

YEAR 5&6 Curriculum Map

YEAR A	Autumn		Spring		Summer	
	Darwin's Delights (Science focus)	A Child's War (History focus)	Blood Heart (Science focus)	Time Traveller (Art and Design focus)	Alchemy Island (Music focus)	Off With Her Head (History focus)
English	Fantasy Narrative Newspaper Poetry	Historical Narrative Letters and Diaries Persuasive Posters Speeches	Non-chronological reports Biography Shape poetry	Adventure Narrative with time-slips Explanations	Quest Stories Instructions Lyrics Free-verse Poetry	Shakespeare Narrative Balanced arguments – debates Riddles
	VGP (continue to embed previous years learning) Relative clauses Adverbs for time, modal verbs Cohesive paragraphs Commas to clarify meaning Parenthesis		VGP (continue to embed previous years learning) Active and passive voice Subjunctive forms Colons, semi-colons, Hyphens		VGP (continue to embed previous years learning) Formal / informal speech Synonyms and antonyms Ellipsis Bullet points	
Year 5 (Statutory requirements)	Spelling -/shuhs/ -cious, -/shuhs/ -tious -ious -short vowel /i/ spelt with y -long vowel /i/ spelt with y -Homophones and near homophones	Spelling - Silent letters -Modal verbs -words ending in –ment -adverbs of possibility and frequency	Spelling -creating nouns using -ity suffix -creating nouns using -ness suffix -creating nouns using -ship suffix - Homophones and near homophones	Spelling -/or/ sound spelt 'or' -/or/ sound spelt 'au' - convert nouns or adjectives into verbs using suffix –ate, -ise, -ify, -en	Spelling - ough, -adverbials of time, -adverbials of place, -/ear/ sound spelt 'ere'	Spelling -Unstressed vowels in polysyllabic words, - Verb prefixes: de-, re-, over- - Convert nouns or verbs into adjectives using suffix: -ful, -ive, -al
Year 6 (Statutory requirements)	Spelling -ambitious synonyms (adjectives) - homophones and near homophones (-ce/-cy/-se/sy) - Adjectives ending in –ant into nouns ending in –ance/-ancy - Adjectives ending in –ent into nouns ending in –ence/-ency	Spelling - words ending in –able - words ending in -ably -word families based on common words -creating diminutives using prefixes micro- and -mini	Spelling - suffixes with vowel letters to words ending in –fer - long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) -word families based on common words	Spelling - endings which sound like /shuhl/ after a vowel letter - endings which sound like /shuhl/after a consonant letter -words with a 'soft c' spelt /ce/ -word families based on common words	Spelling -word families based on common words -words that can be nouns and verbs -words with a long /o/ sound spelt 'ou' or 'ow' - words ending in –ible - words ending in -ibly	Spelling - Synonyms and Antonyms

Maths	White Rose Scheme of Learning is used as a basis for planning. Small steps and unit guidance are used to teach progression of skills, ensure fluency, reasoning, problem solving and Mastery opportunities are available for all children.					
Year 5	-Number: Place Value -Number: Addition and Subtraction	-Statistics -Number: Multiplication and Division -Perimeter and Area Consolidation	-Number: Multiplication and Division -Fractions	-Number: Decimals and Percentages Consolidation	-Number: Decimals -Geometry: Properties of Shape Geometry: Position and Direction	Measurement: Converting Units, Measuring Volume Consolidation
Year 6	-Number: Place Value -Number: Addition and Subtraction, Multiplication and Division	-Fractions -Geometry: Position and Direction Consolidation	-Number: Decimals -Number: Percentages -Number: Algebra	-Measurement: Converting Units -Measurement: Perimeter, Area and Volume Number- Ratio Consolidation	-Geometry: Properties of Shape -Problem Solving -Statistics	Investigations Consolidation
Science	Working Scientifically - Investigations to be carried out at least once every half term.					
	Evolution and inheritance Sc6/2.3 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	'Let's Investigate'	Animals, including humans Sc6/2.2 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	Animals including humans Sc5/2.2 Describe the changes as humans develop to old age.	Properties and changes of materials Sc5/3.1 Compare and group together everyday material on the basis of their properties. 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. Give reasons for the particular uses of everyday materials, including metals, wood and plastic.	'Let's Investigate'

