

Class Curriculum Map – Year 5

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Maths	<p>- Place value – within 100,000 Find the value of each digit in numbers to 100,000; Partition numbers in different ways; Round numbers; Compare and order numbers up to 100,000; Represent numbers in different ways, including with Roman numerals</p> <p>- Place value – within 1,000,000 Understand the value of any digit in a number up to 1,000,000; Compare and order numbers to 1,000,000; Round numbers to the nearest 10, 100, 1,000, 10,000 and 100,000; Use negative numbers; Create number sequences</p> <p>- Number: addition and subtraction Add and subtract numbers with up to 5 digits; Use the column method for addition and subtraction; Round numbers to estimate answers to problems; Add and subtract mentally; Solve problems involving addition and subtraction</p> <p>- Statistics Read information from tables; Understand and create two-way tables; Read information from line graphs; Answer questions relating to the information in graphs and tables; Draw simple line graphs</p> <p>- Number: multiplication and division Recognise and find multiples and factors; Recognise and identify prime numbers; Calculate square and cube numbers; Use inverse operations; Multiply and divide by 10, 100 and 1,000; Multiply and divide by multiples of 10, 100 and 1,000</p> <p>- Measurement: area and perimeter Measure shapes to find their perimeter; Calculate the perimeter of squares, rectangles and other rectilinear shapes; Use a formula to find the area of squares and rectangles; Estimate the area of different shapes</p>	<p>- Number: multiplication and division Multiply a number up to 4 digits by a 1- or 2-digit number; Divide a number up to 4 digits by a 1-digit number; Interpret remainders; Solve problems involving multiplication, division and remainders</p> <p>- Number: fractions Find and use equivalent fractions; Convert between improper fractions and mixed numbers; Compare and order fractions; Understand fractions as division; Use fractions to show remainders; Add and subtract fractions with the same denominator; Add and subtract fractions, including mixed numbers, where one denominator is a multiple of the other; Solve word problems involving fractions; Multiply proper fractions and mixed numbers by whole numbers; Find a fraction of an amount; Understand how fractions can be operators; Solve word problems involving fractions</p> <p>- Number: decimals and percentages Read and write decimals up to three decimal places, including numbers greater than 1; Round decimals to nearest whole number and to one decimal place; Order and compare decimal numbers up to three decimal places; Write percentages as fractions and as decimals</p>	<p>- Number: decimals Add and subtract decimals with the same number of digits after the decimal point; Add and subtract decimals with a different number of digits after the decimal point; Add whole numbers to decimals; Subtract decimals from whole numbers; Solve problems involving addition and subtraction of decimals including money Problems; Multiply and divide decimals and whole numbers by 10, 100 and 1,000</p> <p>- Geometry: properties of shapes Measure angles in degrees; Learn to measure angles with a protractor; Draw lines and angles accurately; Calculate missing angles; Learn about angles in shapes; Recognise and draw parallel lines; Recognise and draw perpendicular lines; Label parallel and perpendicular lines with the correct notation; Accurately identify regular and irregular polygons; Recognise different 3D shapes from different views</p> <p>- Geometry: position and direction Learn to reflect simple 2D shapes in vertical and horizontal lines; Plot and find coordinates of a reflected point on a grid; Use coordinates to calculate new points of a reflected shape; Translate 2D shapes on grid paper; Use coordinates to find translations</p> <p>- Measurement: converting units Convert between metric units of length, mass and capacity; Recognise imperial units and understand how to convert them into metric units; Convert between units of time; Read timetables and understand the information they show; Solve problems based on measures</p> <p>- Measurement: volume and capacity Learn what the volume of a shape is; Find volumes of shapes by counting unit cubes; Draw shapes with different volumes; Compare the volume of different shapes; Estimate the capacity of different shapes</p>
English	<p>Autumn 1</p> <p>- Recount writing: diary entry - Text: Queen of the Falls by Chris Van Allsburg</p>	<p>Spring 1</p> <p>- Fiction writing: myths - Text: Arthur and the Golden Rope by Joe Todd-Stanton</p>	<p>Summer 1</p> <p>- Persuasion/information writing: leaflet - Text: The Paperbag Prince by Colin Thompson</p>

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Spoken language: Articulate and justify answers; Give well-structured descriptions, explanations and narratives; Use Standard English; Participate in discussions, presentations, performances, role play, improvisations and debates; Gain, maintain and monitor the interest of the listener(s); Consider and evaluate different viewpoints

