

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

	Autumn Term		Spring Term		Summer Term	
Year R/1	Incredible Me by Rhys Brisenden Super Duper You by Sophie Henn Ruby's Worry By Oliver Jeffers Perfectly Norman By Oliver Jeffers	Leaf Man by Lois Elhert Whatever Next Jill Murphy The Crayons Christmas by Drew Daywalt	The Train Ride by June Crebbin Oi Get off Our Train John Burningham Animal Infographics	Jack and the Bean Stalk Little Red Riding Hood	Last stop on market street by Matt de la Pena Handa's Surprise by Eileen Browne	The Bee Book - Charlotte Milner Super Worm - Julia Donaldson The Snail and the Whale
Year 2/3	Beegu – Alexis Deacon Narrative Star in The Jar by Sam Hay - Narrative Whole class book: Flat Stanley by Jeff Brown	Neil Armstrong by Brad Meltzer - Non-fiction (Recount) Whole class book: Spud Murphy by Eoin Colfer	If I Were in Charge of the World by Judith Viorst - Poetry Whole class book: The Accidental Secret agent by Tom McLaughlin	The Journal of Iliona - A Young Slave by Richard Platt - Non fiction Whole class book: Matilda by Roald Dahl	I asked the little boy who couldn't see - Poetry Whole class book: The Hodgeheg by Dick King-Smith	The Marvellous Fluffy Squishy Itty Bitty by Beatrice Alemagna - Narrative Whole class book: The Worst Witch – Jill Murphy
Year 4	The Write Stuff: The Iron Man- Ted Hughes (Narrative) Whole Class Book: James and the Giant Peach (Roald Dahl)	Year 4: Sicily Holiday Brochure Whole Class Book: Tom's Midnight Garden- Philippa Pearce	The Write Stuff: Secrets of a Sun King- Emma Carroll (Narrative)	The Write Stuff: Wizards of Once (Newspaper report) Whole Class Book: A girl called Joy (Jenny Valentine)	The Write Stuff: BFG (Narrative) Whole Class Book: Leon and the Place Between (Angela McAllister)	The Write Stuff: The River (Poetry) Whole Class Book: The Last Bear (Hannah Gold)
Year 5/6	George's Secret Key to the Universe	There's a boy in the girl's bathroom	Letters from the Lighthouse	Orphans of the Tide	Viking Boy	Beowulf

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Science											
St Anthony's			St Mark's			St Francis'			St Alban's		
Autumn Human Body/ Seasonal Change Scientific Enquiry	Spring Everyday Materials/ Plants Scientific Enquiry	Summer Animals Habitats Scientific Enquiry	Autumn Everyday materials / Forces & magnets	Spring Animals including humans / Rocks	Summer Living things and their habitats / Light	Autumn Earth & Space Animals including humans	Spring Electricity / Sound	Summer Living things & their habitats / States of matter	Autumn Earth & Space / Forces	Spring Properties & Changes of Materials	Summer Living things and their habitats Evolution & Inheritance
<p>Naming body parts. Understanding how to stay healthy. Identify 5 senses Experiencing the World using the senses.</p> <p>Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Distinguish between object and material Identify and name variety of materials Describe physical properties Compare everyday materials.</p> <p>Identify and name common plants Identify and describe basic structure of a flower</p>	<p>Identify and name some common plants and animals in local habitats.</p> <p>Identify and describe basic structure common animals Identify and name common animals Describe and compare the structure of a variety of common animals</p>	<p>Identify and 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 Compare how things move on different surfaces Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p>	<p>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</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>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 Recognise that they need light in order to see things and that dark is the absence of light</p>	<p>Describe the movement of the Earth and other planets relative to the sun in the solar system</p> <p>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</p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p>	<p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p>	<p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p>	<p>Describe the movement of the Earth and other planets relative to the sun in the solar system</p> <p>Describe the movement of the moon relative to the Earth</p> <p>Describe the sun, Earth and moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p>	<p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p>	<p>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</p>

