

Jupiter Cycle A

	Term 1 & 2	Term 3 & 4	Term 5 & 6
Topic Title	Battles, Blackouts, Blitz	Endangered!	Storms and Shipwrecks
Key Concept	Power & Legitimacy	Energy & Sustainability	Movement & People
Sub Concept	Change & Continuity	Ecology & Evolution	Cause & Effect
Topic coverage	<ul style="list-style-type: none"> • a local history study • a depth study linked to one of the British areas of study • a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • a significant turning point in British history, for example, the first railways or the Battle of Britain • 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 	<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) • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, • 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 • 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 	<ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • changes in an aspect of social history. • 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 • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Science Topic	Properties and changes of material	Light (Yr6)	Animals including humans (Yr5)	Living Things and Their Habitats (Yr5)	Forces (Yr5)	
Science coverage	<ul style="list-style-type: none"> • 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 • 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 • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, 	<ul style="list-style-type: none"> • recognise that light appears to travel in straight lines • 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 • 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 • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<ul style="list-style-type: none"> • describe the changes as humans develop to old age. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	

	<ul style="list-style-type: none">• 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.					
--	---	--	--	--	--	--

Jupiter Cycle B

Topic Title	Magnificent Maya		Extreme Earth		Scavengers and Settlers	
Key Concept	Cause & Effect		Ecology & Evolution		Change & Continuity	
Sub Concept	Movement & People		Energy & Sustainability		Power & Legitimacy	
Topic coverage	<ul style="list-style-type: none"> a non-European society that provides contrasts with British history – Mayan civilization c. AD 900. 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 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 		<ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: volcanoes and earthquakes use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 		<ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture 	
Science Topic	Living Things and Their Habitats (Yr6)	Electricity (Yr6)		Earth and Space (Yr5)	Evolution and inheritance (Yr6)	Animals including humans (Yr6)
Science coverage	<ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics. 	<ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 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 use recognised symbols when representing a simple circuit in a diagram. 		<ul style="list-style-type: none"> 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 describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	<ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago 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 	<ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans.

					lead to evolution.	
--	--	--	--	--	--------------------	--

Neptune Cycle A

Key Concept	Power & Legitimacy		Energy & Sustainability		Movement & People
Sub Concept	Change & Continuity		Ecology & Evolution		Cause & Effect
Topic Title	Ruthless Romans		Our Environment (Local Study)		Traders and Raiders
Topic coverage	<ul style="list-style-type: none"> the Roman Empire and its impact on Britain Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 		<ul style="list-style-type: none"> 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 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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. 		<ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066
Science Topic	Sound	Light	Habitats	Electricity	Plants, seeds, roots and shoots
Science coverage	<ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the 	<ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that 	<ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 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 investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

	<p>object that produced it</p> <ul style="list-style-type: none">• find patterns between the volume of a sound and the strength of the vibrations that produced it• recognise that sounds get fainter as the distance from the sound source increases.	<p>shadows are formed when the light from a light source is blocked by an opaque object</p> <ul style="list-style-type: none">• find patterns in the way that the size of shadows change.	<p>this can sometimes pose dangers to living things.</p>	<p>series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <ul style="list-style-type: none">• recognise that a switch opens and closes a circuit and 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.	
--	---	---	--	--	--

Neptune Cycle B

Topic Title	Hard Times		Mountains & Rivers		Gods and Mortals	
Key Concept	Cause & Effect		Ecology & Evolution		Change & Continuity	
Sub Concept	Movement & People		Energy & Sustainability		Power & Legitimacy	
Topic coverage	<ul style="list-style-type: none"> 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 such as Victoria changes in an aspect of social history, such as crime and punishment a significant turning point in British history, for example, the first railways 		<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: rivers, mountains and the water cycle 		<ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt; Ancient Greece – a study of Greek life and achievements and their influence on the western world 	
Science Topic		Forces and Magnets	Rocks and solids	States of matter	Animals inc humans and skeletons (Yr3)	Animals inc humans and skeletons (Yr4)
Science coverage		<ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials 	<ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter. 	<ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases 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) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey.