Reading comprehension: Draw inferences (characters feelings, thoughts and motives) and justify with evidence; Predict from details stated and implied; Summarise main ideas, identifying key details; Identify how language, structure and presentation contribute to meaning; Evaluate author's language choice; Distinguish between fact and opinion; Participate in discussion about books; Explain and discuss understanding of reading; Provide reasoned justifications for views

Writing composition: Identify the audience and purpose of writing; Note and develop initial ideas, drawing on reading and research; Enhance meaning through selecting appropriate grammar and vocabulary; Describe settings, characters and atmosphere; Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; Proof-read for spelling and punctuation errors

Autumn 2

- Fiction writing: traditional tale
- Text: The Lost Happy Endings by Carol Ann Duffy

Spoken language: Ask relevant questions; Build vocabulary; Give well-structured descriptions, explanations and narratives; Participate in discussions, presentations, performances, role play, improvisations and debates; Gain, maintain and monitor the interest of the listener(s); Consider and evaluate different viewpoints

Reading comprehension: Identify and discuss themes and conventions; Draw inferences (characters' feelings, thoughts and motives) and justify with evidence; Predict from details stated and implied; Summarise main ideas, identifying key details; Identify how language, structure and presentation contribute to meaning; Evaluate authors' language choice; Participate in discussions about

Spoken language: Listen and respond; Ask relevant questions; Build vocabulary; Articulate and justify answers; Give well-structured, descriptions, explanations and narratives; Use spoken language: speculating, hypothesising, imagining and exploring ideas; Speak audibly and fluently; Participate in discussions, presentations, performances, role play, improvisations and debates

Reading comprehension: Identify and discuss themes and conventions; Make comparisons within and across books; Learn poetry by heart; Check sense, discuss understanding and explore meaning of words in context; Ask questions to improve understanding; Draw inferences (characters' feelings, thoughts and motives) and justify with evidence; Summarise main ideas, identifying key details; Retrieve, record and present information from non-fiction; Explain and discuss understanding of reading

Writing composition: Identify the audience for and purpose of writing; Note and develop initial ideas, drawing on reading and research; Enhance meaning through selecting appropriate grammar and vocabulary; Describe settings, characters and atmosphere; Integrate dialogue to convey character and advance the action; Propose changes to vocabulary grammar and punctuation to enhance effects and clarify meaning; Use consistent and correct tense; Proof-read for spelling and punctuation errors; Perform own compositions using appropriate intonation, volume and movement.

Spring 2

- Recount writing: formal biography
- Text: The Darkest Dark by Chris Hadfield

Spoken language: Build vocabulary; Articulate and justify answers; Maintain attention and participate actively in collaborative conversations; Speak audibly and fluently; Use Standard English; Participate in discussions, presentations, performances, role play, improvisations and debates; Select and use appropriate registers for effective communication

Reading comprehension: Identify and discuss themes and conventions; Check sense, discuss understanding and explore meaning of new words in context; Draw inferences (characters' feelings, thoughts and motives)

Spoken language: Listen and respond; Build vocabulary; Give well-structured descriptions, explanations and narratives; Maintain attention and participate actively in collaborative conversations; Speak audibly and fluently; Use Standard English; Participate in discussions, presentations, performances, role play, improvisations and debates; Consider and evaluate different viewpoints; Select and use appropriate registers for effective communication

Reading comprehension: Make comparisons within and across books; Check sense, discuss understanding and explore meaning of words in context; Ask questions to improve understanding; Predict from details stated and implied; Identify how language structure and presentation contribute to meaning; Distinguish between fact and opinion; Retrieve, record and present information from non-fiction; Explain and discuss understanding of reading; Provide reasoned justifications for views

Writing composition: Identify the audience for and purpose of writing; Note and develop initial ideas, drawing on reading and research; Enhance meaning through selecting appropriate grammar and vocabulary; Use organisational and presentational devices to structure texts; Use consistent and correct tense; Distinguish between the language of speech and writing; Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; Proof-read for spelling and punctuation errors.

