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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. | | | |
|  | AUTUMN | SPRING | SUMMER |
| **We use Hamilton Trust mixed year planning. Hamilton's mixed-year plans and resources cover all aspects of English, including SPaG, within the context of a wide range of fiction, non-fiction and poetry genres, such as traditional tales, recounts and performance poems. Hamilton's Year 3/4 English plans cover all of the statutory objectives of the National Curriculum for England's English objectives. The Coverage Chart lays out how these are met in a two-year rolling programme (Set A & Set B). Medium and Long Term Plans summarise books used and grammar taught. Individual plans include an outcomes table. If Hamilton trust plans are updated we will review and update our plans accordingly. Please use alongside English progression and assessment grids. In Years 3 and 4 we use the Read Write Inc. spelling programme. In addition to this we use Accelerated Reader to enhance our reading curriculum, and the grammar and spelling area of the Sumdog online learning platform.** | | |
|  | **Stories by the same author (2 weeks)**  Using the delightful illustrations and books of Michael Foreman (*Dinosaurs and All That Rubbish* and *I'll Take You to Mrs Cole*), children have many opportunities to practice simple, compound and complex sentences with powerful verbs. They then create their own stories based around *I'll Take You to Mrs Cole*, by Nigel Gray and Michael Foreman. | **Myths and legends (3 weeks)**  Become familiar with a range of Greek Myths, *The Orchard Book of Greek Myths* by Geraldine McCraughrean, *Greek Myths* by Marcia Williams. Use them to study powerful verbs, verb tenses, use of first and third person, paragraphs and ways of showing dialogue. Children draw story maps to learn a Greek Myth off by heart and to retell another myth in written form | **Adventure stories (2 weeks)**  Using *The Hodgeheg* by Dick King-Smith, children look for examples of adverbs and adverbial phrases. They memorise a section of dialogue and use it as a basis for their own writing. In the second week the focus is on complex and compound sentences as children write an animal adventure story. |
| 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 and cause.  3. Use and punctuate direct speech. | Grammar focus: 1. Use powerful verbs/ Begin to recognise the concept of a verb.  2. Understand that writing can be 3rd or 1st person.  3. Use and punctuate direct speech. | Grammar focus: 1. Extend sentences using adverbials and fronted adverbials.  2. Use commas to separate fronted adverbials.  3. Use and punctuate direct speech.  4. Use a wide range of connectives to create sentences with more than one clause. |
| **Instructions and explanations (2 weeks)**  Children will learn about instructions and explanations based around the glitzy world of the game show. They will learn about features of explanations before going on to write their own based on a game show with a special treat at the end. | **Recounts (2 weeks)**  Explore *The Day I Swapped my Dad for Two Goldfish* by Neil Gaiman and Dave McKean. Act out swap stories, learn about adverbials and recounts using past tense and first person and chronological order. Write a new version of *The Diary of a Killer Cat*, by Anne Fine, using recount features and complex sentences. The Hamilton Group Reader, *The Diary of a Lively Labrador*, is used to stretch more confident readers | **Persuasive writing (2 weeks)**  Children explore and discuss adverts. They find key features of persuasive writing and use these with a twist, to persuade people NOT to buy! Using compound and complex sentences the children will then write a persuasive letter about their bedtime! |
| 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 that writing can be first or third person.  3. Use and understand grammatical terminology | Grammar focus: 1. Use adverbs and adverbials (prepositional phrases which act as adverbs).  2. Create complex sentences.  3. Use commas after or before phrases and clauses.  4. Use and punctuate direct speech. | Grammar focus: 1. Use a wide range of connectives to extend sentences to include more than one clause.  2. Use conjunctions.  3. Use commas after or before phrases and clauses. |
| **Creating images (2 weeks)**  Use a selection of poems to explore how to create images using words, Daddy Fell into the Pond by Alfred Noyes (*Read Me* chosen by Gaby Morgan) The Bug Chant by Tony Mitton (*The Works*chosen by Paul Cookson) and *I Like this Poem* by Kaye Webb. Children find and use adjectives and adjective phrases to convert a poem to prose. Use their voice to add excitement to a poem performance and compose poems using the themes of animals and weather | **Traditional poems (2 weeks)**  Explore the poems of Robert Louis Stevenson, (*A Child’s Garden of Verses* by Robert Louis Stevenson) and write a class poem using rhyming couplets. Revise verb tenses and learn about prepositions. Explore the poem Windy Nights and learn it by heart. Produce a class book containing poems written by the children. | **Traditional poems (2 weeks)**  Read a selection of traditional poems by Charles Causley and Eleanor Farjeon with children. Explore the vocabulary of sounds and study the use of adjectives and adverbs/adverbials as descriptions. Children write poetry inspired by Sounds in the Evening and I am the Song. Poems: Sounds in the evening by Eleanor Farjeon, Quack said the Billy Goat by Charles Causley, There are big waves by Eleanor Farjeon, Bedtime by Eleanor Farjeon, White horses by Eleanor Farjeon |
