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|  | **Curriculum Intent Statement**  The aim at Whittingham C of E Primary School is to provide curriculum opportunities which help children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider world. There is a focus on developing children’s moral, spiritual, social and cultural understanding. At Whittingham C of E Primary school we aim to ensure that children are well prepared for life in modern Britain.  Our broad and balanced curriculum provides pupils with the skills, knowledge and understanding, across all subjects, needed to become resilient, respectful and responsible individuals, who are well rounded and able to make well informed decisions and choices.  The curriculum is language rich and provides pupils with the opportunity to read and write in a range of contexts, for different purposes and in response to a wide and varied range of exciting first hand experiences, including well planned educational visits, visitors and theme days which make the most of our geographical location, historical importance and cultural heritage. Through these experiences pupils explore people and events which have influenced our local area, the UK and the wider world so providing them with inspirational examples which they can aspire to. The curriculum is also flexible enough to take into account the interests and needs of all children and important local, national and international events and developments**.** It provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. An important focus of our curriculum is to raise aspirations, encourage a sense of personal pride in achievement, provide a purpose and relevance for learning and ultimately to help every child to find their strengths and interests.  The cross curricular approach which we have developed enables our pupils to apply their Maths, English and Science skills across the whole curriculum and reinforces mastery in these subjects as children appreciate the importance of these skills and how they apply to real life situations.  Our curriculum is planned in a two year cycle which allows for in-depth study and progression through a well-planned sequence of skills and knowledge and ensures that we have full coverage of the national Curriculum.  Subject leaders play an important part in the success of the curriculum by leading a programme of monitoring, evaluation and review. The curriculum design ensures that the needs of individual and small groups of children can be met within the environment of quality teaching, supported by targeted, proven interventions where appropriate. Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. | | |
| **English** | AUTUMN | SPRING | SUMMER |
| **We are currently reviewing our Long Term Planning in English, working with a Literacy advisor to ensure I that our standards remain high and we address the impact of COVID 19 on aspects of English.**  **We are using the latter part of Summer Term to trial Hamilton Trust Flexible Planning, CLPE- Power of Reading, Literacy Shed Resources, Vocabulary and Comprehension Ninja and the Reading for Pleasure intiative.** | | |
| **Fables (3 weeks) Under Review**  Reading a wide range of fables, including *Rosen's Aesop's Fables*, children explore dialogue through drama, debate moral messages and write letters in role. Children write their own fables, hold a festival and try them out on a live audience. Will they win rave reviews? | **Myths and Legends (3 weeks) Under Review**  Children explore a variety of myths and enjoy the mythical creatures introduced in Can You Catch A Mermaid? The Seal Children and Beowulf. They learn these tales and use them as stimuli for creating their own myths and legends. They use the texts as models to help develop their understanding of detailed description in writing and correct grammar. | **Stories with humour (3 weeks) Under Review**  Using David Walliams’ *Billionaire Boy* and *Mr Stink*, children investigate, read and write humorous stories. They exercise their imagination and develop rounded characters as they explore their own humorous style as they investigate the distinctive style of other authors. They investigate dialogue and structure, and organise paragraphs appropriately. |
| Grammar focus: 1. Recognise simple sentences  2. Begin to recognise (Y3) or revise (Y4) compound and complex sentences  3. Use conjunctions to express time or cause  4. Learn how to use dialogue punctuation (Y3) or revise this (Y4) | Grammar focus: 1. Use powerful verbs and adjectives.  2. Use the present perfect rather than simple past tense  3. Understand that writing can be 3rd or 1st person.  4. Use and punctuate direct speech.  5. Use apostrophes in possessives. | Grammar focus: 1. Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition.  2. Recognise and begin to use possessive apostrophes correctly for singular and plural nouns.  3. Indicate possession using possessive apostrophes correctly.  4. Use apostrophes in contractions.  5. Revise sentences with different forms: statements, commands, questions and exclamations. |
