REAL PROJECTS

R rigorous E engaging A authentic L learning

Term: Autumn 2020

Class: Turquoise

Classroom Immersion: EYFS style- Creative Zones (DT/Art, Science, Literacy, Maths, 2 x Calm-Reading Working walls related to zones Project working journey/timeline wall

Trips/Experiences: Virtual roman museum

Experts: Mr Hall, Jessica Morris, Natural and British Museum

Launch: Virtual visits am/ Project on a page- answer the question pm

Ancient Rome Experience to be presented in the hall as a virtual museum visit to all bubbles throughout the day. And then posted onto different platforms (Website, Seesaw, Facebook, Twitter) Surrounded by illuminated roman sculptures/buildings eg Colosseum, Trevi Fountain, Gladiator/black out statues, artefacts

ESSENTIAL QUESTION

Experience is the teacher of all things?

Home Learning :

-Collect things to make a roman mosaic.
-Make a Roman catapult following video and toolkit provided by school.

Literacy

Create your own diary entry on the escape from Pompeii- Critique

Leading text-My Story:Pompeii- Sue Reid

Escape from Pompeii-Christina Balit
Rotten Romans - Terry Deary
Ruthless Romans -Terry Deary
Romulus and Remus-Baby Professor-Kindle

DERIC-Romulus and Remus
Non fiction Rome

Maths

Place value
Four operations
Roman numerals

Science

- Light -shadows, travelling in straight lines making our shadow roman images

History

- How did the Roman Empire begin

In historical and geographical context through a time line.

- Look at 2 contrasting stories about the founding of Rome- discuss the difference between legends and historical facts-research and debate Story of Romulus and Remus / Roman people are descended from Trojans.

Outdoor learning

Shadows
PE
Roman games using natural materials-Battledore, Knucklebones, Tali similar to Jacks ,Tabula Terni Lapilli similar to Tic Tac Toe Hopscotch with roman numerals

Mini Project

Create a historical timeline line of Ancient Rome to be presented in a medium of their choice. (Teachers/children to build their model timeline alongside to use an exemplar.)

Legacy Jobs/ Independent writing task

- Make roman coins/dice out of clay/ make roman games- Ludix, Battledore
- Draw and label the eye
- Create shadow image of a Gladiator fighting or people escaping Pompeii
- Retell the story of Romulus and Remus

Creative

Learning Latin with Madame Kitto
Clay roman coins

RE/Virtues/PSHE

Unity, cooperation and friendliness-

What experience have you gained via home learning?

Computing

Research Romans

Stop animation of Romulus and Remus

PE

Arena PE scheme follow -hockey and football schemes of work

Literacy

Create a class Roman newspaper where children work on different elements-homes, education, food, leisure, jobs, music/arts, army.
Roman gods
Look at layout, reporting, advertising, headlines, retelling of Romulus and Remus, Escape from Pompeii, pictures
Roman Record

Presentation speech for their pitch and plan-critique

Maths

Four operations
Measures

Science

Focus of scientific enquiry and language through weekly science as part of our jobs to encourage writing like a scientist.
Bite size experiments :
eg fruit powered clock
Make a volcano erupt
Cleaning roman coins

History/Geog

To look at the impact of Romans to this day in the UK

Outdoor learning

PE

Mini Project

Design and make a pitch for the layout for our final outcome - A Dragons Den oracy experience with AC/SY/JoA/JT and NE show casing their technical drawing and oracy skills.

Legacy Jobs/Independent Writing Tasks

- .Make a roman mosaic tile
- Write instructions for becoming a Gladiator
- Book reviews about books about Rome/
- Complete weekly science experiment
- Independent writing -research roman musical instruments

Creative

- Learning Latin with Madame Kitto
- Make Roman bread

RE/Virtues/PSHE

Helpfulness, courage and respect

Computing

Create an obstacle course for a Gladiator using Kodeable.

PE

Arena PE scheme follow -hockey and football schemes of work

Literacy

Explanation text of how to build illuminated roman artefacts/mosaic tiles

Maths

Four operations
Shape

Science

To create electric circuits to illuminate our artefacts

Outdoor learning

PE
Testing home learning Roman catapults competition

Mini Project

Illuminated Roman artefacts/ buildings

Independent Jobs

- Limited Palette work-creating mounting sheets for finished product using shading through one colour.
- Finish and make their work exceptional by mounting in their project books
- Make large volcano for the hall.