		<ul style="list-style-type: none">• describe magnets as having two poles• predict whether two magnets will attract or repel each other, depending on which poles are facing.				
--	--	---	--	--	--	--

Mars Cycle A

Topic Title	Kings and Queens	What a Wonderful World	Explorers
Key Concept	Power & Legitimacy	Energy & Sustainability	Movement & People
Sub Concept	Change & Continuity	Ecology & Evolution	Cause & Effect
Topic coverage	<ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods - Elizabeth I and Queen Victoria name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use world maps, atlases and globes to identify the United Kingdom and its countries. use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 	<ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods - Christopher Columbus and Neil Armstrong and Tim Peake 	<ul style="list-style-type: none"> significant historical events, people and places in their own locality. name and locate the world's seven continents and five oceans identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office and shop use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
Science Topic	Seasonal Changes Autumn and Winter	Seasonal Changes Spring and Summer	Animals including humans (Y1) Animals, living things & habitats
Science coverage	<ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. 	<ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. 	<ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

			<ul style="list-style-type: none">• explore and compare the differences between things that are living, dead, and things that have never been alive• 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• identify and name a variety of plants and animals in their habitats, including micro-habitats• describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
--	--	--	--

Mars Cycle B

Topic Title	London's Burning	The Seaside	Into the Woods
Key Concept	Cause & Effect	Ecology & Evolution	Change & Continuity
Sub Concept	Movement & People	Energy & Sustainability	Power & Legitimacy
Topic coverage	<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally - the Great Fire of London 	<ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, sea, ocean, river key human features, including: city, town, village, port and harbour. 	<ul style="list-style-type: none"> local history study understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, soil, valley, vegetation, season and weather
Science Topic	Materials and their properties Materials & their everyday use (Y1 & Y2)	Animals including humans (Y2)	Plants
Science coverage	<ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees. observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Venus