| 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 | Grammar focus: 1. Introduce the idea of tense in verbs.  2. Use prepositions to express time or place.  3. Write sentences with more than one clause using a wider range of connectives. | Grammar focus: 1. Use adverbs and fronted adverbials.  2. Use commas after fronted adverbials.  3. Use grammatical terminology correctly and with confidence.  4. Recognise and identify prepositions used to indicate time and place. |
| **Stories from other cultures (2 weeks)**  Children have plenty of opportunities to explore Indian folk tales and myths, read *Seasons of Splendour* by Madhur Jaffrey, and *The Tiger Child* by Joanna Troughton, before performing their own oral re-telling and written adaptations. They will learn about adverbial clauses to make their writing more interesting and use commas to organize their writing | **Stories about imaginary worlds (2 weeks)**  Using *Fantastic Mr Fox* by Roald Dahl, children familiarise themselves with features of narrative, finding examples from the book and through role play and hot-seating. Focus on direct speech and use the features and format they have seen to plan and write their own fantastic stories. | **Plays and dialogues (3 weeks)**  Define proverb and work out the meanings. Identify and use adverbs and powerful verbs. Create characters using description, stage directions and dialogue. Compare dialogue and playscripts. Write and perform playscripts one based on a proverb and one on a Roald Dahl chapter |
|  | Grammar focus: 1. Use grammatical terminology, specifically using and recognising adjectives, nouns and prepositional phrases  2. Use prepositions to express time, place and cause | Grammar focus: 1. Introduce the idea of tense in verbs.  2. Use pronouns for cohesion and to avoid repetition and ambiguity.  3. Use dialogue punctuation. | Grammar focus: 1. Understand and use adverbs.  2. Use and punctuate direct speech.  3. Use powerful verbs.  4. Use and understand grammatical terminology. |
|  | **Information texts (2 weeks)**  Children study the structure and language features of non-chronological reports (*DK Children’s Book of Sport*, and *DK Eyewitness Guide: Football* by Hugh Hornby) before planning, researching and finally composing their own sports report. At the end of the plan the class explore persuasive language and different points of view, ending in a debate | **Non-chronological reports (2 weeks)**  Read an online newspaper report about an amazing model of Hogwarts recently opened to the public. Children design a poster or leaflet to advertise it and look at school reports Hogwarts style. They collaborate to design a Hogwarts school prospectus, access to the *Harry Potter* Books by J K Rowling | **Non-chronological reports (3 weeks)**  Non-chronological report writing is no longer a boring topic! This plan is based around computer and video games where children will read reviews, play games and will be itching to write their own game reports! Pronouns and tense activities are thrown in too! |
| Grammar focus: 1. Use grammatical terminology, specifically using and recognising adjectives, nouns and prepositional phrases  2. Use prepositions to express time, place and cause | Grammar focus: 1. Extend the range of sentences with more than one clause: compound and complex sentences.  2. Use commas after or before phrases and clauses.  3. Use pronouns to avoid repetition or ambiguity and to add clarity and cohesion. | Grammar focus: 1. Express time, place and cause using conjunctions, prepositions and adverbs.  2. Identify and use the present and past tense consistently and appropriately.  3. Extend the range of sentences with more than one clause, using punctuation as required (e.g. commas).  4. Use nouns or pronouns to avoid repetition or ambiguity and to add clarity and cohesion. |
|  | **Christmas Letters (2 weeks)**  Christmas is coming. This fun plan builds up to Christmas with writing letters to Father Christmas, learning about tense, writing in the 3rd person and using powerful verbs, and reading *Dear Father Christmas* by Alan Durant. Hamilton Group Reader, *The Christmas Story*, demonstrates how to write a good letter. | **Performance poems (2 weeks)**  Listen to a range of performance poems and explore the features that poets use, The Torch, The Deal and Don’t Tell Your Mother by Michael Rosen, Word of a Lie by Jackie Kay, Cool Cat by Mike Jubb, Picnic Time on the M25 by Paul Cookson, My Nephew by Wilf Merttens, The Dragon who Ate our School by Nick Toczek and Write-A-Rap Rap by Tony Mitton. Children identify and use conjunctions that indicate time and cause. Investigate negative prefixes, informal language and rhymes. Children write extra lines to one of poems and then a rap. | **Shape poems (2 weeks)**  During this unit children will be immersed in shape poems. They read, recite and discuss a variety before writing their own, including poems using possessive apostrophes and relative clauses. |
|  | Grammar focus: 1. Use grammatical terminology specifically by beginning to recognise the concept of a verb and by choosing and using powerful verbs  2. Use the perfect form of verbs | Grammar focus: 1. Use and recognise nouns, adjectives and adjectival phrases.  2. Use conjunctions to express time or cause.  3. Use possessive apostrophe with singular and plural nouns. | Grammar focus: 1. Use possessive apostrophe with singular/plural nouns.  2. Extend the range of sentences with more than one clause by using a wide range of conjunctions. |

