory</i> • <i>use and understand staff and other musical notations</i> • <i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great</i>

						<p>composers and musicians</p> <ul style="list-style-type: none"> develop an understanding of the history of music. <p>Can use both voices and instruments to compose and perform as a group</p>
<p>Computing</p>	<p>Purple Mash (Beech) – Coding (Unit 3.1, 4.5, 4.5)</p> <p>Purple Mash (Pine) – Coding (Unit 4.5, 4.5, 5.1)</p> <p>E-Safety</p> <p>Digital Literacy – saving work correctly</p> <ul style="list-style-type: none"> 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 	<p>Purple Mash (Beech) – Touch Typing (Unit 3.4) Writing for different audiences (Unit 4.4)</p> <p>Purple Mash (Pine) – Writing for different audiences (Unit 4.4) Concept Maps (Unit 5.7)</p> <p>Online Safety & Spreadsheets</p> <p>E-Safety</p> <p>Digital Literacy – typing</p> <ul style="list-style-type: none"> 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 	<p>Purple Mash (Beech) - Online Safety (Unit 3.2, 4.2) Email (Unit 3.5) Effective Search (Unit 4.7)</p> <p>Purple Mash (Pine) - Online Safety (Unit 4.2, 5.2) Effective Search (Unit 4.7)</p> <p>E-Safety</p> <p>Digital Literacy – research</p> <ul style="list-style-type: none"> 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 search technologies 	<p>Purple Mash (Beech) - Spreadsheets (Unit 3.3, 4.3)</p> <p>Purple Mash (Pine) - Spreadsheets (Unit 4.3, 5.3)</p> <p>E-Safety</p> <p>Digital Literacy – spreadsheets</p> <ul style="list-style-type: none"> 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 	<p>Purple Mash (Beech) – Branching Databases (Unit 3.6) Graphing (Unit 3.8)</p> <p>Purple Mash (Pine) – Databases (Unit 5.4)</p> <p>E-Safety</p> <p>Digital Literacy – saving & typing</p> <ul style="list-style-type: none"> 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 	<p>Purple Mash (Beech) – Simulations (Unit 3.7)</p> <p>Purple Mash (Pine) – Hardware Investigators (Unit 4.8)</p> <p>E-Safety</p> <p>Digital Literacy – PowerPoint</p> <ul style="list-style-type: none"> 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 <p>Y3: Is beginning to use digital images when making a multimedia presentation.</p> <p>Y5: Can use digital images when making a</p>

	<ul style="list-style-type: none"> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <p>Y3: Can design and write a program.</p> <p>Y5: Can find the error when my program does not work.</p>	<p>content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Y4: Can explore different ways of finding and sharing information.</p> <p>Y5: Can explain how a concept map can be used to share information with an audience.</p>	<p>effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p>Y3: Can load, type and send an email for a purpose.</p> <p>Y4: Can use simple search tools to find information on the internet.</p> <p>Y4: Understands how to communicate online in a responsible and acceptable way.</p> <p>Y5: Can check the relevance and validity of information.</p>	<p>Y3: Can use spreadsheets in the context of data handling.</p> <p>Y5: Can explore different ways of finding and sharing information.</p>	<p>presenting data and information</p> <p>Y5: Can explain what a database field is and how to structure search questions effectively.</p>	<p>multimedia presentation.</p>
<p>PE/Games</p>	<p>PE Session 1: Invasion Games</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in 	<p>PE Session 1: Invasion Games</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in 	<p>PE Session 1: Invasion Games</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in 	<p>PE Session 1: Invasion Games and Orienteering</p> <ul style="list-style-type: none"> take part in outdoor and adventurous 	<p>PE Session 1: Invasion Games</p> <ul style="list-style-type: none"> take part in outdoor and adventurous 	<p>PE Session 1: Invasion Games and Athletics</p> <ul style="list-style-type: none"> develop flexibility, strength,