| **Instructions and explanations (2 weeks) Under Review**  This creative unit uses art activities and the book *The Usborne Complete Book of Art ideas* as a vehicle for instruction writing. Children will practise using imperative verbs and pronouns. They then learn about explanation writing | **Recounts (2 weeks) Under Review**  Read *Little Mouse’s Big Book of Fears* by Emily Gravett and enjoy her unusual style. Children discuss fears they had when they were little and create a recount page for a class book. They write a fictional recount about an animal escaping from a predator. | **Persuasive writing (3 weeks) Under Review**  Are zoos good or bad? Children look at information to help them decide their own opinion on this matter, beginning with *Zoo* by Anthony Browne and *Rainbow Bear* by Michael Morpurgo before moving on to analysing different persuasive writing. Finally they will write to persuade us to be for or against zoos!  Children can use their experience of KS1 trips to make their arguments. |
| Grammar focus:  1. Use grammatical terminology specifically by beginning to recognise the concept of a verb and by choosing and using powerful verbs  2. Choose nouns and pronouns for clarity and to avoid repetition | Grammar focus: 1. Understand grammatical terms: verb, noun, adjective, adverb.  2. Use adverbs and adverbials (prepositional phrases which act as adverbs).  3. Use past tense  4. Begin to understand the perfect form of verbs. | Grammar focus: 1. Learning the grammar for Years 3 and 4 in Appendix 2.  2. Using and punctuating direct speech.  3. Using the present perfect form of verbs in contrast to the past tense. |
| **Image poems (2 weeks) Under Review**  A picture is worth a thousand words? Not if you choose those words wisely! Children explore how simile and metaphor can be used to create powerful images, though reading and discussing poems. Photographs, collage and Jeannie Baker's *Window* inspire children's own image poetry | **List poems and kennings (2 weeks) Under Review**  Study a range of list poems including some based on similes. Look in detail at the word types used: nouns, adjectives, verbs, prepositions and adverbs. Then investigate kenning poems – contracted metaphor list poems. Children are inspired to write some poetry. | **Nonsense poems (3 weeks) Under Review**  Using *Edward Lear's Book of Nonsense*, Hamilton's version of *The Pobble With No Toes*, and *Jabberwocky* by Lewis Carroll, study the features that poets use when creating nonsense poems. Plan, create and perform your own imaginative poems and concentrate on rhythm, rhyming patterns and syllable usage in poetry. |
| Grammar focus: 1. Use grammatical terminology specifically by using and recognising adjectives, nouns and adverbs  2. Understand and use adverbials and fronted adverbials.  3. Use and understand grammatical terminology  Spelling Focus: | Grammar focus: 1. Use grammatical categories: Noun, adjective, verb, adverb and preposition  2. Use prepositions to express time or place.  3. Write sentences with more than one clause using a wider range of connectives.  Spelling Focus: | Grammar focus:  1. Recap on grammar terminology from Year2 and use and understand KS2 grammar terminology – particularly word classes: noun, adjective, verb, adverb, pronoun  2. Identify and use fronted adverbials.  3. Use commas after fronted adverbials.  4. Use and understand the grammatical terminology from Eng Appendix 2.  Spelling Focus: |
| **Stories in familiar settings (2 weeks) Under Review**  Explore familiar settings by meeting Horrid Henry and his friends (and enemies). In particular read *Horrid Henry* and *Horrid Henry’s Birthday Party* both by Francesca Simon. Learn about and use adverbs, adverbials and prepositions. Write a new Horrid Henry story | **Fairy stories and playscripts (2 weeks) Under Review**  Using *The Princess and the Pea* (Lauren child) and *The Pea and the Princess* (Mini Grey), children explore, read and write fairytales with a twisted point of view. Children write dialogue, and explore tense and pronouns, before role-playing and writing short playscripts, inspired by *Beware of the Storybook Wolves*. The unit ends with a chance to perform their writing to an audience. | **Stories from other cultures (3 weeks) Under Review**  Immerse yourselves in some wonderful stories from the great and diverse continent of Africa. Read *Africa is not a Country* by Margy Burns Knight, *Mufaro’s Beautiful Daughters* retold by John Steptoe and *The Pot of Wisdom – Ananse stories* retold by Adwoa Badoe. Write an Ananse story using extended sentences |