Topic Title	This is me!	Terrific Tales	Ticket to Ride	Mini or Mighty	Wonderful World	Helpful Heroes
<p>(Whilst every endeavour will be made to follow these plans, the interests of the children will be followed too and thus our learning may take a different path as is the nature of Early Years learning)</p>	<p>Children will be getting to know their new school, classroom, each other and teachers. They will share their likes and dislikes and their favourite interests.</p> <p>They will learn how they are each unique and each very special. Children will begin to learn about how to show respect towards others and how the world we live in is very diverse</p> <p>They will talk about their families and the people that are important in their lives and special to them.</p> <p>They will explore their emotions and learn about their body and some ways they can help it such as strategies to use when they get angry or what to do if they are worried.</p> <p>They will share photos of when they were a baby and compare and talk about how they have changed over time.</p> <p>They will begin to learn about ways they can keep fit and healthy such as exercising and brushing their teeth.</p> <p>They will learn about their senses and explore the world around them and the seasonal changes that Autumn brings using their senses. They will create Autumn pictures and go on a leaf hunt. They will understand that some trees (deciduous) lose their leaves and others keep theirs (evergreen)</p> <p>They will use pumpkins to make pumpkin soup and collect materials to create a fire in their outdoor learning. They will use this fire to heat water to make a hot chocolate and toast marshmallows.</p> <p>They will celebrate Harvest along with the rest of the</p>	<p>Children will look at different versions of some traditional tales. They will learn about the pattern of these stories and be able to tell them in their own words. Children will create their own story maps and will change elements of the story to create their own version. This term children will also look at the importance of lights and candles in celebrations. They will learn about the celebration of Diwali and learn about the story of Rama and Sita and how this is celebrated in the Hindu culture. They will make their own Diya lamps and Rangoli patterns and have their own Diwali festival.</p> <p>The children will also learn about Bonfire night, why this is remembered in history and about Guy Fawkes. They will locate London on a map and find Big Ben and the houses of parliament. They will have the chance to recreate this story and important historical event within their construction and small world play. They will also learn about how to keep safe around fires.</p> <p>Children will learn about the significance of poppies and will celebrate remembrance day. Children will talk about and share events from their own history such as a birthday. They will celebrate a birthday and understand why Christians celebrate Christmas and what the very first Christmas was like. Children will compare this to how they celebrate Christmas and will make some Christmas crafts and cards. The children will also take part and perform in their Nativity show.</p> <p>The children will again observe</p>	<p>Children will learn about different types of transport. They will look at a variety of vehicles that have wheels, can fly or float etc. They will look at and compare our transport of today to that of some in the past and some from around the world. They will learn about Amelia Earhart, the Wright Brother's and planes and Stevenson's engine.</p> <p>Children will look at the features of different transport and will explore how they work. They will use the construction materials and have opportunities to build their own vehicles. They will learn how to join and fix materials to create moving parts such as wheels and doors with the craft materials to add to their models.</p> <p>Children will look at maps and some of their features. They will create their own around the school ground and local environment and add some of their own features.</p> <p>Children will create journeys for their vehicles and describe the routes they take using positional and directional language.</p> <p>Children will learn about road safety and how to keep safe when they are out and about.</p> <p>Children will investigate floating and sinking and make their own boats thinking about suitable materials to use.</p> <p>Children will investigate ramps and how toy cars travel down it. They will explore what happens when they change the surface of the ramp for different textures.</p> <p>Children will have opportunities to bring their own bikes and scooters in to</p>	<p>Children will learn about some of tiniest creatures on our planet and some of the largest. We will look for bugs and minibeasts and learn what an insect is. The children will go on bug hunts and learn about different mini-beasts' habitats. They will then make their own bug hotels using natural materials. They will also visit the local pond for pond dipping activities and see what lives there. The children will learn what is meant by a lifecycle and learn about the lifecycles of butterflies and frogs.</p> <p>Children will learn about other animals of their interest too. They will explore the habitats of some of these animals and why and how they can live there. They will watch some of the video clips from David Attenborough to learn about some of fascinating animals on our planet.</p> <p>The children will also find out about endangered animals and some of those which have become extinct – such as the woolly mammoth and the dodo. Children will learn about what they can do to help the animals and design their own posters to raise awareness.</p> <p>Children will learn about animals that roamed out planet in the past i.e. Dinosaurs. They will learn about Mary Anning and how and why she became famous. Children will become palaeontologists and make their own fossils and classify herbivores, carnivores and omnivores. They will learn about the colossal scale of the dinosaurs as they measure some of them out on the playground.</p> <p>Children will also learn about</p>	<p>Following on from our previous topic we will look at the wider world this term and children will learn what they can do to help. They will learn about the life cycle of sunflowers and learn how to take care of them. They will also learn about other varieties of plants and how different parts of some plants can be used as food such as the carrots and tomatoes. Children will learn about different types of fruits and vegetables and how they get to be in the fruit bowl in our kitchens. They will design their own healthy smoothies and fruit kebabs for tasting.</p> <p>The children will learn about the impact that damaging the environment can have. For example for bees by cutting down flower, or by dropping litter on wildlife. They will learn about the inspirational work of Jadav Payeng and his mission to plant a tree a day in India which he has been doing since 1979.</p> <p>The children will read the story Someone Swallowed Stanley and will explore the impact of plastic pollution on the sea.</p> <p>They will collect their own plastic and put it to good use making some collaborative art work. The children will also make their own re-useable food wraps from materials and beeswax to replace the need for cling film or foil.</p> <p>Children will learn about the sculptor and artist Andy Goldsworthy. They will use his work to inspire their own using natural materials outside.</p> <p>Our eggs that we put into the incubator last term will hatch. The children will observe this amazing process and watch</p>	<p>Children will begin by sharing their favourite heroes and superpowers. They will turn themselves into superheroes and decide the qualities they wish to have. They will reflect on all the super things they have done over the year and define what makes them super.</p> <p>They will then look at the lives of everyday heroes such as those in their own families. After this they will explore the different real life superheroes in their community such as the nurses and doctors that help them when they are sick, the police who support them in times of trouble and the firefighters who lead people to safety in times of danger.</p> <p>The children will learn about some real life superheroes from the past such as William Harvey and how his work helped the nurses and doctors today. They will also learn about the work and bravery of Florence Nightingale and how hospitals have changed today.</p> <p>The children will also look at any other people they deem to be heroes; such as delivery drivers, dentists, vets, shop assistants and refuse collectors and understand that all of these people are ordinary people just like they will grow be. We will have some visitors from some of these professions in the wider community come in and speak to the children and answer their questions about their roles. The children will talk about their ambitions for the future and what they hope to achieve. The children will understand that their actions can help others and will look at the work of Sir Captain Tom Moore and decide if he</p>

	<p>school and give a short Harvest singing performance. They will understand that others are not as fortunate as them and will participate in sharing their Harvest festival donations with the wider community.</p>	<p>seasonal change as Autumn changes to Winter and explore what happens to the temperature. They will explore the changes of water into ice and make their own ice pictures.</p>	<p>use. There may also be the opportunity to ask people from the local community and parents to visit with any interesting vehicles they own. Children will also celebrate Chinese New Year and learn about some of the traditions and festivities that happen at this time. They will have their own Chinese New Year celebration and find out which animal they were born in the year of and why the years are named after animals.</p>	<p>the Christian celebration of Easter and compare this to how they celebrate. They will learn about the meaning of new life and will put their own eggs into an incubator to hatch. They will create their own Easter crafts and explore the changes that spring brings to their local environment.</p>	<p>how they change and grow over a few weeks before they grow too big for our classroom.</p>	<p>was a superhero. The children will also explore how Spring has changed to summer and investigate their local environment again. They will learn about how to keep safe in the sun.</p>
--	--	--	---	--	--	---