Creative

- Learning Latin with Madame Kitto
- Decorate white sheets with Roman mosaic tile printing-ZP
- Making a Roman building/artefact

RE/Virtues/PSHE

Patience, self confidence ,caring, thankfulness and enthusiasm

Computing

Collate their virtual presentation

PE

Dance and perform a gladiator dance to the music from Gladiator.

Resources:

Film
Screen
Sound system
Glass cabinets
Hall Tables
White sheets
Artefacts
Large Volcano

FINAL OUTCOME

Ancient Rome Virtual Experience

What: Ancient Rome Virtual experience

Where: School Hall

When:1st December 2020

Costs:

Adults and responsibilities:

Sarah Trow
Chrissy Simpson
Elaine Trudgeon
Kate Russ
Charlie Pearce
Lisa Farnham

Work to be displayed:

In a virtual experience for all bubbles in the hall
Facebook
Website
Twitter

Children input:

Set up the hall:
-Glass display cabinets
-Blackout silhouettes
-Models
-Volcano

Yr 6 Reading:

1) I can apply my growing knowledge of word families, root words, prefixes and suffixes(morphology and etmology), listed in English Appendix 1, both to read aloud and to understand the meaning of new words.

Comprehension:

2)I have read a wide range of fiction and non-fiction, poems, plays and other reading material for a range of purposes.
3)I have an increased familiarity with books from other cultures and traditions and can compare to books from our literary heritage.
4)I can make detailed recommendations to others based on their tastes.
5)I can confidently identify and discuss themes across a wide range of texts.
I6) can make comparisons across texts including different text types.
7)I can read a wide range of poetry by heart.
8)I can prepare and perform poems and plays to read aloud choosing intonation, tone and volume to show meaning.
9)I can quickly and efficiently skim read to locate key information.
10)I can ask searching questions to improve my own and others' understanding of a text.
11)I can accurately make detailed predictions from details stated and implied.
12)I can explain and evaluate how figurative language, vocabulary, grammar, text structure and organisational features affect meaning and the reader.
13)I can make inferences referring to all aspects of the text and refer to different parts of the text.
14)I know the purpose, audience and context for writing and use this knowledge to support comprehension.
15)I can clearly identify the writer's viewpoints and explain this with specific evidence from the text, explaining how this has an effect on the reader.
16)I can make critical comparisons across texts and genre.
17)I can discuss my own understanding of a text maintaining a focus on the topic and provide justification for this.
18)I can build on my own and others' views of a text and ideas in written form.

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Composition:

1)I can identify audience and purpose for writing and consider how it reflects the audience and purpose.
2)I can add detailed developments to initial ideas, drawing on reading and research.
3)I can consider and apply character and plot developments in what I have read, seen and/or heard.
4)I can use a wide range of imaginative and ambitious vocabulary and grammar and use this to change and enhance meaning
5)I can convey character and advance action using effective descriptions and dialogue.
6) I can build cohesion within and across paragraphs using a range of narrative devices such as; repetition and ellipses.
7)I can vary sentence length and word order confidently to sustain interest.
8)I can critique the effectiveness of my own and others' writing, making insightful and thorough suggestions for improvement.
9)I can use a range of powerful expanded noun phrases to add key detail.
10)I can a range of powerful adverbial and accurate prepositional phrases effectively to add key detail.
11)I can use organisational and presentational devices to structure a text. E.g. columns, bullet points, sub-headings.
12)I can distinguish between formal and informal registers in writing and use these effectively.
13)I can consistently use correct subject-verb agreement.
14)I can use consistent and correct tense throughout a piece of writing.
15)I can proof-read and make effective corrections to improve the overall effect of a piece of writing.
16)I can precis and organise writing, supporting ideas and argument with factual detail.
17)I can produce writing which is varied, interesting and thoughtful and features figurative language that is suited to purpose.

