



# Year 6 Long Term Curriculum Plans 2022 - 2023

	Autumn:		Spring:		Summer:	
	Autumn 1 Dark Days of War	Autumn 2 Endangered Earth	Spring 1 Everything changes	Spring 2 Evolve	Summer 1 Our amazing body!	Summer 2 One More Step
Trips/ Events/ Visitors	Chester Military Museum	Zoo ranger – tbc Police Officer Visit – Esafety.	Chester city centre visit including Storyhouse.		SATs week.	Sports Week High school transition days Min-y-Don Residential.
English	<u>Objectives</u> *Use expanded noun phrases to convey complicated information concisely (Y5). *Use passive verbs. *Link ideas across paragraphs using a wider range of cohesive devices (Y5). *Integrate dialogue to convey character and advance the action.	<u>Objectives</u> *Use modal verbs or adverbs to indicate degrees of possibility. *Use expanded noun phrases to convey complicated information concisely. *Select appropriate grammar and vocabulary. *Use brackets, dashes or commas to indicate parenthesis.	<u>Objectives</u> *Recognise vocabulary and structures for formal speech and writing, including subjunctive forms. *Use passive verbs. *Distinguish between the language of speech and writing. *Integrate dialogue to convey character and advance the action. *Use semi-colons to mark boundaries between independent clauses.	<u>Objectives</u> *Use passive verbs. *Use consistent and correct tense. *Use the perfect form of verbs. *Use a wide range of devices to build cohesion Use layout devices. *Use colons or dashes to mark boundaries between independent clauses.	<u>Objectives</u> *Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5). *Use a wide range of devices to build cohesion. *Use a colon to introduce a list and use of semi-colons within lists. *Use hyphens to avoid ambiguity.	<u>Objectives</u> *Recognise vocabulary and structures for formal speech and writing, including subjunctive forms. *Identify the audience and purpose for writing. *Choose the appropriate register. *Use semi-colons, colons or dashes to mark boundaries between independent clauses.
Key Texts	Star of fear, star of hope by Jo Hoestlandt	Can we save the tiger? By Martin Jenkins.	The Selfish Giant by Oscar Wilde and Ritva Voutilainen.	Jemmy Button by Alix Barzelay The Island by Jason Chin	Manfish by Jennifer Berne	Sky Chasers by Emma Carroll

<b>Mathematics</b>	<p>Number and Place value: Numbers up to 10 million.  Calculations: Four operations on whole numbers.  Fractions, decimals and percentages – focus on fractions and decimals.  Properties of 2D and 3D shapes.</p>	<p>Perimeter and area.  Fractions, decimals and percentages – focus on percentages.  Algebra.  Measures including estimating, measuring, converting (including conversion graphs), imperial measures.  Properties of triangles.  Ratio and proportion.  Coordinates in all four quadrants, translation, reflection.</p>	<p>Measures: Volume.  Number: Negative numbers.  Telling the time, calculating duration, reading timetables both in 12/24 hour clock. Reading calendars.  Circles.  Statistics including revision of bar charts, venn diagrams, Carroll diagrams and introducing line graphs and pie charts.  Revision of curriculum.  Daily arithmetic and problem solving opportunities.</p>			
<b>Working Scientifically</b> 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.						
<b>Science</b>	<p><b>Light Objectives</b>  *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.</p>	<p><b>Living Things &amp; their Habitats (Classification) Objectives</b>  *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>	<p><b>Electricity Objectives</b>  *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.</p>	<p><b>Evolution Objectives</b>  *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.</p>	<p><b>Animals including humans Objectives</b>  *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.</p>	
<b>Twitter</b>		@chesterzoo		@McrMuseum	@HealthboxCIC	