					<p>Demonstrate that dissolving, mixing and change 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>	
History	Significant individuals – Charles Darwin, Mary Anning Hi6	The Second World War Hi6		Changes Over the Last Century Hi6		The Tudors Hi 6
Geography	Using maps; Geographical similarities and differences; islands of the world. Ge SF1 Ge PK1	Human Geography; Cities of the UK Ge HP2 GE LK2		Changes in the Local Community GE LK2	Map Reading; Using Co-ordinates; Human and Physical Features Ge HP1, SF2	Historic Maps Ge HP2 Ge LK2
Computing Switched On Computing Y5	<p>Developing an interactive game</p> <p>The pupils plan their own simple computer game. They design characters and backgrounds, and create a working prototype, which they develop further based on feedback they receive.</p>	<p>Cracking Codes</p> <p>The pupils learn more about communicating information securely through an introduction to cryptography (the science of keeping communication and information secret). They investigate early methods of communicating over distances, learn about two early ciphers, and consider what makes a</p>	<p>Fusing geometry and art</p> <p>The pupils use vector and turtle graphics to explore geometric art, taking inspiration from the work of Escher, Riley and traditional Islamic artists, as well as experimenting with complex 'fractal' landscapes.</p>	<p>Creating a website about cyber safety</p> <p>In this unit, the pupils work together to create a website explaining e-safety and responsible online behaviour.</p>	<p>Sharing experiences and opinions</p> <p>In this unit, pupils create a media-rich blog, comment on blogs and respond to comments.</p>	<p>Creating a virtual space</p> <p>In this unit, the pupils research examples of art gallery architecture, before using Trimble SketchUp to create their own virtual gallery. Finally, they use the gallery to exhibit their own artwork.</p>

		secure password.				
Art and Design	Creating sketchbooks; observational drawings AD1, AD2		Modelling and Sculpture; Abstract Art AD2	Photography; Great Artists – Andy Warhol, Salvador Dali; Collage AD2, 3		Portraits; Sketching Tudor Fashions; 3D Modelling. AD1, 2, 3
Design and Technology		Following Recipes; Building Structures DT CN2, TK1, M2	Selecting Tools and Equipment; Healthy Recipes; Product Packaging; Working Models DTM1, TK1, CN2, E1, D2	Selecting Materials DT M2	Electrical Circuits; Designing a Board Game DT TK3, D1	
Music		Listening, Performing and Composing Mu3, Mu1, Mu2, Mu5	Pulse; Heart Raps Mu1, Mu2		Composing; Recording and Editing Software; Atmospheric Music; Graphic Scores Mu1, 2, 3, 4, 5	Tudor Music; Composition. Mu1, 2, 5
PSHE	Including exploration of British Values; emotional, verbal, physical, cyber bullying; understanding bullying as a behaviour.					
	Taking Responsibility PSHE 5a	Emphathising with People in Different Times PSHE 4b, 2g, 2e	Harmful Substances; Caring About Others PSHE 4a, 4g, 5c	Body Changes Approaching Puberty; Meeting and Talking with People; Reflecting on Spiritual, Moral, Social and Cultural Issues; Setting Personal Targets; Feeling Positive. PSHE 3c, 5e, 2e, 1b, 5b		Rules and Consequence. PSHE 2b
RE	BELIEVING: what people believe about God, humanity and the natural world <u>Christian</u> Evidence of God: God and humanity <u>Judaism</u> Jewish belief about G-d G-d is One, good G-d is the Creator G-d cares for all people	CELEBRATIONS: how and why celebrations are important in religion <u>Christian</u> How the Church celebrates its identity Worship Curriculum Kernewek: The development of local celebrations which look beyond the origins of Christianity in Cornwall <u>Judaism</u>	LEADERS AND TEACHERS: figures who have an influence on others locally, nationally and globally in religion <u>Christian</u> Jesus in Christian experience The effect of Jesus on the lives of the individuals Beliefs about Jesus – son of God, Saviour <u>Judaism</u>	STORY: how and why some stories are sacred and important in religion <u>Christian</u> Types of Writing Types of writing with examples: - History, - Law, - Wisdom, - Prophecy - Gospels, - Letters A focus on the meaning and significance of stories Uses of the Bible	SYMBOLS and BUILDINGS: how and why symbols express religious meaning and the Church <u>Christian</u> Church structure and organisations How buildings, artefacts and symbols play a part in the worship, rituals and ceremonies of the community	BELONGING: where and how people belong and why belonging is important MYSELF: who I am and my uniqueness as a person in a family and community <u>Christian</u> CURRICULUM KERNEWEK Cornwall as a place of spiritual inquiry