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			<p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>Describe magnets as having 2 poles</p> <p>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>		<p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>Find patterns in the way that the size of shadows change</p>	<p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>Recognise some common conductors and insulators, and associate metals with being good conductor</p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases</p>	<p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>	<p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>	
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History											
St Anthony's			St Mark's			St Francis'			St Alban's		
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Personal History / History of flight	Development of railway History of steam engines / George Stevenson	Local History Study / How Marnhull has changed over time?	First moon landing / Neil Armstrong	History of medicine / Florence Nightingale	Local History Study/ Pirates - Harry Paye (Poole)	Ancient Egypt	Early Islamic Civilisation	Settlers and Invaders (1) Britain's settlement by Anglo-Saxons and Scots.	Famous Explorers Local study over time (How population has impacted our local area)	The Roman Empire	Settlers and Invaders (2) Viking and Anglo-Saxon's struggle for England
Sequencing events in their life. Recognising past and present changes over time. Know and recount stories about the past.	Sequence three or four events over a period of time. Reflect on events beyond living memory. Sequence three or four events over a period of time. Recognise events from past and present.	Sequencing artefacts from different time periods and recognise the difference between past and present between their own and others' lives. Find answers from simple questions about the past from given sources.	The lives of significant others from the past who have contributed to national and international achievements. Compare aspects of life in different periods. Plot a timeline of historical events (History of flight)	The lives of significant individuals. Recognise why people did things and why events happened as a result. Identify ways of life at different times. Discuss reliability of different sources.	The lives of significant others from the past who have contributed to local achievements. The lives of significant individuals. (local) Recognise why people did things and why events happened as a result. Identify ways of life at different times. Discuss reliability of different sources.	Find out about everyday people and time studied. Compare our lives to others. Place events on a timeline. Identify events and reasons for peoples' actions. Understand why people are famous. Understand more complex terms (BC & AD)	Find out about everyday people and time studied. Compare our lives to others. Place events on a timeline. Identify events and reasons for peoples' actions. Understand why people are famous. Understand more complex terms (BC & AD)	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	Sequence up to 10 events on a timeline. Know key dates, characters and events of time studied. Link sources and work out how conclusions were arrived at. Confidently use the library and internet for research. Use a range of sources to find out about an aspect of time past.	Use relevant dates and terms. Compare beliefs and behaviour to another time studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Link sources and work out how conclusions were arrived at.	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

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Geography											
St Anthony's			St Mark's			St Francis'			St Alban's		
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Looking at maps Seasonal changes and the weather	Local area study Seasonal changes and the weather	A study of Africa Seasonal changes and the weather	Geographical skills & field work. Local knowledge	Study of India (within the Commonwealth)	Study of the UK Locational knowledge	Climate Across the World	Local to global focus (Brazil/Biomes)	Investigating Water (River Stour)	Map studies / Local study (Europe)	Study of UK and the impact the Romans had on Britain	Natural disasters
Name and locate and identify the four countries of the UK. Understand that a world map shows all countries of the world. Identify the UK and where members of the school community come from.	4 points of the compass. Fieldwork and observation skills to study the geography of the school and its grounds and the key human and physical features.	Understand the key geographical differences through studying the human and physical geography of a small area of the UK and a contrasting non-European country.	Develop knowledge of the school and local area Human and physical features within the surrounding environment. Understand the four points of a compass / map work	Identify and locate hot and cold areas of the world in relation to the equator, north and south pole. Compare an area of the UK to a contrasting non EU country.	Understand the difference between The UK, Great and the British Isles Understand the physical geography of the UK – regions, counties mountain ranges in the UK, The three longest rivers in the UK Settlements can be hamlets, villages, towns and cities, depending on their size	Climate zones Settlements Link to Biomes. Compare Egypt to life in Dorset (link to Egypt & and the changes)	8 compass points Using resources and co-ordinates to locate countries, rivers, mountain ranges and oceans. Position and significance of the equator, tropic of cancer/ Capricorn 4 grid references. Difference between northern and southern hemisphere Biomes	Physical and human characteristics The Water Cycle Countries and major cities, rivers.	6 figure grid references Locate the key topographical features including coast, features of erosion, hills, mountains and rivers. On a world map locate the main countries in Europe and their main environmental regions, key physical and human characteristics and major cities.	Environmental regions, key physical and human characteristics, major cities and national parks. Discover how land has changed over time.	Name key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.