| Grammar focus:  1. Use and recognise nouns, adjectives and prepositional phrases  2. Use adverbs  3. Use adverbs and prepositions to express time and place  Spelling Focus: | Grammar focus: 1. Use past tense and the perfect form of verbs  2. Use pronouns for cohesion and to avoid repetition and ambiguity.  3. Use dialogue punctuation.  Spelling Focus: | Grammar focus:  1. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.  2. Using fronted adverbials.  3. Using commas after fronted adverbials. 4. Using conjunctions, adverbs and prepositions to express time and cause.  Spelling Focus: |
| **Information texts (2 weeks) Under Review**  The children read, map out and learn by heart a text about drums. They produce a shared text about the tabla drums and then use this as a model for their own report writing and an oral presentation about a chosen instrument. | **Non-chronological reports (3 weeks) Under Review**  By reading *The Wolves in the Walls* (Dave McKean and Neil Gaiman), *Wolves* (Emily Gravett), and *Top Gun of the Sky* (Martin Bradley), children will investigate non-chronological reports. They will discover exciting facts about British wildlife, look at the key-features of this style of writing, and produce their own interesting reports in order to effectively share information | **Chronological reports (2 weeks) Under Review**  Children explore chronological reports through reading and discussing the inspirational true life texts: *Henry's Freedom Box* and *Who Was Rosa Parks?* They create story maps, write letters and newspaper reports; and explore dialogue through drama. Grammar focuses include: past tense; present perfect form and using conjunctions, adverbs and prepositions to express time and cause. The unit ends with investigation and games exploring prefixes  **Rosa Parks links back to KS1 where she was first introduced into the curriculum** |
| Grammar focus: 1. Extend the range of sentences with more than one clause by using a wider range of conjunctions  2. Use conjunctions, adverbs and prepositions to express time & cause. 3. Use grammatical terminology  Spelling Focus: | Grammar focus: 1. Present tense of verbs;  2. Extending range of sentences with more than one clause and using a wide range of conjunctions, including those expressing time, place and cause.  Spelling Focus: | Grammar focus:  1. Extend the range of sentences with more than one clause.  2. Use the perfect form of verbs in to mark relationships of time and cause.  3. Use and punctuate direct speech.  4. Use conjunctions, adverbs and prepositions to express time and cause.  Spelling Focus: |
| **Poetic form - syllabic poems (2 weeks) Under Review**  Read and study haikus, tankas and cinquains recognising the syllabic structure and use of powerful verbs and descriptive language. Study the use of adverbs and adverbials to enhance the poetry. Children write some in traditional style about seasons and nature. They then use computers to manipulate images enhancing the poetry presentation | **Poems to perform (2 weeks) Under Review**  Inspired by Julia Donaldson's *Poems to Perform: A Classic collection*, children watch, perform, read and write a range of performance poetry. Children tell tales, using possessive apostrophes and explore the uses of pronouns, editing poetry and writing profiles about themselves as performer poets. The unit ends with children preparing to share their learning with a wider audience! | **Poetry by heart (2 weeks) Under Review**  Children immerse themselves in poetry and learn some poems by heart, inspired by *Off By Heart – Poems for YOU to Remember*. From learning short poems, they move on to a longer poem of their choice and explore prepositions and fronted adverbials |
| Grammar focus: 1. Use grammatical terminology specifically by beginning to recognise the concept of a verb and by choosing and using powerful verbs  2. Understand and use adverbs, adverbials and fronted adverbials.  Spelling Focus: | Grammar focus: 1. Choose and use pronouns appropriately for cohesion and to avoid repetition.  2. Use possessive apostrophe with singular and plural nouns.  Spelling Focus: | Grammar focus: 1. Use and understand LKS2 grammar accurately and appropriately.  2. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.  3. Identify and use fronted adverbials  4. Use commas after fronted adverbials  5. Use conjunctions, adverbs and prepositions to express time and cause  Spelling Focus: |
| **Maths** | **We now use Power Maths** | | |

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|  | **Teachers plan their Geography medium term plans from a variety of sources to take account of the objectives as our curriculum is bespoke to us and does not fit easily within a purchased scheme of work.**  **Please use alongside Geography progression and assessment grids.** | | |
