

Dear Year 5 Parents/Carers,

Below you will find our curriculum map annotated with suggestions of how you can support your child at home. Although this is an **abridged version**, the curriculum map offers an insight into the broad and rich curriculum offered at Our Lady of Lourdes. It offers an insight into the opportunities available to your child and enables you to be an active participant in their learning journey.

| General Information for Year 5: |  |
|---------------------------------|--|
| <b>Uniform</b>                  | Please ensure you refer to the Uniform Policy regarding our school uniform and PE kit on the following link: <a href="https://www.ourladyoflourdesrprimary.org/page/?title=Uniform&amp;pid=67">https://www.ourladyoflourdesrprimary.org/page/?title=Uniform&amp;pid=67</a>   |
| <b>PE</b>                       | Both classes will have weekly outdoor and indoor lessons.<br>All PE kits must be labelled with children's names. The pupils are permitted to wear trainers for outdoor PE.   |
| <b>Homework</b>                 | Home learning is issued on a <b>Friday</b> to be returned on a <b>Wednesday</b> .<br>Homework club takes place every Monday and Tuesday lunchtime, where teachers provide support and clarification for those pupils who choose to attend. Laptops are available for children who require one to complete the set tasks.<br>➤ Tasks will be based on our current English and maths topics of study. At times there may be additional tasks linked to history, geography or science.  |
|                                 | <p><b>Reading</b></p> <ol style="list-style-type: none"> <li>Children are expected to read daily and bring in their signed reading journal <b>every Monday</b>. Independently, your child must record in their reading journal a range of different reading skills they have used over the week. The children must record this in their reading journal 5 times a week, which will need to be signed by a guardian <b>once a week</b>.</li> <li>Reading comprehension.</li> </ol> <p><i>How to help your child:</i></p> <ul style="list-style-type: none"> <li>➤ We ask that you make sure your child reads daily, even if they are happy to read alone, we recommend you still hear them read once a week, so you can talk to them about what they have been reading. The quality of the text is key to develop their oracy, as well as their written skills.</li> <li>➤ Encourage your child to use 'evidence' from the text to 'prove and justify' their view point.</li> <li>➤ Read and share books with your child.</li> </ul> <p>Recommended Reading List – Year 5<br/><a href="https://www.booksfortopics.com/booklists/recommended-reads/year-5/">https://www.booksfortopics.com/booklists/recommended-reads/year-5/</a></p> |
|                                 | <p><b>Spelling and Grammar</b></p> <ol style="list-style-type: none"> <li>SPaG activities – grammar and punctuation activities.</li> <li>Spelling rules, patterns and tasks will be sent home as part of the weekly homework for your child to practise and/or investigate. Practise spelling key words for Upper KS2 (see link below), common exception words and investigate spelling patterns using: <a href="https://spellingframe.co.uk/spelling-rule/5/Year-5-and-6">https://spellingframe.co.uk/spelling-rule/5/Year-5-and-6</a></li> </ol> <ul style="list-style-type: none"> <li>➤ Please find the spelling word list for Year 5 and Year 6 on the following link: <a href="https://cdn.oxfordowl.co.uk/2019/08/29/13/56/09/5a42eb6a-f57f-4dc4-a66e-bd4c5e27e4b7/SpellingWordList_Y5-6.pdf">https://cdn.oxfordowl.co.uk/2019/08/29/13/56/09/5a42eb6a-f57f-4dc4-a66e-bd4c5e27e4b7/SpellingWordList_Y5-6.pdf</a>.</li> </ul>  |
|                                 | <p><b>Maths</b></p> <ol style="list-style-type: none"> <li>Practise rapid recall of times tables and inverse division facts, as without regular practise of these, the children's recall reduces and this impacts their pace, accuracy and confidence. 'Times Tables Rock Stars' is an online homework resource to help your child practise their times tables for speed and accuracy. <a href="https://trockstars.com/">https://trockstars.com/</a></li> <li>There will be a focus on arithmetic style questions for homework to secure mental maths skills.</li> <li>Mathletics will occasionally be used as a part of our home learning.</li> </ol>   |