Summer 2

- Information writing: information text
- Text: Radiant Child by Javaka Steptoe

Spoken language: Listen and respond; Give well-structured descriptions, explanations and narratives; Maintain attention and participate actively in collaborative conversations; Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; Participate in discussions, presentations, performances, role play, improvisations and debates; Consider and evaluate different viewpoints



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	<p>books; Explain and discuss understanding of reading; Provide reasoned justifications for views</p> <p>Writing composition: Enhance meaning through selecting appropriate grammar and vocabulary; Describe settings, characters and atmosphere; Integrate dialogue to convey character and advance the action; Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; Use consistent and correct tense</p>	<p>and justify with evidence; Predict from details stated and implied; Summarise main ideas, identifying key details; Identify how language, structure and presentation contribute to meaning; Evaluate authors' language choice; Distinguish between fact and opinion; Retrieve, record and present information from non-fiction</p> <p>Writing composition: Identify the audience for and purpose of writing; Note and develop initial ideas, drawing on reading and research; Enhance meaning through selecting appropriate grammar and vocabulary; Précis longer passages; Propose changes to vocabulary grammar and punctuation to enhance effects and clarify meaning; Use consistent and correct tense; Distinguish between the language of speech and writing; Proof-read for spelling and punctuation errors</p>	<p>Reading comprehension: Make comparisons within and across books; Check sense, discuss understanding and explore meaning of words in context; Draw inferences (characters' feelings, thoughts and motives) and justify with evidence; Predict what might happen from details stated and implied; Evaluate authors' language choice; Participate in discussions about books; Provide reasoned justifications for view</p> <p>Writing composition: Identify the audience and purpose of writing; Note and develop initial ideas, drawing on reading and research; Enhance meaning through selecting appropriate grammar and vocabulary; Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; Proof-read for spelling and punctuation errors</p>
<p>RE</p>	<p>Autumn 1</p> <p>- What does it mean to be a Sikh? What it means to belong to a community; The key teachings of Sikhism; The Gurdwara & Guru Granth Sahib</p> <p>Autumn 2</p> <p>- What do Sikhs believe? The basic beliefs and practices of the Sikh faith; Know the story of the founding of the Khalsa; Know about the Amrit ceremony; To know the symbolism of the 5 Ks and their importance for Sikhs.</p> <p>- How do art and music convey Christmas? Identify and express Christian beliefs about Christmas exploring a range of art styles and the style of a Christmas Carol; Consider how the Nativity Narrative is expressed in a variety of forms, using a wide religious vocabulary to discuss reasons for the similarities and differences.</p>	<p>Spring 1</p> <p>- How has the Christian message survived for 2000 years? How the Christian message spread in the past; What persecution is and why it might inhibit the spread of a message; How the Christian Message spread after Jesus' Ascension and the 1st. Pentecost; How Confirmation contributes to the spread of the Christian message; How Christians believe that the Holy Spirit equips them to share the Christian message and how the confirmation ritual shows this belief.</p> <p>Spring 2</p> <p>- Do fame and Christian faith go together? The qualities that Christians hold and the distinctively Christian values that they live by; How Christian qualities support fame, you can be "famous" and also be a Christian, without having to compromise your faith.</p> <p>- Salvation: What happens in churches during Lent and Easter? Ash Wednesday, Passiontide, Passion Sunday and Palm Sunday; Maundy Thursday; Good Friday; Holy Saturday and Easter Day; Understanding of how the living out of ritual in church at Easter inspires and influences Christians.</p>	<p>Summer 1</p> <p>- What can we learn from wisdom? Why is wisdom important? What wisdom can you offer and from where does this wisdom come?</p> <p>Summer 1</p> <p>- Understanding Faith: what can we discover about the faiths in our local community? Pupils will investigate the faiths and beliefs in the local community and the wider borough; They will consider how and why these communities in the borough have changed over the past 50 years; Pupils are to find out more about how faith groups work in partnership with each other and the local community and how life in the borough has been enriched by the diversity of the faiths and beliefs that make up the borough.</p>