| Geography | **Fieldwork-Geocaching also link to John Muir Award for Autumn Term 2021-22**  **Trip Ideas:- Local study – Ingram Valley where Iron Age hillforts can be found.**  Geographical skills and Fieldwork:   * Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. (In the field)      * 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. * Understand the type of settlement which used to be found on top of the hills and the settlements found in Ingram Valley today and compare and contrast these. * Look at the evidence found of past human habitation (artefacts in café) * Discover how the hills in the Breamish Valley were created, what effect does the river have on the features of the valley. | **Coasts**  **Trip Ideas:- Trip along the coast from Bamburgh to Alnmouth**   * Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. * Trip along the coast – Use simple fieldwork and observational skills to study the geography of local coastlines, including human and physical features. * Explain about weather patterns around the UK and parts of Europe. * Understand and use a widening range of geographical terms. * Why coasts are constantly changing * Erosion and deposition * How coasts are ‘managed’ – ports, fishing harbours, lighthouses, WWII tank defences, planting of marram grass. * The different types of beaches (sandy, rocky, cliffs, bays, mud flats) * Locations of popular coastal holiday places (local and national). Use fieldwork to measure, record and present human and physical activity. * Why have towns and villages changed over time along the coast. (mining, fishing, tourism) | **European Country (Italy) and Topographical Features**   * Name and locate key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. * Understand geographical similarities and differences through the study of human and physical geography of a region of Italy. * Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. * Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, * Prime/Greenwich Meridian and time zones (including day and night). * Recognise the different shapes of the continents. * Identify where countries are within Europe. * Demonstrate knowledge of features about places beyond the UK. * Understand geographical similarities and differences through the study of human and physical geography of a region of Italy. * Recognise that people have differing qualities of life living in different locations and environments. * Know about the wider context of places – region, country. * Understand why there are similarities and differences between places. |

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| History | | **Teachers plan their History medium term plans from a variety of sources to take account of the objectives as our curriculum is bespoke to us and does not fit easily within a purchased scheme of work.**  **Please use alongside History progression and assessment grids.** | | |
| **The Stone Age to the Iron Age**  **Trip Ideas:- Visit Iron Age Hill Forts in Ingram Valley.**   * Changes in Britain from the Stone Age to the Iron Age * Iron Age hill forts: tribal kingdoms, farming, art and culture | **Castles of Northumberland**  This block of planning needs further work to choose a castle(s) (not Alnwick, Holy Island or Bamburgh)   * A study over time tracing how several aspects of national history are reflected in the locality. | **The Roman Empire and its impact on Britain**  **Trip Ideas:- Segadunum, Hadrians Wall (Vindolanda, Chesters)**     * Julius Caesar’s attempted invasion in 55-54 BC. * The Roman Empire by AD 42 and the power of its army. Successful invasion by Claudius and conquest, including Hadrian’s Wall. British resistance, e.g. Boudicca. * “Romanisation” of Britain: sites such as Segadunum, Vindolanda and Chesters and the impact of technology, culture and beliefs, including early Christianity. * Find out about letters written by the wives of Romans at Vindolanda and sent back to Italy. |
| Science | | **Teachers plan their Science medium term plans from a variety of sources to take account of the objectives as our curriculum is bespoke to us and does not fit easily within a purchased scheme of work. Science will be a focus on the SDP 2020-2022. Please use alongside Science progression and assessment grids.