| Curriculum map and ways to support your child's learning beyond the classroom - Year 5 |  |   |   |
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| Subject  | Autumn   | Spring  | Summer  |
| <b>English Writing</b>   | <p>The development of the pupils' writing is supported by exploring books written by significant children's authors and linking this learning to areas of cross-curricular study. Fiction, non-fiction and poetry texts are studied throughout the year.</p> <p>Pupils will produce extended writing pieces across a variety of genres, including report writing, diary entries and poetry. The purpose of the text is explored and is replicated within their writing.</p>  | <p>Pupils will continue to develop their English skills through planning, drafting and editing a variety of structures, including narratives, reports and newspaper articles.</p> <p>Through studying a range of texts the pupils will recognise and use the vocabulary, the written devices and structures needed for formal language.</p> | <p>Classic and modern texts are chosen to ensure the pupils are further exposed to formal styles of writing. This variety supports the pupils' development of both the purpose of the writing and the intended audience.</p> <p>The process of planning, drafting and editing is continued to ensure the meaning is clear and purposeful. A core focus is to ensure that there is cohesion within their writing, both within paragraphs and between paragraphs.</p> |
|  | <p>The teaching of Vocabulary, Grammar, Punctuation and Spelling (SPaG) is taught across all areas of the curriculum in addition to reading and writing.</p> <p>The use of punctuation and grammar will be taught including: semi-colons, passive voice, modal verbs and parenthesis.</p>  |   |   |
| <b>Reading</b>   | <p>Reading is taught throughout the year across a range of carefully selected non-fiction texts, novels and poetry.</p> <p>Reading skills are further developed in Upper Key Stage 2 and include predicting, clarifying, summarising, questioning, inference, explanations, debating and justifying viewpoints.</p>  |   |   |
| <b>English Curriculum</b>  | <p><b>Writing, Reading and SPaG National Curriculum - Year 5</b></p> <p>To view the National Curriculum Year 5 English programme of study visit the following website:</p> <p><a href="https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study#years-5-and-6-programme-of-study">https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study#years-5-and-6-programme-of-study</a></p>  |   |   |
| <b>Ways to support your child at home</b>  | <p>Please ensure your child reads daily at home and you continue to sign their reading journal every week, as teachers will monitor this. Independently, your child must record in their reading journal a range of different reading skills they have used over the week.</p> <p>Listen to your child read regularly and discuss the text with them. This discussion, based on what they have read, is beneficial as it allows an opportunity for your child to further develop their analysis of the central characters and plot development, alongside developing their general comprehension skills. The quality of the text your child reads is also extremely important in developing their writing skills, as it exposes them to a wider variety of vocabulary and allows them to explore writer's techniques, such as cohesion, implied emotion and organisational devices i.e. subheadings.</p> <p>We subscribe to First News, an age-appropriate newspaper, and regularly set comprehension homework using this resource. Please discuss some of the articles with your child, as they provide an insight into the world around us including, science, technology, innovations and current events.</p> <p>Within SPaG, spelling rules and patterns will be explored and spellings linked to the rules will be sent home weekly. Please ensure that your child practises these spellings throughout the week.</p> |   |   |