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Spelling:

1)I can spell words with endings which sound like 'shuhl' after a vowel and a consonant letter
2)I can spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency
3)I can continue to distinguish between homophones and pairs of words opposite, nouns end -ce and verbs end -se.
4)I can spell words ending in -able and -ible, -ably and ibly
5)I can use a hyphen to join a prefix to a root word
6)I can spell words with a long /e/ sound spelt 'ie' or 'ei' after c and exceptions.
7)I can correctly spell the words from the year 6 word list.
8)I can spell words adding suffixes beginning with vowel letters to words ending in -fer
9)I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
10)I can use a thesaurus.

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Punctation:

1) can identify, explain and add a full range of missing punctuation into a text e.g.: . , - “” ! ?() : ; * “
2)I can use commas consistently and accurately to clarify meaning and avoid ambiguity within a sentence Recognise how where a comma is placed within a sentence can affect the meaning.
3)I use bullet points to list information (including ., *, 1), i) etc.
4) I can use semi-colons, colons or dashes to mark boundaries between independent clauses.
5) I can use a colon to introduce a list and semi-colons within a list.
6) I can use hyphens to avoid misunderstanding eg man eating shark v man-eating shark

Grammar:

Year 6: Detail of content to be introduced (statutory requirement)	
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*] How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].
Sentence	Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech]
Text	Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*], and **ellipsis** Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*] Use of the colon to introduce a list and use of semi-colons within lists **Punctuation** of bullet points to list information How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]
Terminology for pupils	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

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Maths Y6 Place value:

1)I can order, read and write numbers up to 10,000,000 and explain the value of each digit.
2)I can round any whole number to a required degree of accuracy
3)I can use negative numbers in context, and calculate intervals across zero
4)I can solve number and practical problems that involve all of the above.

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Addition and subtraction:

1)I can multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
2) I can divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
3) I can divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
4) I can perform mental calculations, including with mixed operations and large numbers
5) I can identify common factors, common multiples and prime numbers
6) I can use their knowledge of the order of operations to carry out calculations involving the four operations
7) I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
I can solve problems involving addition, subtraction, multiplication and division
8) I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

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Number -Fractions

1)I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination
2)I can compare and order fractions, including fractions > 1
3)I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
4)I can multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 4 1 × 2 1 = 8
5)1] I can divide proper fractions by whole numbers [for example, 3 1 ÷ 2 = 6 1]
6)I can associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 8 3]
7)I can identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
8)I can multiply one-digit numbers with up to two decimal places by whole numbers
9)I can use written division methods in cases where the answer has up to two decimal places
10)I can solve problems which require answers to be rounded to specified degrees of accuracy
11)I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

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Geometry:

1)I can draw 2-D shapes using given dimensions and angles
2)I can recognise, describe and build simple 3-D shapes, including making nets
3)I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
4)I can illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
5)I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
6)I can describe positions on the full coordinate grid (all four quadrants)
7)I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

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Algebra:

1)I can use simple formulae
2)I can generate and describe linear number sequences
3)I can express missing number problems algebraically
4)I can find pairs of numbers that satisfy an equation with two unknowns
5)I can enumerate possibilities of combinations of two variables.
6)I can missing numbers, lengths, coordinates and angles
7) I can formulae in mathematics and science
8)I can equivalent expressions (for example, a + b = b + a)
9)I can generalisations of number patterns
10)I can number puzzles (for example, what two numbers can add up to).

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Measurement:
1)I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
2)I can use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
3)I can convert between miles and kilometres
4)I can recognise that shapes with the same areas can have different perimeters and vice versa
5)I can recognise when it is possible to use formulae for area and volume of shapes
6)I can calculate the area of parallelograms and triangles
7)I can calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3].

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Ratio and proportion:
1)I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
2)I can solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
3)I can solve problems involving similar shapes where the scale factor is known or can be found
4)I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

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Probability, ration and proportion:

1)I can solve problems with ratio and proportion which include missing values using multiplication and division facts.
2)I can solve problems which include the calculation of percentages.
3)I can solve problems involving similar shapes where the scale factor is known or can be found.
4)I can solve problems using unequal amounts using knowledge of fractions and multiples

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Statistics:

1)I can interpret and construct pie charts and line graphs and use these to solve problems
2)I can calculate and interpret the mean as an average.