**  **Ongoing Science Objectives**  I can ask relevant questions and use different types of scientific enquiries to answer them  I can Set up simple practical enquiries, comparative and fair tests  I can Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  I can Gather, record, classify and present data in a variety of ways to help in answering questions  I can Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  I can Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  I can Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  I can Identify differences, similarities or changes related to simple scientific ideas and processes  I can Use straightforward scientific evidence to answer questions or to support his/her findings  I can Ask relevant questions and use different types of scientific enquiries to answer them  I can Set up simple practical enquiries, comparative and fair tests  I can Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  I can Gather, record, classify and present data in a variety of ways to help in answering questions  I can Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  I can Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  I can Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  I can Identify differences, similarities or changes related to simple scientific ideas and processes  I can Use straightforward scientific evidence to answer questions or to support his/her findings | | |
| **Animals, including humans**  **Year 3**   * identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat * identify that humans and some other animals have skeletons and muscles for support, protection and movement. * Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. * Pupils might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. * They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. * They might research different food groups and how they keep us healthy and design meals based on what they find out.   **Year 4**   * describe the simple functions of the basic parts of the digestive system in humans * identify the different types of teeth in humans and their simple functions * construct and interpret a variety of food chains, identifying producers, predators and prey * Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions. * Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images. | **States of matter**     * compare and group materials together, according to whether they are solids, liquids or gases * observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) * identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. * Pupils should explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). * Pupils should observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled. | **Electricity**   * identify common appliances that run on electricity * construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers * identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery * recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit * recognise some common conductors and insulators, and associate metals with being good conductors. * Pupils should construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices. * Pupils should draw the circuit as a pictorial representation, not necessarily using conventional circuit symbols at this stage; these will be introduced in year 6. * Note: Pupils might use the terms current and voltage, but these should not be introduced or defined formally at this stage. * Pupils should be taught about precautions for working safely with electricity. * Pupils might work scientifically by: observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit. |
| R.E | | We use the Northumberland County Council Agreed Syllabus this is currently being updated 2020-21 and we will change this planning accordingly as soon as this is available  **Christianity: unit 2 – Jesus**  This unit examines how Christians think of Jesus as the Son of God and Christ, how Jesus helped people, and how Jesus had an influence on those who knew him.  **Judaism: Unit 5 - Leaders and Founders**  This unit examines the importance of Abraham and Moses for the Jewish people and the role of the rabbi. | We use the Northumberland County Council Agreed Syllabus this is currently being updated 2020-21 and we will change this planning accordingly as soon as this is available  **Christianity and Judaism: unit 5 – Festivals**  **(Easter, Passover)**  This unit examines the importance and meaning of Christmas and Easter for Christians.  **Judaism: unit 3 - Stories**  This unit examines some of the scripture and stories that shape Jewish belief and practice. | We use the Northumberland County Council Agreed Syllabus  **Christianity: unit 4 - Lifestyles**  This unit examines the importance of our own beliefs and practices, of how Christian teaching about God and Jesus affects Christian approaches to personal and social matters, and about saints and saintliness.  **Judaism: unit 2 - Lifestyles**  This unit examines ways in which Jewish lifestyle is affected by religious belief and practice. |
| E. Safety/ PSHE / RHE | | **Please refer to separate planning.** | | |