|  | <p><b>Recommended Reading List – Year 5</b></p> <p>This list features a diverse range of books from both classic and contemporary authors, carefully chosen to help develop reading fluency, vocabulary, and critical thinking skills.</p> <p><a href="https://www.booksfortopics.com/booklists/recommended-reads/year-5/">https://www.booksfortopics.com/booklists/recommended-reads/year-5/</a></p>  |   |   |
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| <p><b>Maths</b></p>  | <p>Develop fluency of place value of numbers up to 1,000,000 and to solve number problems accurately and efficiently.</p> <p>Use formal written and mental methods for the four number operations.</p> <p>Recall multiplication facts and related division facts and use them accurately in calculations.</p> <p>Compare and order fractions. Add and subtract fractions.</p>   | <p>Use the four number operations confidently to solve fractions, decimals, percentages and measurement problems.</p> <p>Use formal written and mental methods for the four number operations to solve calculations including measurement, number and geometry.</p> | <p>Develop fluency of decimal numbers and solve problems involving decimal notation within a given context.</p> <p>Using the four operations, solve multi-step problems for measurement, statistics and number.</p> |
| <p><b>Ways to support your child at home</b></p>                             | <p>Discuss the learning from any set homework or Mathematics tasks.</p> <p>Your child should regularly practise their times tables and division facts at home for rapid recall, using the “Times Tables Rock Stars” programme.</p> <p>Discuss maths that applies to real life opportunities, such as ordering prices from low to high, rounding figures in newspapers and strategies to work out large calculations mentally.</p> <p>Support your child to discuss how much time has passed and is left on both analogue and digital clocks. <i>Can they convert between units of time?</i> Ensure they can read time to the nearest minute.</p> <p>Discuss percentage signs in supermarkets and advertising, relate percentages to decimals and how to mentally calculate percentages of amounts using 10%, 20%, 25% or 50%.</p> <p>When cooking or measuring, find approximate equivalences between metric units and common imperial units such as inches, pounds and pints. <i>How many millilitres are in one pint? How many centimetres make an inch? How many grams are in one pound?</i></p>   |   |   |
| <p><b>Mathematics Curriculum</b></p> <p><b>Year 5 Programme of Study</b></p> | <p><b>Mathematics National Curriculum - Year 5</b></p> <p><b>Year 5 - End of Year Expectations:</b></p> <p><b>Number - number and place value</b></p> <ul style="list-style-type: none"> <li>• read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit</li> <li>• count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000</li> <li>• interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0</li> <li>• round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000</li> <li>• solve number problems and practical problems that involve all of the above</li> <li>• read Roman numerals to 1,000 (M) and recognise years written in Roman numerals</li> </ul> <p><b>Number - addition and subtraction</b></p> <ul style="list-style-type: none"> <li>• add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li> <li>• add and subtract numbers mentally with increasingly large numbers</li> <li>• use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</li> <li>• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> </ul> <p><b>Number - multiplication and division</b></p> <ul style="list-style-type: none"> <li>• identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers</li> <li>• know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</li> <li>• establish whether a number up to 100 is prime and recall prime numbers up to 19</li> <li>• multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</li> <li>• multiply and divide numbers mentally, drawing upon known facts</li> <li>• divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</li> </ul> |   |   |

- multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000
- recognise and use square numbers and cube numbers, and the notation for squared (<sup>2</sup>) and cubed (<sup>3</sup>)
- solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

**Number - fractions (including decimals and percentages)**

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $> 1$  as a mixed number [for example,  $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$ ]
- add and subtract fractions with the same denominator, and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions [for example,  $0.71 = \frac{71}{100}$ ]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with 2 decimal places to the nearest whole number and to 1 decimal place
- read, write, order and compare numbers with up to 3 decimal places
- solve problems involving number up to 3 decimal places
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction
- solve problems which require knowing percentage and decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$ ,  $\frac{4}{5}$  and those fractions with a denominator of a multiple of 10 or 25

**Measurement**

- convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>), and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling

**Geometry - properties of shapes**

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees (°)
- identify:
  - angles at a point and 1 whole turn (total 360°)
  - angles at a point on a straight line and half a turn (total 180°)
  - other multiples of 90°
  - use the properties of rectangles to deduce related facts and find missing lengths and angles
  - distinguish between regular and irregular polygons based on reasoning about equal sides and angles

**Geometry - position and direction**

- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed

**Statistics**

- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables.

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|   | <b>Autumn</b>   |  | <b>Spring</b>   |                                 | <b>Summer</b>   |  |
| <b>RE</b>                                 | <b>Creation and Covenant</b><br><br><b>Prophecy and Promise</b>   |  | <b>Galilee to Jerusalem</b><br><br><b>Desert to Garden</b><br><br><i>Our Lady of Lourdes Feast Day</i>  |                                 | <b>To the ends of the Earth</b><br><br><b>Dialogue and Encounter</b><br><br><b>JOURNEY IN LOVE</b> - God loves me. Puberty and changes to their body.   |  |
| <b>Ways to support your child at home</b> | <p>Please see the separate R.E. topic letter on the school website for key dates and how to support your child/children at home.</p> <p>Discuss continuing Jesus' mission in our local community. Together reflect that the Eucharist is Jesus' living memorial and that Lent is a time of aligning with the sacrifice already made by Jesus.</p> <p>Identify the Stations of the Cross in Church and discuss each station and its deeper meaning. Discuss and reflect on the scriptures regarding Jesus' resurrection.</p> <p>Visit the CAFOD and UNICEF website to discuss what these charities do, their impact and importance in the world around us. <a href="https://cafod.org.uk/">https://cafod.org.uk/</a></p> |  |   |                                 |   |  |
|   | <b>Autumn</b>   |  | <b>Spring</b>   |                                 | <b>Summer</b>   |  |
| <b>Science</b>                            | <b>Properties of materials</b>  | <b>Forces and Motion</b>                                     | <b>Earth and Space</b>  | <b>Plants and Living things</b> | <b>Animals including humans</b>   | <b>Environmental Science- Extinction and Pollution</b> |
|   | <p>The science topics above are taught in conjunction with the skills of working scientifically.</p> <p>Pupils will conduct investigations and experiments across these topics to develop a deep understanding of the areas of learning and associated terminology.</p>   |  |   |                                 |   |  |
| <b>Ways to support your child at home</b> | <p>The kitchen provides real life examples of both reversible and irreversible chemical reactions. Together find examples of how solids, liquids and gases might be separated using kitchen equipment.</p> <p>To support understanding of force, there are highly engaging and interesting free activities available at the Science Museum. Share real life examples of force in action, such as the breaks on a bicycle or levers/pulleys on simple machines.</p>  |  | <p>Moon diary - Every night, where possible, look at the shape and size of the moon and record any additional observations made. Additionally, the Science Museum has a multitude of free exhibitions relating to Space, Space exploration and the use of force to create rockets.</p> <p>Discuss the differences between the different animal groups e.g. mammals, birds and reptiles.</p> |                                 | <p>Research and discuss the processes within the life cycles of plants, such as photosynthesis and pollination. Explore nature programmes or non-fiction books.</p> <p>The Science Museum provides engaging exhibitions. Together explore educational websites such as BBC Bitesize.</p> <p>Discuss the changes that occur in different life stages, such as childhood, adolescence, adulthood and old age.</p> |  |
| <b>Science Curriculum</b>                 | <p><b>Science National Curriculum - Year 5</b></p> <p>To view the National Curriculum Year 5 science programme of study visit the following website:</p> <p><a href="https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#year-5-programme-of-study">https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#year-5-programme-of-study</a></p>   |  |   |                                 |   |  |
|   | <b>Autumn 1</b>   | <b>Autumn 2</b>  | <b>Spring 1</b>   | <b>Spring 2</b>                 | <b>Summer 1</b>   | <b>Summer 2</b>  |
| <b>History &amp; Geography</b>            |   | <b>Geography</b><br>The UK: Its people and natural resources | <b>Geography</b><br>The Water Cycle and Rivers  | <b>Geography</b><br>Coasts      |   | <b>Geography</b><br>Sustainable World                  |