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Art											
St Anthony's			St Mark's			St Francis'			St Alban's		
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Drawing	Painting and collage 3D	Printmaking	Drawing 3D Digital and animation	Drawing, painting and collage	3D Paint	Drawing Sculpture	Drawing and printmaking Painting, collage/ sketchbooks	Sculpture	Drawing Puppetry	Painting Drawing and narrative	Design and making Drawing and making
<p>Autumn 1: Discovering charcoal</p> <p>Drawing like a caveman</p> <p>Autumn 2: Wax resist Autumn leaves</p> <p>Squiggle Drawing and Autumn floor drawing</p>	<p>Spring 1: Drawing spirals Drawing spiral snails</p> <p>Spring 2: Drawing feathers - mark making Making sculptural birds - 3D making</p>	<p>Summer 1: Plasticine printmaking</p> <p>Summer 2: Making magic spells</p>	<p>Autumn 1: Quentin Blake's drawing as inspiration</p> <p>Autumn 2: Sculptural characters inspired by Dahl and Blake</p> <p>Making drawings move</p> <p>Making articulated beasts</p>	<p>Spring 1: A cheerful Orchestra</p> <p>Spring 2: Typography for children</p>	<p>Summer 1: 3D visual maps</p> <p>Summer 2: Fruit inspired clay tiles</p>	<p>Autumn 1: Illustrating the Jabberwocky</p> <p>Autumn 2: Quick clay figurative sketches / making a pocket gallery</p>	<p>Spring 1: Dragons & Birds in Eggs / wax resist with coloured inks</p> <p>Spring 2: Drawing with scissors inspired by Matisse</p>	<p>Summer 1: Drawing nests / building nests</p> <p>Summer 2: Thoughtful mark making/ birds in trees</p>	<p>Autumn 1: Exploring sketchbooks</p> <p>Autumn 2: Shadow puppets and whiteboards</p>	<p>Spring 1: Graphic Inky still life</p> <p>Still life drawing in a cubist style using carbon paper</p> <p>Spring 2: Exploring portraits</p> <p>Page to panel - how to make manga</p>	<p>Summer 1: Conquering SATS stress with seats</p> <p>Summer 2: French pinch pots Wave bowls</p>

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D&T											
St Anthony's			St Mark's			St Francis'			St Alban's		
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Food tech Breakfast for a Super me Textiles Christmas Tree Decoration	Mechanisms Moving pictures	Food Tech	Textiles	Mechanisms	Food tech	Food Tech Pasta Pizza Textiles Christmas tree decoration	Textiles Puppets	Mechanisms Wheels and axles	Textiles - Christmas decorations	Mechanisms - Roman Catapults	Structures
<p>Design design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p>Technical knowledge builds structures, exploring how they can be made stronger, stiffer and more stable, explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>						<p>Design use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products.</p>					

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Music											
St Anthony's			St Mark's			St Francis'			St Alban's		
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Charanga - Year 1 Planning			Charanga - Year 3 planning			Charanga - Year 4 planning			Charanga - Year 6		
<p>Hey You! - 90s Hip Hop</p> <p>Rhythms in the way we walk. Banana Rap.</p>	<p>In the Groove</p> <p>Round and Round</p>	<p>Your Imagination</p> <p>Reflect</p> <p>Rewind & Replay</p>	<p>Let your spirit fly</p> <p>Glockenspiel Stage 1</p> <p>Exploring & developing playing skills</p>	<p>Three little birds</p> <p>The Dragon song</p> <p>Music from around the world, celebrating our differences and being kind to one another</p>	<p>Bringing us together</p> <p>Reflect, rewind and replay</p> <p>The history of music, look back and consolidate your learning, learn some of the language of music</p>	<p>Mamma Mia: ABBA's music</p> <p>Glockenspiel Stage 2:</p> <p>Exploring and developing playing skills using the glockenspiel</p>	<p>Stop!</p> <p>Writing lyrics linked to a theme</p> <p>Lean on me</p> <p>Soul/Gospel music and helping one another</p> <p>*Guitar with Dorset Music*</p>	<p>Blackbird</p> <p>The Beatles, equality and civil rights</p> <p>Reflect, rewind and replay.</p> <p>The history of music, look back and consolidate your learning, learn some of the language of music.</p>	<p>Happy</p> <p>Classroom Jazz</p>	<p>A New Year Carol</p> <p>You've got a friend</p> <p>*Guitar with Dorset Music*</p>	<p>Music and Me</p> <p>Reflect, rewind and replay</p>
			<p>Play tuned and untuned instruments musically.</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Exploring and developing playing skills using the glockenspiel</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>			

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Computing											
St Anthony's			St Mark's			St Francis'			St Alban's		
Computing Systems and Networks - Technology around us Creating Media Digital Painting	Creating Media Digital Writing Data and Information Grouping Data	Programming A - Moving A Robot Programming B - Intro to animation	Computer Systems and Networks - connecting computers Creating Media - Animation	Creating Media - Desktop Publishing Data and Information - Branching Database	Programming A - Sequence in Music Programming B - Events and Actions	Computing Systems and Networks - The Internet Creating Media - Audio Editing	Creating Media Photo Editing Data and Information Data logging	Programming A - Repetition in Shapes Programming B - Repetition in Games	Computing Systems and Networks - Sharing Information Creating Media - Vector Drawing	Creating Media - Video Editing Data and Information - Flat File Databases	Programming A - Selection in physical Computing Programming B - Selection in quizzes
Physical Education											
St Anthony's			St Mark's			St Francis'			St Alban's		
Multi Skills/ Bootcamp Mighty Movers/Dance	Skip to the Beat/Groovy Gymnastics Brilliant Ball Skills/ Gymfit circuits	Throwing and Catching/Cool Core/Active athletes/Fitness Frenzy	Mighty Movers/ Dance Multiskills/ Bootcamp	Skip to the Beat/Groovy Gymnastics Brilliant Ball Skills/Gymfit Circuits	Active Athletes/ Fitness Frenzy Throwing & catching Cool Core	Gym Fit Circuits Bootcamp	Tag Rugby/ Gym Sequence	Athletics/ Striking & Fielding	Football / Rugby / Netball	Hockey / Gymnastics / Dance	Athletics / Tennis / Cricket
Modern Foreign Languages											
					Phonics lesson 1 & 2 I'm Learning French I Can	Phonics lesson 1 & 2 I'm Learning French Animals	I Can Fruits	Presenting Myself At The Café	Phonics lesson 1&2 The Planets Family	Pets Olympics	At School At the Weekend