| Computing | | See Separate Planning | See Separate Planning | See Separate Planning |
| Design & Technology/ Forest Schools | | **Moving Monsters (pneumatics)**  • investigate similar products to the one to be made to give starting points for a design • generate alternative plans and expound on the good points and drawbacks of his/her original design • select from and use a wider range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing, accurately  • explain how his/her choices of materials and components have contributed to the aesthetic qualities of his/her finished product  • consider how the finished product might be improved and how well it meets the needs of the user  • join and combine materials and components accurately in temporary and permanent way  • understand and use mechanical systems in his/her products e.g. pneumatics  **We link our Forest Schools lessons very much to the seasons and follow the children’s learning so a set scheme of work is not followed.** | **Levers and linkages moving picture (castle with moving parts) building on moving picture from KS1**  • investigate similar products to the one to be made to give starting points for a design • generate alternative plans and expound on the good points and drawbacks of his/her original design • select from and use a wider range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing, accurately  • explain how his/her choices of materials and components have contributed to the aesthetic qualities of his/her finished product  • consider how the finished product might be improved and how well it meets the needs of the user  • join and combine materials and components accurately in temporary and permanent way  • understand and use mechanical systems in his/her products e.g. levers and linkages  **We link our Forest Schools lessons very much to the seasons and follow the children’s learning so a set scheme of work is not followed.** | **We link our Forest Schools lessons very much to the seasons and follow the children’s learning so a set scheme of work is not followed.** |
| Food and Nutrition | | **Soup made from seasonal harvest** | **Make some local delicacies** | Italian Pizzas and more  Prepare and cook pizza predominantly savoury dishes using a range of cooking techniques |
| Art Design | Explore stone age paintings, pigments and painting tools to make and then create art work. Use sketch book to record findings and use as a reference point | | Linked with local history design and create a small proggy mat Also link with recycling of old clothes  Or  Rock project as did with Art Specialist 2018 | Pop Art (heads)/link with Roman busts |
| Music | | Class Ensemble – First Access Project  Runs across whole school year  The Dragon Song (Charanga Unit)  Reflect, Rewind and Replay (Charanga Unit) | Class Ensemble – First Access Project  Runs across whole school year  Three Little Birds (Charanga Unit)  Bringing Us Together (Charanga Unit) | Class Ensemble – First Access Project  Runs across whole school year  Mama-Mia (Charanga Unit)  Glockenspiel Stage 1 (Charanga Unit) |
| P.E | | **Daily Mile** - The aim of The **Daily Mile** is to improve the physical, social, emotional and mental health and wellbeing of our children – regardless of age, ability or personal circumstances. The **Daily Mile** is a social physical activity, with children running or jogging – at their own pace – in the fresh air with friends. (32 weeks).  **Netball: High Five (7 weeks)**  [**https://www.northyorkshiresport.co.uk/uploads/rulebook.pdf**](https://www.northyorkshiresport.co.uk/uploads/rulebook.pdf)  [**https://www.completecoaching.org.uk/wp-content/uploads/2014/12/High-5-Drills.pdf**](https://www.completecoaching.org.uk/wp-content/uploads/2014/12/High-5-Drills.pdf)  **Skills learnt:**  **Passing, throwing, defending, catching, attacking and shooting.**  High 5 is a great way to get kids to get active, enjoy themselves and uses fun and variety to get them into the game, polish skills and aid fitness. With five players on court, and up to four off court roles. High 5 enables you to engage more kids, more of the time. Off court players take on roles such as time keeping and scoring. High 5 can be for mixed or single-sex teams with a maximum of two boys on court at any one time. A key part of High 5 is players rotating round positions. This means that all young people get to experience every position on court  **Football: Resources in yellow file (12 weeks) – Also Specialist coaching.**  **Skills learnt:**  Passing, passing and running with the ball, passing and shooting, defending and marking, positions, goalkeeper training.  **Hockey – Quicksticks (7 weeks)**  [**https://www.playquicksticks.co.uk**](https://www.playquicksticks.co.uk) **(paper copies in quicksticks bag and/or resources cupboard)**  [**http://www.englandhockey.co.uk/page.asp?section=**](http://www.englandhockey.co.uk/page.asp?section=)  **Skills learnt:**  Using a stick safely, dribbling, passing, passing and running with the ball, passing and shooting. | **Daily Mile** - The aim of The **Daily Mile** is to improve the physical, social, emotional and mental health and wellbeing of our children – regardless of age, ability or personal circumstances. The **Daily Mile** is a social physical activity, with children running or jogging – at their own pace – in the fresh air with friends. (32 weeks).  **Dance – (4 weeks)** Wherever possible, the children will broaden their understanding of their own (modern and traditional) and different cultures through dance.  <https://danceparent101.com/best-free-online-dance-classes-and-tutorials-for-school-aged-kids/>  <https://www.youtube.com>  Street, Pop and Modern dancing - (4 weeks).  **Skills learnt:**  Perform dances using a range of movement patterns individually and within a group.  Use simple dance vocabulary to compare and improve work.  **Gymnastics – (4 weeks to include a mini individual competition for the final week)** see Val Sabin Teaching Manual for Gymnastics also  **Skills learnt:**  Time. Space. Weight. Flow. Balance/Weight bearing. Sequences .Demonstration. Review and Improve.  **Yoga (4 weeks) -**See Cycle A for planning.  **Games - Tag Rugby (7 weeks )-see most up to date planning from Callum Lawn, Newcastle Falcons schools’ coach. (7 weeks to include a mini competition for the final week)**  **Swim England Learn to Swim Programme at Willowburn Leisure Centre (7 weeks) ( Depending on COVID 19 restrictions)**  **Skills learnt:**  To make sure our children can swim to the standard required by the national curriculum, we follow the Swim England School | **Daily Mile** - The aim of The **Daily Mile** is to improve the physical, social, emotional and mental health and wellbeing of our children – regardless of age, ability or personal circumstances. The **Daily Mile** is a social physical activity, with children running or jogging – at their own pace – in the fresh air with friends (32 weeks).  **Cricket -*Chance to Shine programme***  **(7 weeks with mini festival for last lesson).** [**https://www.chancetoshine.org/teaching-resources**](https://www.chancetoshine.org/teaching-resources).  Skills learnt:  **Not just cricket -** Students will bat, bowl, throw, catch, run and jump, but through the Chance to Shine’s partnership with [Marylebone Cricket Club](http://www.lords.org) and the MCC Spirit of Cricket message, they’ll also learn key life skills such as teamwork, communication, respect and inclusion.  **A tool to teach the National Curriculum; NOT extra work!** - Developed in partnership with the [Youth Sport Trust](https://www.youthsporttrust.org/), every ‘Play’ session plan focuses on fundamental movement skills, while ‘Learn’ activities use cricket to enliven and help teach core curriculum subjects.  **Athletics/ Quadkids ( 6 weeks) - See planning files** [**www.sasp.co.uk**](http://www.sasp.co.uk)<https://www.yourschoolgames.com/taking-part/our-sports/athletics/>  **Skills learnt:**  Athletics is a collection of sporting events that involve competitive running, jumping, throwing, and walking. The most common type of athletics competition is track and field, but also includes road running and cross country events**.**  **Swim England Learn to Swim Programme at Willowburn Leisure Centre (12 weeks, to include a swimming festival for the last week)** |
|  | |  | Swimming and Water Safety Charter – completing all eight Awards enabling the children to be competent and confident. |  |
| Forest School | |  |  |  |
| MFL | |  |  |  |
| PSHE – Core 1 | | fe. From September 2020, the Health Education and Relationships Education (primary) and the secondary Relationships and Sex Education (RSE) (secondary) aspects of PSHE education will be compulsory in all schools.  <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>  **KS 2 Learning opportunities in Health and Wellbeing -**  Pupils learn...  **Healthy Lifestyles (Physical Health and Wellbeing) -Healthy Choices**  [**https://campaignresources.phe.gov.uk/schools/resources/keeping-our-teeth-healthy-lesson-plans?utm\_source=subscriber\_phe&utm\_medium=email&utm\_campaign=march\_edcoms&utm\_content=downloadcta1**](https://campaignresources.phe.gov.uk/schools/resources/keeping-our-teeth-healthy-lesson-plans?utm_source=subscriber_phe&utm_medium=email&utm_campaign=march_edcoms&utm_content=downloadcta1)  [**www.change4life.co.uk**](http://www.change4life.co.uk)  **H1.** how to make informed decisions about health  **H2.