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|   | <b>History</b><br>Anglo-Saxons and Scots   |  |   | <b>History</b><br>Ancient Greece                         |   |                                     |
| <b>Ways to support your child at home</b> | <p>Discuss with your child how British History has influenced our modern day. The British Museum has a range of displays showcasing artefacts from this era.</p> <p>Additionally, you can look for evidence in our local neighbourhood of influences of the Anglo Saxons, such as the origin of the names Wanstead and Leyton.</p> <p>Discuss the problems and solutions for using non-renewable resources.</p> <p>Locate different regions and counties on a map of the UK (that are relevant to the family).</p> |  | <p>Discuss with your child what they are learning at school and how rivers influence our modern day cities.</p> <p>Discuss renewable energy and how rivers have played a part in civilisation throughout history. More generally, linked to protecting God's planet, you can discuss the Earthshot Prize. <a href="https://royalfoundation.com/programme/the-earthshot-prize/">https://royalfoundation.com/programme/the-earthshot-prize/</a></p> <p>Discuss how humans contribute to flooding and the subsequent the steps that we can take to reduce the effects of future flooding.</p> <p>Discuss, finding examples, the different type of coastal protection used around the UK.</p> |  | <p>Discuss with your child what they are learning at school and how the Ancient Greeks influenced our modern day society.</p> <p>Encourage your child to further investigate, including using the British Museum website: <a href="https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece">https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece</a></p> <p>BBC have nature programmes narrated by David Attenborough and the link below is related to protecting fresh waters. <a href="https://www.bbc.co.uk/iplayer/episode/b0074sgj/planet-earth-3-fresh-water">https://www.bbc.co.uk/iplayer/episode/b0074sgj/planet-earth-3-fresh-water</a></p> <p>Discuss how to preserve the health of the Earth. This involves using resources efficiently, reducing waste and being mindful of the impact our choices have on the environment.</p> |                                     |
|   | <b>Autumn</b>  |  | <b>Spring</b>   |  | <b>Summer</b>   |                                     |
|   | <b>Computing</b>   | Online Safety and Etiquette            | Online Safety and Etiquette<br>Digital Media  | Online Safety and Etiquette<br><i>Safer Internet Day</i> | Online Safety and Etiquette   | Online Safety and Etiquette         |
|   |  | Databases, Search Results and Networks |   | Data Entry   | Data Entry  | Block Coding<br>Search Technologies |
| <b>PE</b>                                 | <b>Autumn</b>  |  | <b>Spring</b>   |  | <b>Summer</b>   |                                     |
|   | Outdoor Activities/Sports<br>Gymnastics  | Gymnastics<br>Football                 | Circuit Fitness<br>Basketball   | Circuit Fitness<br>Tennis                                | Dance<br>Striking and Fielding  | Athletics<br>Dance                  |
| <b>Music</b>                              | <b>Melody and harmony in music</b> – Pupils will explore voices and instruments used within music to create harmonies.   |  | <b>Composing and chords</b> – Pupils will learn about chords in music and create an accompaniment. They will compose and create an eight to sixteen bar melodic phrase using a pentatonic scale.  |  | <b>Reflect, Rewind and Replay</b> – consolidate learning. Listen to a variety of well-known classical pieces. The children continue to embed the foundations of the interrelated dimensions of music using voices and instruments.  |                                     |
|   | <b>Sing and play in different styles</b> – Pupils will learn about music from all around the world. They will also learn about 'tempo'.  |  | <b>Enjoying musical styles</b> – Pupils will explore how voices and instruments combine to create texture in music.   |  |   |                                     |
| <b>Art</b>                                | <b>Objects and form</b><br>Pupils learn how to use shading, hatching, crosshatching to create form by looking at famous artists and how they use light, tone and colour in still life.   |  | <b>Illusion and perspective</b><br>Pupils look at how artists portray space using illusion and perspective.   |  | <b>Inspired by Nature</b><br>The pupils study a local artist and understand the importance of British art and craft.  |                                     |

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| <b>Design &amp; Technology</b>            | <b>Sewing:</b> Christmas Ornaments   | <b>Building:</b> CAMS Toy   | <b>Cooking:</b> Homemade Pizza                         |  |   |  |               |  |  |
| <b>French</b>                             | <b>Things we enjoy</b>   | <b>Time</b>   | <b>Weather</b>   |  |   |  |               |  |  |
| <b>Relationships and Health Education</b> | <b>Autumn</b>  |   |  | <b>Spring</b>                                |   |  | <b>Summer</b> |  |  |
|   | Lessons are discussion based. They encompass <b>Growth Mind-set, British and School Values</b> and are taught throughout the year.<br><b>Cross-curricular Links</b> with Religious Education, Science and Computing. |   |  |  |   |  |               |  |  |
|   | <b>Health Education:</b><br>Mental Wellbeing   | <b>Relationship Education:</b><br>Families and people who care for me | <b>Health Education:</b><br>Mental Wellbeing           | <b>Health Education:</b><br>Basic First Aid  | <b>Health Education:</b><br>Internet Safety and Danger  | <b>Health Education:</b><br>Health and Prevention  |               |  |  |
|   |  | <b>Relationship Education:</b><br>Caring Friendships                  | <b>Health Education:</b><br>Internet Safety and Danger | <b>Relationship Education:</b><br>Being Safe | <b>Health Education:</b><br>Physical Health and Fitness | <b>Health Education:</b><br>Changing Adolescent Body<br><i>There will be a meeting for parents regarding 'Journey in Love' before we teach this topic. The date and time will be sent out in due course.</i> |               |  |  |
|   | <b>Relationship Education:</b><br>Respectful Friendships   | <b>Relationship Education:</b><br>Online Relationships                |  | <b>Relationship Education</b>                |   |  |               |  |  |
|   | <b>Anti-Bullying Week</b>  | <b>Safer Internet Day</b>   |  |  |   |  |               |  |  |
|   |  | <b>Mental Health Awareness</b>  |  |  | <b>Health Education:</b><br>Being Safe                  |  |               |  |  |

As always, if there is anything you are unsure of or would like to clarify, please speak to your child's class teacher.

**Ave Maria**