History	<p style="text-align: center;"><b>Historical Skills</b></p> <p>Place current study on time line in relation to other studies.          Use relevant dates and terms.          Sequence up to 10 events on a time line.          Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.          Compare beliefs and behaviour with another time studied.          Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.          Know key dates, characters and events of time studied.          Link sources and find out how conclusions were arrived at.          Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.          Be aware that different evidence will lead to different conclusions.          Confidently use the library and internet for research          Recognise primary and secondary sources.          Use a range of sources to find out about an aspect of time past.          Suggest omissions and the means of finding out.          Bring knowledge gathered from several sources together in a fluent account.          Select and organise information to produce structured work, making appropriate use of dates and terms.</p>					
	<p><b>Battle of Britain – Objectives</b>          *A study of an aspect of British history that extends pupils’ chronological knowledge beyond 1066.          *A significant turning point in British history.          *Note connections, contrasts and trends over time.          *Develop the use of historical terms.          *Devise historically valid questions about change, cause, similarity and difference and significance.          *Understand how our knowledge of the past is constructed from a range of sources.</p>	<p><b>Remembrance Day – why do we remember? Why is the poppy significant in remembering?</b></p>				<p><b>Ancient Maya – Objectives</b>          *A study of a non-European society that provides contrast with British history.          *Note connections, contrasts and trends over time.          *Develop the use of historical terms.          *Devise historically valid questions about change, cause, similarity and difference and significance.          *Understand how our knowledge of the past is constructed from a range of sources.</p>
	Twitter	@I_W_M	@Poppydayuk			
Geography	<p style="text-align: center;"><b>Geographical Skills</b></p> <p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.          Identify and describe how the physical features affect the human activity within a location.</p>					

Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.  
 Name and locate some of the countries and cities of the world and their identifying human and physical characteristics.  
 Use fieldwork to observe, measure, record and present the human and physical features in the local area.  
 Analyse and give views on the effectiveness of different geographical a location (such as aerial images compared with maps.)  
 Understand some of the reasons for geographical similarities and differences between countries.  
 Describe how locations around the world are changing and explain some of the reasons for change.  
 Describe geographical diversity across the world.  
 Identify the position and significance of latitude, longitude, the Greenwich Meridian and time zones.  
 Describe how countries and geographical regions are interconnected and interdependent.  
 Use ordinance survey symbols to communicate understanding of location.  
 Describe and understand key aspects of human and physical geography.

**Not a full unit – (links with English and history)**  
Objectives

**Locational knowledge –**  
 \*Locate the world’s countries, using maps to focus on Europe (including the location of Russia), key physical characteristics (proximity to each other and location for invasion).  
 \*Name and locate cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (linked to bombing and evacuation).  
**Geographical skills –**  
 \*Use maps, atlases, globes and digital computer mapping to locate countries

**Our Fragile Earth.**  
Objectives

**Locational knowledge –**  
 \*Identify position and significance of equator, the tropics of Cancer and Capricorn and the Arctic and Antarctic Circle.  
**Place knowledge –**  
 \*Understand similarities and differences through the study of human and physical geography of a region within North America (Alaska).  
**Human & Physical Geography –**  
 \*Describe and understand key aspects of climate zones/biomes.  
 \*Understand land use, economic activity and the distribution of natural resources including energy.  
 Geographical skills – use maps, atlases, globes and digital/computer mapping.

**Geography fieldwork in Chester city centre.**  
Objectives

**Geographical skills and fieldwork -**  
 \*Use fieldwork to observe, measure, record and present human features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.  
**Place knowledge –**  
 \*Understand similarities and differences through the study of a region in the UK (Chester).  
**Human and Physical Geography –**  
 \*Describe and understand key aspects of human geography including, land use, economic activity including trade links.

**Mountains – Objectives**

**Place knowledge –**  
 \* Understand similarities and differences through the study of human and physical geography of a region within the UK (Cambrian Mountains).  
**Human and physical geography –**  
 \*Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, mountains. Human geography, including: types of settlement and land use, economic activity  
**Geographical skills –**\*Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  
 • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

**Link to Maya topic – Objectives**

**Place knowledge –**  
 \* Understand similarities and differences through the study of human and physical geography of a region within South America (Maya region – Mexico, Guatemala, Belize).  
**Locational knowledge –**  
 \*Locate the world’s countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries.