		Festivals and celebrations The calendar The three harvest and Pilgrim festivals -	The role of the rabbi Stories -the life of Moses -the life of Rabbi Akiva and other rabbis from the Talmudic times -the lives and stories of the Baal Shem Tov and Rabbi Nachman of Breslov -the lives of Rabbis Leo Baeck and Hugo Gryn	Personal devotion In public worship - It is read in services - The Gospel often has special status - Use of psalms - Readings for festivals Judaism The Tenakh The importance of the Torah: written and oral Stories -the Creation, -the Patriarchs and the Matriarchs Care for the world and the environment	Judaism Worship and the community -Mishkan: menorah and Ark -Jerusalem: first and second Temples and the Western Wall -the Synagogue: the community centre; place of prayer and study; its main features and components; historical developments The Magen David: a modern symbol for Jews	Why people feel attracted to Cornwall as a centre of spirituality and spiritual experience Judaism THE PEOPLE AND THE LAND Family life The variety of ways of being Jewish, including Ashkenazi and Sephardi as well as Orthodox and progressive Diversity within the Jewish community Differences of opinion and practice Shabbot – Kashrut – Life Rituals
PE	The 'Real PE' Curriculum is followed, where children explore the key skills of Balance, Co-ordination and Dynamic Balance to Agility. Alongside this, children learn and apply physical skills, personal, social, cognitive and creative skills, whilst showing a knowledge and understanding of health and fitness. In order to be physically confident in a way which supports health and fitness, these skills will be applied and embedded through the following physical sports and activities.					
	Netball	Dance	Gymnastics	Tennis	Cricket	Athletics
	All children will take part in weekly swimming lessons					
French	All About Ourselves	Family and Friends	Getting to Know You	Time Travelling	Holidays and Hobbies	The School Day
FOREST SCHOOL	Building on knowledge of trees, mini beasts and plants ID children can classify using two step keys and flow diagrams – nature detectives and OPAL. Children also partake in topic-based activities and a variety of knot making more independent fire lighting, cooking and den building. They can also experience OPAL packs including soil testing. In coming years knife skills to be added.					
	Autumn - seasonal work to include ID guides from OPAL website – flow chart style. Complete this with animals and plants. Darwin's delights Orienteering/ map work Make skeleton from stick using varied knots.	Spring - seasonal work to include ID guides from OPAL website – flow chart style. Complete this with animals and plants. Blood Heart Creating models of animals using sticks and knots	Summer -seasonal work to include ID guides from OPAL website – flow chart style. Complete this with animals and plants. Alchemy Island Making own model island with natural resources Mapping the island out.			

	<p><u>A Child's War</u> Shelters Outdoor instruments – best materials to make a siren Dig for victory – planting and growing.</p>	<p><u>Time Traveller</u> Art work in the style of Andy Warhol/Salvador Dali using paints children made themselves.</p>	<p><u>Off With Her Head</u> Children to design their own forest school package that links in with the topic and skills they want to develop. Plan with forest school leader.</p>
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YEAR 5&6 Curriculum Map