** about the elements of a balanced, healthy lifestyle  H3. about choices that support a healthy lifestyle, and recognise what might influence these  H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle  **Mental health -Take care of yourself**  H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health  **Ourselves, growing and changing -We are the Champions**  H27. to recognise their individuality and personal qualities  **H28.** to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth  **Keeping Safe –**  **H38.** how to predict, assess and manage risk in different situations **H39.** about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe. | [**http://northumberlandeducation.co.uk/PSHE/**](http://northumberlandeducation.co.uk/PSHE/)  **Healthy Lifestyles (Physical Health and Wellbeing) – Bug Busters**  **H9.** that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it  **H40. Keeping Safe** about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)  **Mental health –** **Express Yourself** [**https://youngminds.org.uk/resources/school-resources/?f3=10151#listing**](https://youngminds.org.uk/resources/school-resources/?f3=10151#listing)  H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;  H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement  **Ourselves, growing and changing – Challenging negative thinking**  H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking  **Keeping Safe – Link with E and Digital Safety**  H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact  **H37.** reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming | **Mental Health – Signs to look for**  See also NCC Padlets  **H18.** about everyday things that affect feelings and the importance of expressing  feelings  **H21.** to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others  **Ourselves, growing and changing – Embracing Change**  **H36.** strategies to manage transitions between classes and key stages  **Keeping Safe – First Aiders**  **H44.** how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say  **Drugs, alcohol and tobacco - TITLE?????**  **Focus on this in Year 5 and 6?** |
| PSHE – Core 2 | | **KS 2 Learning Opportunities in Relationships Pupils learn:**  **Families and close positive relationships –**  **R1.** to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)  **Friendships –**  **R10.** about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing  **R11.** what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships  **Managing hurtful behaviour and bullying –**  R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour  **Safe Relationships –** | **Families and close positive relationships –**  **R5.** that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart  **R6.** that a feature of positive family life is caring relationships; about the different ways in which people care for one another  **R3.** about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong  **Friendships – (Link to E Safety)**  R12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face  **R18.** to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary  **Safe Relationships – cover in E Safety topic**  R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)  **Respecting self and others - E safety link**  **R30.** that personal behaviour can affect other people; to recognise and model respectful behaviour online | **Friendships -The 3 F’s – FORGIVE, FORGET, FRESH START** |
| PSHE – Core 3 | | **KS 2 Learning Opportunities in Living in the Wider World. Pupils learn:**  **Shared responsibilities – Class Charter**  **Economic wellbeing: Money –** | **Shared responsibilities – School Pets**  **Media literacy and digital resilience – Link to E Safety Topic**  **L12.** how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results  **L13.** about some of the different ways information and data is shared and used online, including for commercial purposes  **Economic wellbeing: Aspirations work and career – bring your ‘parent’ to school week (different jobs)**  **25.** to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes  **L26.** that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life  **L27.** about stereotypes in the workplace and that a person’s career aspirations should not be limited by them  **L28.** about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) | **Shared responsibilities –**  L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others  L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)  **Communities**  **L6.** about the different groups that make up their community; what living in a community means  **L7.** to value the different contributions that people and groups make to the community  **Economic wellbeing: Money –**  **L17.** about the different ways to pay for things and the choices people have about this  **L18.** to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’  L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) |
| RSE | |  |  |  |