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<b>Art</b>	<b>Art Objectives</b>					
	<p>*Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>*Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>*Learn about great artists, architects and designers in history.</p>					
	<b>Sculpture</b> – Using the work of Henry Moore. Focus on shelter drawings from Second World War then create a wire model of individuals.	<b>Printing</b> – making prints (repeating patterns) from sugar paper and printing ink using animal shapes or micro-organisms/viruses.	<b>Painting</b> – looking at the change in seasons with focus on flowers, trees with a possible study of Sunflowers by Vincent van Gogh	<b>Collage</b> – Using collagist Kurt Schwitters as inspiration, children will create a ‘shoebox’ collage based on identity, difference etc.	<b>Drawing</b> – Leonardo da Vinci, sketching, tone, detail. Looking at proportion when drawing humans. Sketching animals/shells/fish.	<b>Textiles</b> – see DT unit below.
<b>Twitter</b>	@Tate @Artsmarkaward  @henrymooresg	@Artsmarkaward	@Artsmarkaward @vangoghmuseum	@Tate @NatGalleriesSco	@Artsmarkaward	@Artsmarkaward
<b>D&amp;T</b>	<b>Cooking and nutrition – Objectives</b> Understand and apply the principles of a healthy and varied diet. Prepare and cook a savoury dish. Understand seasonality and know where and how a variety of ingredients are grown. (WW2 rationing cooking )		<b>Electrical product – Objectives</b> Design and develop door alarm. Make using a range of tools and equipment. Evaluate their ideas and products. Understand how individuals have helped shape the world. Understand and use electrical systems in their products.			<b>Textiles – Objectives</b> Design and make a drawstring bag of worry dolls. Select from materials and textiles. Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria.

<b>Computing</b>	<p><b>Digital Safety –</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><b>Digital skills –</b> Communicating Systems and Networks – Communication.</p>	<p><b>Digital Safety –</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><b>Digital skills –</b> Data and information – spreadsheets.</p>	<p><b>Digital Safety-</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><b>Digital skills –</b> Creating media – 3D modelling.</p>	<p><b>Digital Safety-</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><b>Digital skills –</b> Programming – variables in games.</p>	<p><b>Digital Safety –</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><b>Digital skills –</b> Creating media – web page creation.</p>	<p><b>Digital Safety –</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><b>Digital skills –</b> Programming - Sensing using micro:bit.</p>
<b>Music</b>	<p style="text-align: center;"><b>Charanga - English Model Music Curriculum</b> <b>All objectives taught and repeated throughout the year.</b></p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Develop an understanding of the history of music.</li> </ul>					
	<p><b>Developing Melodic Phrases – How does music bring us together?</b></p>	<p><b>Understanding Structure and Form – How does music connect us with our past?</b></p>	<p><b>Gaining Confidence Through Performance – How does music improve our world?</b></p>	<p><b>Exploring Notation Further – How does music teach us about our community?</b></p>	<p><b>Using Chords and Structure – How does music shape our way of life?</b></p>	<p><b>Respecting Each Other Through Composition – How does music connect us with the environment?</b></p>

**Cricket**Objectives

\*Effectively keep score in a game of cricket.  
 \*Effectively umpire a game of cricket.  
 \*Demonstrate basic tactics for attacking, both whilst fielding and batting, in a game of cricket.  
 \*Demonstrate basic tactics for defending, both whilst fielding and batting, in a game of cricket.

**Tennis**Objectives

\*Demonstrate basic tactics for attacking in a game of tennis.  
 \*Demonstrate basic tactics for defending in a game of tennis. \*Serve the ball across the court, over the net. \*Effectively score in a game of tennis.  
 \*Effectively umpire in a game of tennis.

**Hockey**Objectives

\*Demonstrate selection & application of skills, tactics and compositional ideas during attack in a Quicksticks game.  
 \*Demonstrate selection & application of skills, tactics and compositional ideas during defence in a Quicksticks game.  
 \*Demonstrate ability to evaluate the performance of self and others.  
 \*Demonstrate ability to offer advice and feedback to improve the performance of self and others.  
 \*Successfully umpire and keep score in a Quicksticks game.