YEAR B	Autumn		Spring		Summer	
	Gallery Rebels (Art and Design focus)	Scream Machine (Science focus)	Tomorrow's World (Computing focus)	Allotment (Geography focus)	Stargazers (Science focus)	Revolution (History focus)
English	Short Narrative Research and information text Expressionist Poetry	Narrative with dialogue Explanations Shape/concrete poetry	Mystery Narrative Newspaper reports Websites – email/blogging	Quest Narrative Instructions Performance Poetry	Sci-fi Narrative Biographies Limericks	Historical Narrative Persuasive letters and speech Chaucer English Poetry
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Science	Working Scientifically - Investigations to be carried out at least once every half term.					
	Light Sc6/4.1 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 emit 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	Forces Sc5/4.2 Explain that unsupported objects fall towards the earth because of the gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Revise the forces of gravity, air resistance and friction.	. Electricity Sc6/4.2 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.	All living things and their habitats Sc5/2.1 and Sc6/2.1 Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life processes of reproduction in some plants and animals. Describe how living things are classified into broad groups according to common observable characteristics and base on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics	Earth and Space Describe the movement of the Earth, and other planets, relative to the sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	'Let's Investigate'

History			History of Computing Hi6		Significant Individuals – Galileo Galilei, Isaac Newton; 1960s Space Race Hi6	The Victorians Hi6
Geography	Locational Knowledge Ge LK1 Ge SF1	Theme Parks in the UK and Overseas Ge HP2, Ge PK1		Land Use; Food Origin; Geographical Skills and Fieldwork; Map Work; Climate Ge HP2, LK2, PK1	Locating Physical Features Ge SF1	Cities and Transport in Victorian Times; Using Maps Ge LK2, SF1
Computing Switched On Computing Y6	Planning the creation of a mobile app Children learn about the capabilities of smartphones, think of a problem that a smartphone or tablet app could solve, and then pitch the idea for their app.	Developing project management skills Pupils work collaboratively to develop a smartphone or tablet app. Pupils apply computational thinking to the task of managing a complex project.	Researching the app market The pupils conduct research into the potential market for their app, using an online survey together with interviews or focus groups. They analyse the data and information they obtain and create a presentation summarising their findings.	Designing an interface for an app In this unit, the children will start to design the look/feel of their app's interface. They begin by sketching ideas, planning the different screen layouts for their app and developing these using a wireframing tool.	Developing a simple mobile phone app Pupils create a working app. They write down their algorithms, and use a programming toolkit to code them.	Creating video and web copy for a mobile phone app The pupils work collaboratively to produce marketing materials for the app they have been developing in the Year 6 units. They create a poster or flyer, develop a simple website, and shoot a short video.
Art and Design	Great Artists of the 19 th and 20 th Centuries AD2	Photography and Image Editing AD2	Logo Design AD2	Botanical Drawing and Painting; Wire Sculpture AD1, AD2	Printing; Design AD2	Artists of the Victorian Period; Printing AD2, 3
Design and Technology	Selecting and Using Tools and Materials DT M1, M2, TK3	Ride Design; Programming Models; Mechanical Systems; Working Models; Evaluation; Food. DT D2, TK4, TK2, D1, E2, CN2	Key Individuals in D+T; Assistive Technologies DT E1, E2, E3, D1, D2, TK4	Cooking and Nutrition; Making Planters; Making Structures for Growing Plants DT CN2, M2, D1, D2, TK1		Victorian Homecraft; Model Buildings. DT M2, D2