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Science

Yr6 Working scientifically:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments

Life processes:

Living things and their habitats

- 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

Animals including humans

- 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

Light

- 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

- **Evolution and inheritance**
  - 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 lead to evolution

Electricity

- 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

DT:

Use research and exploration to identify and understand user needs when designing a product.
Develop and communicate design ideas using annotated sketches, detailed plans, oral and digital presentations and computer based tools.
Select from and use specialist tools and techniques for a range of uses. E.g. Whisk, craft knife, cutting mat, safety ruler.
Select from and use a wider range of materials, components and ingredients taking into account their aesthetic properties.
Test, evaluate and refine ideas and products against a specification.
Evaluate products and use of information sources throughout the process and use this to inform planning.
Build complex frameworks using a range of materials to support mechanisms.
Use a CAM to make an up and down mechanism.
Control a model using an ICT control programme.

Computing: Y6

Technology in the real world:

Use a range of digital devices to combine different software and present data and information.
Collect, analyse and evaluate data.
Use technology to accomplish challenging goals.

Programming

Understand several key algorithms that reflect computational thinking for sorting and searching.

Purposeful application

Use a range of programmes, systems and content to accomplish challenging goals.
Use technology creatively to collect, analyse, evaluate and present data and digital content

E-Safety

Know why you need to use technology securely.
Know why it is important to protect your online identity.

Art: Y6

Materials

Explore materials to create sculptures (mod roc, clay, natural materials, household object, chicken wire.)
Different textures and consistencies of paint.

Expression and Imagination:

Use Art to express an abstract concept e.g war, love, creation.

Techniques:

Use viewfinders and perspective techniques in composition.
Apply paint to show textures.
'Limited palette' work. Working with one colour and developing work using tints and shades.
Construct scale models using joining and drawing techniques.
Combine techniques and give reasons for choices.

Artists:

Have an in-depth knowledge of the work of an architect and choose a style to emulate in constructing a scale model.
Be able to identify and appraise the work of designers through history.

Year	Autumn 1	Autumn 2	Spring 1
C	**Christianity** **TOPIC:** The History of Christianity **THEME:** inspiration, persecution, growth and division	**Christianity** **TOPIC:** The History of the Christianity in Cornwall **THEME:** inspiration, persecution and division	**Christianity** **TOPIC:** The Church **THEME:** community and identity
DD	Has Christianity been a force for good in history?	Should people be free to worship as they wish?	Does it make sense for God to be one thing and three things at the same time?
AA	Which of the key figures in the history of the Church are still thought of as role-models for Christians today?	Why is Truro Cathedral important to Christians in Cornwall today?	Why do Christians get baptised and confirmed today?
HH	What is it like to communicate the 'Good News' about Jesus to people who do not know about him?	What is it like for Methodists and Catholics to take part in worship?	Would it be appropriate for me to join in with Christian rituals? How might it enable me to develop a sense of what it means to belong to the Christian community?
SS	How have Christian missionaries been inspired by Christian stories differently?	How was John Wesley inspired to change things by the Gospel accounts of Jesus?	Where can we see Christian stories in church life?

Spring 2	Summer 1	Summer 2
Christianity **TOPIC:** The Church **THEME:** community and worship	**Islam** **TOPIC:** Islamic Belief **THEME:** belief and revelation	**Islam** **TOPIC:** Submission to Allah **THEME:** worship and belief in action
Can you be a Christian without going to church?	Do messengers of God exist? If so, in what sense?	Who or what should we live our lives for?
Why do Christians today still follow the Church's year?	How do the Messengers of Allah inspire Muslims today?	Which of the five pillars of Islam is the most significant for Muslims today?
What can Christian worship offer me?	How can looking for forms and patterns in nature help you understand Muslim beliefs and feelings about the nature of Allah's creation?	Can the development and performance of a routine of specific body positions, each conveying a particular meaning, provide insights into the feelings and emotions of Muslims in prayer?
How does Christian worship involve Christians in bible stories?	How do stories about the prophets guide Muslims today?	How does the Hajj involve Muslims in the story of Islam?