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<p>Computing</p>	<p>Autumn 1 'Computer Science: Coding 'We are game developers' Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems and solving problems by decomposing them into smaller parts; Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Autumn 2 - Computer Science: Computational thinking 'We are cryptographers' Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs; Understand computer networks including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration; Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Spring 1 - Information Technology: Media 'We are architects' Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content; Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting information.</p> <p>Spring 2 - Digital Literacy: Online safety 'We are web developers' Understand computer networks including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration; Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information; Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact; Be discerning in evaluating digital content.</p>	<p>Summer 1 - Information Technology: Media 'We are adventure gamers' Use search technologies effectively; Use a variety of software (including Internet services) on a range of digital devices to design and create content that accomplish given goals, including presenting information; Use technology safely, respectfully and responsibly.</p> <p>Summer 2 - Information Technology: Media 'We are VR designers' Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts; Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting information.</p>
<p>Science</p>	<p>Autumn 1 - Living things and their habitats: Describe life cycle of mammal, amphibian, insect, bird; describe life process of reproduction in plants and animals.</p> <p>Autumn 2 - Forces: Explain how unsupported objects fall towards the Earth because of gravity; identify the effects of air resistance, water resistance and friction.</p>	<p>Spring 1 - Properties of materials: Compare materials based on properties; design investigations to test for insulation, conduction.</p> <p>Spring 2 - Earth and Space: Describe the movement of the Earth and other planets; explain day and night.</p>	<p>Summer 1 - Forces: simple machines Recognise mechanisms (levers, pulleys) and how they work.</p> <p>Summer 2 - Changes of materials: Know that some materials dissolve; understand how to separate mixtures; understand reversible and irreversible changes.</p> <p>- Animals (SRE unit science part of PSHE)</p>
<p>Geography</p>	<p>Location knowledge and skills: Autumn 1</p>	<p>Human and Physical Geography:</p>	<p>Place knowledge:</p>

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	<p>Longitude, latitude, time zones; How UK is part of a wider context.</p> <p>Autumn 2 Name and locate countries in Europe; Identify largest city on each continent;</p>	<p>Weather, Rivers and the water cycle; (to include settlement and land use, distribution of natural resources, economic activity)</p>	<p>Compare and contrast the UK to a North American Country (USA/Canada/Mexico if Spanish speaking country is not done in Y4 or Y3)</p>
History	<p>Autumn 2 Strand: Gods and Religion Vikings</p> <ul style="list-style-type: none"> - Vikings as invaders (timelines and maps) - Vikings as explorers (warriors, longships and weaponry) - Viking as traders (trade routes, what did they trade) - Life as a Viking - Religion (Gods and goddesses, the Norse creation story, the afterlife) 	<p>Strand: Inventions and Discoveries Maya Civilisation</p> <ul style="list-style-type: none"> - Place the Mayas on a timeline (awareness that there are Maya people living today) - Comparison of ancient Maya to modern day Maya - Cities and architecture (influence of the stars) - Maths and the calendar (the invention of zero) - The calendar's influence on farming - Religion (Gods, the afterlife) 	<p>Strand: Significant People The Kingdom of Benin</p> <ul style="list-style-type: none"> - The rise of the Kingdom of Benin (Timeline) - Ogisos and Obas (the influence of the Obas and the growth of the Kingdom) - Religion (Obas as gods, the creation story) - Life in Benin (comparison of life of Obas and life of regular people) - Art from Benin (the Benin Bronzes) - The Fall of The Kingdom Benin
Art & Design	<p>Autumn 1</p> <ul style="list-style-type: none"> - Painting; Drawing; Work in a sustained and independent way to create a details drawing <p>Autumn 2</p> <ul style="list-style-type: none"> - Develop a painting from a drawing; Mix and match colours; Identify mix and use primary secondary complimentary and contrasting colours 	<p>Spring 1</p> <ul style="list-style-type: none"> - Sculpture; Drawing; Begin to use simple perspective in their work. <p>Spring 2</p> <ul style="list-style-type: none"> - Show experience in combining pinch, slabbing and coiling to produce end pieces 	<p>Summer 1</p> <ul style="list-style-type: none"> - Celebration of work; Printing/ craft; Drawing; Begin to develop an awareness of composition, scale and proportion <p>Summer 2</p> <ul style="list-style-type: none"> - Experiment with overprinting motifs and colours
Music	<p>Autumn 1</p> <ul style="list-style-type: none"> - Compose music for a range of purposes using the inter-related dimensions: learn techniques used in soundtracks and film scores to create own film music. - Use and understand staff and other musical notations: use graphic notation to create and perform from 	<p>Spring 1</p> <ul style="list-style-type: none"> - Perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression: sing songs using dynamic shape - Compose music for a range of purposes using the inter-related dimensions of music: create an ostinato accompaniment to a song thinking 	<p>Summer 1</p> <ul style="list-style-type: none"> - Play and perform in ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression: understanding and playing musical phrases using tuned instruments. - Play and perform in ensemble contexts: sing songs in up to 3-part harmony and develop singing