	<p><i>isolation and in combination</i></p> <ul style="list-style-type: none"> • <i>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</i> <p>PE Session 2: Real PE (Personal and Social)</p> <ul style="list-style-type: none"> • <i>develop flexibility, strength, technique, control and balance</i> • <i>use running, jumping, throwing and catching in isolation and in combination</i> • <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i> 	<p><i>isolation and in combination</i></p> <ul style="list-style-type: none"> • <i>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</i> <p>PE Session 2: Gymnastics and Real PE (Cognitive and Creative)</p> <ul style="list-style-type: none"> ▪ <i>develop flexibility, strength, technique, control and balance</i> ▪ <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i> 	<p><i>isolation and in combination</i></p> <ul style="list-style-type: none"> • <i>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</i> <p>PE Session 2: Real PE (Cognitive and Creative)</p> <ul style="list-style-type: none"> • <i>develop flexibility, strength, technique, control and balance</i> • <i>use running, jumping, throwing and catching in isolation and in combination</i> <p>Year 3 I can understand the simple tactics of attacking and defending (Cognitive)</p> <p>Year 4 I can use my awareness of space and others to make good decisions (Cognitive)</p> <p>Year 5</p>	<p><i>activity challenges both individually and within a team</i></p> <ul style="list-style-type: none"> • <i>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</i> <p>PE Session 2: Real PE (Applying Physical Skills)</p> <ul style="list-style-type: none"> • <i>develop flexibility, strength, technique, control and balance</i> • <i>use running, jumping, throwing and catching in isolation and in combination</i> <p>Year 3 I can select and apply a range of skills with good control and consistency (Applying Physical Skills)</p> <p>Year 4 I can link actions together so that they flow in running, throwing and jumping</p>	<p><i>activity challenges both individually and within a team</i></p> <ul style="list-style-type: none"> • <i>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</i> <p>PE Session 2: Dance</p> <ul style="list-style-type: none"> • <i>perform dances using a range of movement patterns</i> • <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i> 	<p><i>technique, control and balance</i></p> <ul style="list-style-type: none"> • <i>use running, jumping, throwing and catching in isolation and in combination</i> • <i>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</i> <p>PE Session 2: Real PE (Health and Fitness)</p>
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			I can develop methods to outwit opponents (Cognitive)	activities (Applying Physical Skills) Year 5 I can use a range of skills confidently in sports specific contexts (Applying Physical Skills)		
MFL	French Stories <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English <p>Can respond to classroom instructions in French. Can construct a short sentence to describe an animal.</p>	French Animals and their habitat <ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English <p>Can match French words for animals with their pictures. Can demonstrate they understand that different countries have different animal sounds.</p>	French Celebrations <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English <p>Can describe a type of French celebration. Can read and understand a French recipe.</p>			
RE	Hanukkah – Living Difference III	Angels – Living Difference III	What is the trinity? - Understanding Christianity	Paschal Candle – Living Difference III	Synagogue – Living Difference III (RE Pack)	What does it mean if God is holy and loving? –

	<p>We are learning about the concept Symbol and the Hannukah lights are used as a symbol for people of the Jewish faith.</p> <p>Y5: Can explain why the Hannukah lights are still important to Jewish people today. (Contextualise)</p>	<p>We are exploring the concept of Imagery and particularly the use of angels part of Jesus's birth in Christianity.</p> <p>Y3/4: Can describe why angels are significant in the Christmas story. (Evaluate)</p> <p>Y5: Can consider the different roles Angels have in Christian religion. (Contextualise)</p>	<p>We will explore the concept of Incarnation and Trinity through learning about how Christians understand the Trinity.</p>	<p>We will explore the concept of Ritual through describing how Christians use the Paschal candle in a ritual to remember Jesus' resurrection.</p>	<p>We will explore the concept of Identity by developing our understanding of the Jewish religion and their synagogues.</p> <p>Y3/4: Can describe how they feel about sharing important parts of their identity. (Communicate)</p> <p>Y5: Can explain what factors might effect a person's sense of identity. (Apply)</p>	<p>Understanding Christianity</p> <p>We are learning about the concept God and how Christians have formed their views of God.</p> <p>Y3/4: Can describe a way that the values of love and forgiveness relate to their own life? (Apply)</p>
<p>PSHE</p>	<p>Heartsmart Get Heartsmart (Year 5 Unit)</p>	<p>Heartsmart Let love in (Year 5 Unit)</p>	<p>Heartsmart Too much Selfie isn't healthy (Year 5 Unit)</p>	<p>Heartsmart Don't Rub it in, rub it out (Year 5 Unit)</p>	<p>Heartsmart Fake is a mistake (Year 5 Unit)</p>	<p>Heartsmart No way through isn't true (Year 5 Unit)</p> <p><i>Year 5 to complete unit on puberty separately.</i></p>