Music	Listening, Improvising and Composing Mu2				Space-inspired Music and Lyrics Mu6	Victorian Parlour Songs Mu5
PSHE	Including exploration of British Values; emotional, verbal, physical, cyber bullying; understanding bullying as a behaviour.					
		Discussion and Debate.	Jobs of the Future; Explaining Opinions. PSHE 1a, 1e, 5f	Taking Responsibility PSHE 5a, 5e		Reflecting on Achievements PSHE 1b, 2j
RE	<p>BELIEVING: what people believe about God, humanity and the natural world <u>Christian</u> Beliefs, values and experience Personal and community action <u>Islam</u> TAWHID (oneness of Allah) IMAN (Faith) Sources of Islam</p>	<p>CELEBRATIONS: how and why celebrations are important in religion <u>Christian</u> The Church's year The structure of the year around the key events in the life of Jesus and the history of the Church How these events are celebrated in different parts of the world <u>Islam</u> The five Pillars of Islam Shahadah: <i>sincerely reciting the Muslim profession of faith.</i> Salat: <i>performing ritual prayers in the proper way five times each day.</i> Zakat: <i>paying an alms (or charity) tax to benefit the poor and the needy.</i> Sawm: <i>fasting during the month of Ramadan.</i> Hajj: <i>pilgrimage to Mecca.</i></p>	<p>LEADERS AND TEACHERS: figures who have an influence on others locally, nationally and globally in religion <u>Christian</u> The history of the Church Key figures in the history of the Church, especially with reference to Christianity coming to and developing in Great Britain <u>Islam</u> Messengers of Allah - The Prophet Muhammad – his key role as - The Final Prophet recipient of the final Divine revelation in the Arabic language</p>	<p>STORY: how and why some stories are sacred and important in religion <u>Christian</u> Curriculum Kernewek: - the Prayer Book Rebellion of 1549 The translation of the New Testament into Cornish The coming of non-conformity, its diversity and the importance of John Wesley and Methodism in today's Cornwall <u>Islam</u> Books of Guidance The Qur'an as final revelation and ultimate source of guidance Muslims recognise that God has given other books - How the Qur'an was revealed The five Pillars of Islam Shahadah – The declaration of faith in the Oneness of Allah and in the prophet Muhammad as His messenger</p>	<p>SYMBOLS and BUILDINGS: how and why symbols express religious meaning and the Church <u>Christian</u> Cornwall as a place of Christianity How Christianity came to Cornwall The Celtic Church and why Celtic Christian spirituality has become so important for some in Cornwall in the 21st century. Catholic Emancipation in the 19th Century and its effects in Cornwall <u>Islam</u> Role of the mosque as social, religious, educational and welfare centre The three most important mosques are the Haram Sarif in Makkah, the prophet's Mosque in Madinah and the al-Aqsa mosque in Jerusalem</p>	<p>BELONGING: where and how people belong and why belonging is important MYSELF: who I am and my uniqueness as a person in a family and community <u>Christian</u> Significant Life events <u>Islam</u> Akhirah Belief in the hereafter IBADAH The five Pillars of Islam Salah - occurs five times daily; focuses on Allah as the one True God; Zakah– purification of wealth by obligatory contributions to the community fund; AKHLAQ (Character and moral conduct) Family life</p>
PE	<p>The 'Real PE' Curriculum is followed, where children explore the key skills of Balance, Co-ordination and Dynamic Balance to Agility. Alongside this, children learn and apply physical skills, personal, social, cognitive and creative skills, whilst showing a knowledge and understanding of health and fitness.</p> <p>In order to be physically confident in a way which supports health and fitness, these skills will be applied and embedded through the following physical sports and activities.</p>					

	Rugby	Dance	Gymnastics	Badminton	Rounders	Athletics
	All children will take part in weekly swimming lessons.					
French	Let's Go Shopping	Visit French Town	On the Move	This is France!	Food and Drink	School Life
	Building on knowledge of trees, mini beasts and plants ID children can classify using two step keys and flow diagrams – nature detectives and OPAL. Children also partake in topic-based activities and a variety of knot making more independent fire lighting, cooking and den building. They can also experience OPAL packs including soil testing. In coming years knife skills to be added.					
Forest school	<p>Autumn - seasonal work to include ID guides from OPAL website – flow chart style. Complete this with animals and plants.</p> <p><u>Gallery Rebels</u> Looking at the work of Andy Goldsworthy and creating natural art in his style.</p> <p><u>Scream Machine</u> Building structures with sticks and knots/wire.</p>	<p>Spring - seasonal work to include ID guides from OPAL website – flow chart style. Complete this with animals and plants.</p> <p><u>Tomorrow's World</u> Testing natural materials conductivity</p> <p><u>Allotment</u> Take a planter per class – design its use and prepare for growing cost up seeds etc and make signs for others to describe what is growing.</p>	<p>Summer -seasonal work to include ID guides from OPAL website – flow chart style. Complete this with animals and plants.</p> <p><u>Stargazers</u> Mapping constellations.</p> <p><u>Revolution</u> Recreate William morris' designs with real natural objects – make own living wallpaper.</p>			