PSHE: Health and Wellbeing

Understand the effects of mental health problems.
Understand the impact of disease in the wider world.
Discuss how to manage change and transition. Discuss how to manage emotions and other changes within puberty.

Relationships

Discuss behaviour choices in society and their consequences.Recognise and challenge stereotypes.
Identify positive and negative relationships and where to access support.Respect equality and diversity between people. Begin to understand sexual relationships.

Wider World

Begin to explore democracy and government as well as justice and laws.Analyse different sources and understand media interpretation. Show a deeper understanding of enterprise and the economic/business environment. Understand the term sustainable development. E-SAFETY and DRUGS/ALCOHOL

Drugs and Alcohol:

Know how legal and illegal substances affect the body and make informed choices.
Know what physical contact is acceptable and how to access help and support.
Know how to respond in an emergency.

Music:

Singing and Performing

Perform in a group and alone using voices and instruments with increasing fluency, accuracy, control and expression

Composing

Compose using an understanding of music from a range of cultures, times and styles.
Plan for expression in compositions.

Listening and Appraising

Identify features that typify the work of great composers through time.
Analyse and compare musical features.

Humanities:
Geography:

Locational Knowledge

~~Know meaning of latitude or longitude, Equator or Tropics of Capricorn and Cancer or Artic and Antarctic Circles or Time zones.~~

Place Knowledge

Study environments and compare similarities and differences in a range of some features stated above.

Human and Physical Geography

Know meaning of Biomes and vegetation belts.
OR Know about climate change or Know about plate tectonics.

Geographical Skills and Fieldwork

Use multiple sources of complex information to draw conclusions.

Humanities:
History:

Chronological events

Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day.

Use of sources

~~Understand the methods of historical enquiry, including how it is used to make historical claims.~~

Historical Enquiry

Identify significant events, make connections, draw contrast and analyse trends

Analyse and evaluate the impact of significant people/events in history

~~A detailed study of a particular famous person and their historical legacy from at least two different points of view.~~

Language:Language specific to topic (e.g. mummified)

PE Y6

Gymnastics/ Athletics

~~Show accuracy, control, speed, strength and stamina consistently within a range of movements.~~
~~Develop and adapt techniques to improve performance.~~

Team games

Gain possession confidently and apply attacking and defending skills.
Apply understanding of rules and tactics e.g. officiating

Dance and movement

Perform dances using advanced techniques with a range of dance styles and forms.

Outdoor Adventurous activities

~~Confidently orientate self and others to solve a problem in a more unfamiliar environment.~~
~~Develop skills to solve problems in intellectual and physical challenges.~~
Any child not meeting the 25m requirement will receive swimming intervention.

Virtues timetable

Week 1 7/9	Unity	Week 23 8/3	Generosity
Week 2 14/9	Unity	Week 24 15/3	Excellence
Week 3 21/9	Friendliness	Week 25 22/3 Week 26 26/4	Self-discipline Forgiveness
Week 4 28/9	Cooperation		
Week 5 5/10	Helpfulness	Week 27 4/5	Creativity
Week 6 12/10	Respect	Week 28 10/5	Love
Week 7 19/10	Courage	Week 29 17/5	Optimism
Week 8. 2/11	Patience	Week 30 24/5	Courtesy
Week 9 9/11	Self - confidence	Week 31 7/6	Understanding
Week 10 16/11	Enthusiasm	Week 32 14/6	Compassion
Week 11 23/11	Caring	Week 33 21/6	Joyfulness
Week 12 30/11	Thankfulness	Week 34 28/6	Loyalty
Week 13 7/12	Trust	Week 35 11/6	Tolerance
Week 14 14/12	Peacefulness	Week 36 5/7	EYFS choice
Week 4/1	Peacefulness		
Week 16 11/1	Kindness	Week 37 12/7	Phase 1 choice
Week 17 18/1 Week 18 25/1	Kindness Perseverance		
Week 19 1/2 Week 20 8/2	Honesty Justice	Week 38 19/7	Phase 2 choice
To Week 21 22/2 Week 22 1/3	Flexibility Determination		