**Swimming**Objectives

\*Swim competently, confidently and proficiently over a distance of at least 25 metres.  
 \*Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  
 \*Perform safe self-rescue in different water-based situations.

**Dance**Objectives

Perform dances using a range of movement patterns.  
 Compare performances to previous ones.

**Swimming**Objectives

\*Swim competently, confidently and proficiently over a distance of at least 25 metres.  
 \*Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  
 \*Perform safe self-rescue in different water-based situations.

**Floor Gymnastics**Objectives

Complete a sequence including 4 different components.  
 Create a group balance with 6 people, with all people linked together in some way.  
 Demonstrate dynamic movements, using partner as an obstacle  
 Evaluate the performance of others and offer constructive feedback for improvement.  
 Execute a backwards roll with correct form and technique.  
 Execute a Cartwheel linking move with correct form and technique.  
 Execute a headstand with correct form and technique.  
 Execute a straddle jump from apparatus with correct form and technique.

**Rhythm Gymnastics**Objectives

Execute a 2 foot to 1 foot leap whilst moving the ribbon.  
 Rotate or spin the hoop around different body parts in a stationary position/whilst travelling.  
 Execute a cat leap with correct technique and fluidity.  
 Throw and catch the ball in a stationary position, whilst performing movements whilst the ball is in flight.  
 Throw and catch the ball when travelling, whilst performing movements whilst the ball is in flight.  
 Skip with the rope in a backward motion whilst in a stationary position.  
 Execute the helicopter rope swing with correct technique & fluidity whilst travelling.  
 Evaluate the performance of others and offer constructive feedback for improvement.  
 Create a 14 piece sequence including 4 different components.

**Dodgeball**Objectives

\*Demonstrate selection & application of skills, tactics and compositional ideas during attack in a Dodgeball game.  
 •Demonstrate selection & application of skills, tactics and compositional ideas

**Netball**Objectives

\*Demonstrate selection & application of skills, tactics and compositional ideas during attack in a High 5 Netball game.  
 \*Demonstrate selection & application of skills, tactics and compositional ideas during defence in a High 5 Netball game.  
 \*Demonstrate ability to evaluate the performance of self and others.  
 \*Demonstrate ability to offer advice and feedback to improve the performance of self and others.  
 \*Successfully umpire and keep score in a High 5 Netball game.

**Tag Rugby**Objectives

\*Demonstrate selection & application of skills, tactics and compositional ideas during attack in a Tag Rugby game. \*Demonstrate selection & application of skills, tactics and compositional ideas during defence in a Tag Rugby game. \*Demonstrate ability to evaluate the performance of self and others.  
 \*Demonstrate ability to offer advice and feedback to improve the performance of self and others.

**Athletics**Objectives

\*Demonstrate understanding of stamina and effectively run over a long distance.  
 •Pass a relay baton at speed using a 'push pass'.  
 •Sprint over obstacles using consistent stride lengths.  
 •Sprint rapidly over short distances as an individual and in relays.  
 •Hop, step and jump with speed and balance.

**Rounders**Objectives

\*Demonstrate basic tactics, both whilst fielding and batting, in a game of Rounders.  
 \*Demonstrate understanding of the rules of Rounders.  
 \*Effectively keep score in a game of Rounders.  
 \*Effectively umpire a game of Rounders.