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PSRE

<p>Module 1 Unit 1: Religious Understanding Story Sessions: Handmade with Love Unit 2: Me, my body, my health Session 1: I Am Me Session 2: Heads, Shoulders, Knees and Toes Session 3: Ready Teddy? Unit 3: Emotional well-being Session 1: I Like, You Like, We All Like! Session 2: Good Feelings, Bad Feelings Session 3: Let's Get Real Unit 4: Life cycles Session 1: Growing Up</p>	<p>Module 2 Unit 1: Religious Understanding Session 1: Role Model Unit 2: Personal Relationships Session 1: Who's Who? Session 2: You've Got a Friend in Me Session 3: Forever Friends Unit 3: Keeping Safe Session 1: Safe Inside and Out Session 2: My Body, My Rules Session 3: Feeling Poorly Session 4: People Who Help Us</p>	<p>Module 3 Unit 1: Religious Understanding Session 1: God is Love Session 2: Loving God, Loving Others Unit 2: Living in the Wider World Session 1: Me, You, Us</p>	<p>Module 1 Unit 1: Story Sessions 1: Let the Children Come Session 1: I am Unique Session 2: Girls and Boys Session 3 & 4 (two sessions): Clean & Healthy Session 1: Feelings, Likes and Dislikes Session 2: Feeling Inside Session 3: Super Susie Gets Angry Unit 4 Session 1: The Cycle of Life</p>	<p>Module 2 Unit 1: Session 1: God Loves You Unit 2: Session 1: Special People Session 2: Treat Others Well... Session 3: ...and Say Sorry Unit 3: Session 1: Being Safe Session 2: Good Secrets & Bad Secrets Session 3: Physical Contact Session 4: Harmful Substances Session 5: Can You Help Me? (can be split into 2)</p>	<p>Module 3 Unit 1: Session 1: Three in One Session 2: Who Is My Neighbour? Unit 2: Session 1: The Communities We Live In</p>	<p>Module 1 Unit 1: Session 1: Get Up! Session 2: The Sacraments Unit 2: Session 1: We Don't Have To Be The Same Session 2: Respecting Our Bodies Session 3 (Yr4+) What is Puberty? Session 4 (Yr4+) Changing Bodies Session 5 (Yr4+) Discussion Groups - optional Unit 3: Session 1: What Am I Feeling? Session 2: What Am I Looking At? Session 3: I Am Thankful!</p>	<p>Module 2 Unit 1: Story Sessions: Jesus, My Friend Unit 2: Session 1: Friends, Family and Others Session 2: When Things Feel Bad Unit 3: Session 1: Sharing Online Session 2: Chatting Online Session 3: Safe in My Body Session 4: Drugs, Alcohol and Tobacco Session 5: First Aid Heroes</p>	<p>Module 3 Unit 1: Session 1: A Community of Love Session 2: What is the Church? Unit 2: Session 1: How Do I Love Others?</p>	<p>Module 1 Unit 1: Story Sessions: Calming the Storm Session 1: Gifts and Talents Session 2: Girls' Bodies Session 3: Boys' Bodies Session 4: Spots and Sleep Session 1: Body Image Session 2: Peculiar Feelings Session 3: Emotional Changes Session 4: Seeing Stuff Online Unit 4: Session 1: Making Babies (P1) Session 2: Making Babies (Pt2) *Optional. See your Programme Coordinator Session 3: Menstruation</p>	<p>Module 2 Unit 1: Session 1: Is God Calling You? Unit 2: Session 1: Under Pressure Session 2: Do You Want a Piece of Cake? Session 3: Unit 2 Session 1: Self-Talk Session 2: Sharing Isn't Always Caring Session 3: Cyberbullying Session 4: Types of Abuse Session 5: Impacted Lifestyles Session 6: Making Good Choices Session 7: Giving Assistance</p>	<p>Module 3 Unit 1: Session 1: The Trinity Session 2: Catholic Social Teaching Unit 2: Session 1: Reaching Out</p>
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