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	<p>- Play and perform in solo and ensemble contexts using musical instruments: perform sound effects to a movie</p> <p>Autumn 2</p> <p>- Listen with attention to detail and recall sounds with increasing aural memory: perform melodic phrases accurately.</p> <p>- Compose music for a range of purposes using the inter-related dimensions of music: Use 'hit-points' and 'spotting' to create a movie soundtrack</p> <p>- Play and perform in solo and ensemble contexts using musical instruments: perform a movie soundtrack</p>	<p>about timbre, rhythm and tempo. Perform, record and evaluate</p> <p>Spring 2</p> <p>- Appreciate and understand a wide range of high-quality recorded music drawn from different traditions and from great composers: identifying instrumentation and instrumental techniques, analysis of mood and character. Using these ideas to create own group composition. Rehearse, perform, record and evaluate.</p>	<p>techniques. Play a melody on tuned percussion to accompany a song.</p> <p>Summer 2</p> <p>- Understand and explore how music is created and produced including through the interrelated dimensions of music: explore the structure and arrangement of songs.</p>
PE	<p>Learning how to link technique and skills together in small-sided games. Apply basic principles of attacking and defending across basic large ball games such as football, netball, basketball, tag rugby. Enjoy competing with others and developing positive mental skills for sport.</p>	<p>Learn how to use skills in different ways and link them to make actions and sequences of movement through gymnastics or athletic movement. Developing flexibility, strength, technique, control and balance. Develop an understanding of how to improve your body in different ways through building physical health.</p>	<p>Begin to apply basic movements in a range of activities such as athletics, cricket, tennis, rounders. Engaging in competitive physical activity in small-sided games, participating and leading up to summer activities such as athletics and sports days. Apply basic principles suitable for attacking and defending.</p>
DT	<p>Autumn 1</p> <p>- Mechanisms: Pop Up Books (utilising a range of mechanisms)</p> <p>Autumn 2</p> <p>- Digital World: Monitoring Devices (Applying Computing knowledge and understanding to program, CAD skills)</p>	<p>Spring 1</p> <p>- Cooking and Nutrition: What could be healthier (cooking vegetables and meat hygienically)</p> <p>Spring 2</p> <p>- Structures: Bridges (working with wood, and appropriate tools and equipment)</p>	<p>Summer 1</p> <p>- Textiles: Stuffed toys (blanket stitch, hidden seams, stuffing)</p> <p>Summer 2</p> <p>- Electrical Systems: Electric Greetings Cards (using series and parallel circuits)</p>
PSHE	<p>Autumn 1</p> <p>- Being in My World</p> <p>Prepare children to play an active role as citizens: being a citizen; rights and responsibilities; democracy and having a voice.</p> <p>Autumn 2</p>	<p>Spring 1</p> <p>- Dreams and Goals</p> <p>Develop confidence and responsibility and making the most of pupils' abilities; Prepare children to play an active role as citizens: future dreams; jobs and careers; supporting others (charity).</p>	<p>Summer 1</p> <p>- Relationships</p> <p>Develop confidence in talking, listening and thinking about feelings and relationships; friendships; dealing with conflict; being a good friend.</p> <p>Summer 2</p>

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	<p>- Celebrating Difference Develop a healthier, safer lifestyle; and encourage and develop good relationships and respect differences between people: racism; bullying; enjoying and respecting other cultures.</p>	<p>Spring 1 - Healthy Me Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; exercise; healthy eating; staying clean and safe.</p>	<p>- Changing Me Describe the life process of reproduction in some plants and animals; Describe the changes as humans develop to old age; Provide children with the knowledge to protect themselves and ask for help and support; and are prepared for puberty; Teach children to name parts of the body and describe how their bodies work; self and body image; puberty in boys and girls; coping with change.</p>
French	<p>Autumn 1 - Studying French words/word-roots/ found in the English language as well as word patterns and the circumflex accent; recognising "false friends" Autumn 2 - Develop spoken communication using common scenarios; key questions and preference statements.</p>	<p>Spring 1 - Develop and practise reading skills - use of liaisons, how accents affect pronunciation, the "shy "e". Spring 2 - Learning numbers to 100. Identifying them non-sequentially both into and from French.</p>	<p>Summer 1 - Immersion in the spoken language; responding to spoken instructions in order to produce a drawing. Identifying pre-determined vocabulary in native-speaker videos. Summer 2 - Learning key cultural elements of France such as Christmas, Easter & Bastille Day. Comparing differences.</p>

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