			<p><b>Dance</b>  <u>Objectives</u>  Perform dances using a range of movement patterns.  Compare performances to previous ones.</p>	<p>during defence in a Dodgeball game.</p> <ul style="list-style-type: none"> <li>• Demonstrate ability to evaluate the performance of self and others.</li> <li>• Demonstrate ability to offer advice and feedback to improve the performance of self and others.</li> <li>• Successfully referee and keep score in a Dodgeball game.</li> </ul>	<p>*Successfully referee and keep score in a Tag Rugby game</p>	
<b>Twitter</b>	@TLG_PE	@TLG_PE	@TLG_PE	@TLG_PE	@TLG_PE	@TLG_PE
<b>French</b>	<p>Revision of numbers up to 31.  Months of the year and seasons.  Say and write the date.  Personal descriptions.  Use adjective correctly in a sentence.</p>		<p>Family.  Clothing.  Use colours to describe clothing with correct adjectival agreements.  Understand and write a short description of an outfit.</p>		<p>Revise words for parts of the body, colours, food, clothes, months, numbers, personal descriptions and family.  Learn about different types of French food and drink and where they are from.</p>	



RE

**What can we learn from Christian religious buildings and music?**

Objectives

- \*Describe and make connections between different features of the religions and worldviews we have studied.
- \*Talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas.
- \*Discuss my own and other's spiritual experiences and find connections between communities.
- \*Discuss issues about community cohesion and demonstrate understanding of different views.

**How and why do Christians worship? What are the benefits for believers?**

Objectives

- \*Discuss my own and other's spiritual experiences and find connections between communities.
- \*Discuss the nature of religion and compare the main disciplines which we have studied.
- \*Discuss issues about community cohesion and demonstrate understanding of different views.

**How do Sikhs worship?**

Objectives

- \*Describe and make connections between different features of the religions and worldviews we have studied.
- \*Talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas.
- \*Understand the challenges of commitment to a community suggesting why belonging to a community may be valuable both in the diverse communities being studied and in my own life.
- \*Discuss my own and other's spiritual experiences and find connections between communities.
- \*Discuss issues about community cohesion and demonstrate understanding of different views.

**Understanding Humanism.**

Objectives

- Understand how humanists decide what to believe.
- Discuss why humanists do not believe in a god or gods.
- Understand humanists' views on happiness.
- Explore what humanists value by looking at celebrations.
- Develop an understanding of how humanists believe they can lead a good life.

**What are some of the differences and similarities within Christianity locally and globally?**

Objectives

- \*Explain how history and culture can influence an individual and how some question these influences.
- \*Discuss issues about community cohesion and demonstrate understanding of different views.
- \*Develop insight and start to analyse the impact of diversity within a community.

**What is the Kingdom of God and what do Christians believe about the afterlife?**

Objectives

- \*Discuss my own and other's spiritual experiences and find connections between communities.
- \*Explore and make personal informed responses to ultimate questions.
- \*Explain the religions and worldviews which I encounter clearly, reasonably and coherently.

<b>PSHE</b>	<b>Me and My Relationships</b>	<b>Valuing Difference</b>	<b>Keeping Safe</b>	<b>Rights and Respect</b>	<b>Being My Best</b>	<b>Growing and Changing</b>
	<p><u>Objectives</u> I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. I can give examples of negotiation and compromise. I can explain what inappropriate touch is and give example.</p> <p><b>No Outsiders</b> – The Thing by Simon Puttock and Daniel Egneus.</p>	<p><u>Objectives</u> I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</p> <p><b>No Outsiders</b> – Leaf by Sandra Dieckmann</p>	<p><u>Objectives</u> I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met. I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this. I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).</p> <p><b>No Outsiders</b> – The Island by Armin Greder</p>	<p><u>Objectives</u> I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves. I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way. I can explain the advantages and disadvantages of different ways of saving money.</p> <p><b>SRE</b> - Puberty</p>	<p><u>Objectives</u> I can tell you how I can overcome problems and challenges on the way to achieving my goals. I can give examples of an emotional risk and a physical risk.</p> <p><b>SRE</b> – Understanding Relationships and Communicating in relationships.</p> <p><b>No Outsiders</b> – Dreams of Freedom by Amnesty</p>	<p><u>Objectives</u> I can give an example of a secret that should be shared with a trusted adult. I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change. I can give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).</p> <p><b>No Outsiders</b> – My Princess Boy <b>SRE</b> – Conception and Pregnancy</p>