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| **Maths** | **We follow the DfE approved Power Maths scheme of work for Maths. White Rose Maths as our main programme of study. Teachers also ensure that their practice is updated and effective through links with The Great North Maths Hub and national focuses as they occur. We have been involved with the Maths Mastery training with the maths hub between 2019 and 2021.**  **We also use Maths Flex (for Y3-6) and School Jam (for Reception to Year 2) to provide responsive and effective weekly homework and consolidation tasks that are directly linked to the Power Maths scheme. In addition to this, we also are able to use the Sumdog online adaptive learning programme to enhance our curriculum further and help pupils with their times tables and other areas of the maths curriculum. Through these sites, teachers can set work which is appropriate to individual learners as well as setting goals and challenges.**  **Overviews and links of planning and resources for parents to understand the Power Maths scheme are provided on the school’s wepage.** | | |
|  | **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.** | | |
|  | **Where in the World**  Locating Greece on a map. Studying Europe. Comparing Greece to the UK (weather patterns, physical and human features).  Trip ideas: Greek Orthodox Church, Newcastle   * I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans * I can use simple compass directions (North, South, East and West) and locational and directional I can draw accurate maps with more complex keys * I can identify where countries are within the UK and the key topographical features * I can name and locate the main cities of the UK * I can recognise the different shapes of the continents * I can demonstrate knowledge of features about places around him/her and beyond the UK * I can identify where countries are within Europe, including Russia * I can recognise that people have differing qualities of life living in different locations and environments * I can identify physical and human features of the locality * I can explain about weather conditions/patterns around the UK and parts of the Europe * I can describe human features of the UK regions, cities and/or counties * I can describe how people have been affected by changes in the environment * I can understand why there are similarities and differences between places * I can develop an awareness of how places relate to each other * I can know about the wider context of places – region, country | **Rivers**  Rivers, wells and springs in Anglo-Saxon England. Important rivers of the world (UK). Keeping safe near water. Keeping water clean and safe.  Trip ideas: Ingram Valley, river study.   * Locating key topographical features on a map. * I can 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 * Explore how rivers are used for economic activity including trade links and the distribution of natural resources, including energy, food, minerals and water. * Physical geography including rivers and the water cycle * Understand geographical similarities and differences * I can use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment * I can understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc. * I can measure straight line distances using the appropriate scale * I can explore features on OS maps using 6 figure grid references * I can demonstrate knowledge of features about places around him/her and beyond the UK (rivers) * I can identify physical and human features of the locality * I can understand the effect of landscape features on the development of a locality * I can explain about natural resources e.g. water in the locality | **The Rainforest**  What is a rainforest? Where to find rainforests. Study of South America (human and physical geography).  Trip ideas:   * Understand geographical similarities and differences through the study of human and physical geography of a region of South America. (Brazil) * Human geography including: types of settlement and land use. Economic activity including trade links and the distribution of natural resources. * Understand what a rainforest is * Know where rainforests can be found * Locate countries on a world map * Know where the Equator is * Northern and Southern Hemisphere * Where the Tropics of Cancer and Capricorn are * Know that climate zones as part of knowledge of the Equator and Tropics and climate of rainforests * Know about the layers of the rainforest * Know about biomes including the different types of rainforest * Know and name animals that live in the rainforest – be able to recall animals * Understand why rainforests are under threat |
|  | **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.** | | |
|  | **Ancient Greece**  Study Greek life and its impacts, achievements and influence on the western world.  Trip ideas: The Great North Museum (re-opens Sept 1st 2020)   * Investigate the impact of the Greeks on society eg. Democracy, Olympics etc. * Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. * Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. * To know where and when the Ancient Greek civilisation existed and order events on a timeline. * Learn about the Greek Empire, how it was established and maintained and the impact on the wider world. * To understand the religious beliefs of the Ancient Greek people and know some of the gods they worshipped. * Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this. * To know and understand some Ancient Greek Myths. | **Anglo-Saxons**  Investigate British Settlements by Anglo-Saxons.  Trip ideas: Bede’s World.   * Contextualise the Anglo-Saxon period within a timeline of Britain. * Anglo Saxon invasion - Learn about the Anglo-Saxon invasions: routes, kingdoms, ancient roads, warriors and historical sources that we use to understand them. * Settlements and kingdoms, place names and village life. (Learn about life in Anglo-Saxon times. Design settlements, make buildings, dye wool, weave material, research food, cook recipes and create and play board games. Research place names and use an online simulation of an archaeological dig.) * Know about Anglo-Saxon art and culture. * Know about Anglo-Saxon laws and justice (Introduce in preparation for UKS2 topic)   **Make links with local Anglo Saxon finds in Northumberland at Yeavering and Bamburgh Castle. Is Whittingham an Anglo Saxon name?** | **Viking Raids and Invasion**  To develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within the periods studied.  Trip ideas: Holy Island   * To understand how our knowledge of the past is constructed from a range of sources. * Viking raids and invasion - To understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. * Understand that Viking warriors believed they would live on after death in Valhalla * Appreciate that Vikings were determined to succeed – link to school ethos – resilience. * Explore Viking armoury and shields * Investigate the design and build of the Viking long ship. * Understand the role of archaeologists in uncovering remains and how the past can be pieced together   **Make links with the Viking invasion of Holy Island – What did they want?** |
|  | **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 | | |
|  | **Light and Sound**   * recognise that they need light in order to see things and that dark is the absence of light * notice that light is reflected from surfaces * recognise that light from the sun can be dangerous and that there are ways to protect their eyes * recognise that shadows are formed when the light from a light source is blocked by an opaque object * find patterns in the way that the size of shadows change. * identify how sounds are made, associating some of them with something vibrating * recognise that vibrations from sounds travel through a medium to the ear * find patterns between the pitch of a sound and features of the object that produced it * find patterns between the volume of a sound and the strength of the vibrations that produced it * recognise that sounds get fainter as the distance from the sound source increases. | **Forces and Magnets**   * Compare how things move on different surfaces. * Notice that some forces need contact between two objects, but magnetic forces can act at a distance. * Observe how magnets attract or repel each other and attract some materials and not others. * Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. * Describe magnets as having two poles. * Predict whether two magnets will attract or repel each other, depending on which poles are facing.   **Rocks**   * Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties * Describe in simple terms how fossils are formed when things that have lived are trapped within rock * Recognise that soils are made from rocks and organic matter   **During rocks study visit Bamburgh and explore the rock formation at the castle and along the beach. See notes on ANOB website (on staff share)** | **Plants and Living Things**   * Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. * Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. * Investigate the way in which water is transported within plants. * Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. * Identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups. * Recognise that environments can change throughout the year and that this can sometimes pose dangers to living things.   Pupils could begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects. Note: Plants can be grouped into categories such as flowering plants (including grasses) and non-flowering plants, such as ferns and mosses. Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation. Pupils might work scientifically by: using and making simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched. |
|  | We use the Northumberland County Council Agreed Syllabus  **Unit 5: Christianity – Festivals (Christmas)**  This unit examines the importance and meaning of Christmas for Christians.  **Unit 1 – Judaism – Festivals (Shabbat and Hanukkah)**  This unit examines the importance and meaning of Shabbat and Hanukkah for the Jewish people. | We use the Northumberland County Council Agreed Syllabus  **Unit 1: Christianity: God**  This unit uses stories from the Old Testament and stories told by Jesus to reveal what Christians believe about God, and explores how Christians believe that God as the Holy Spirit is present and active in people’s lives  **Unit 4: Judaism – God and other beliefs**  This unit examines Jewish beliefs and how such beliefs affect Jewish lifestyle. | We use the Northumberland County Council Agreed Syllabus  **Unit 3: Christianity – Communities**  This unit examines aspects of practice which reveal that Christians belong to communities, with particular reference to worship and rites of passage/ceremonies that mark transitions in life.  **Unit 6: Judaism – Worship and Communities**  This unit examines the importance of worship and community for the Jewish people. |

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|  | E safety - Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.  **The computing curriculum will be updated in Autumn 2020 in line with new plans from NCC and NACE** | | |
| Adventures of Kara, Winston and the SMART Crew | Adventures of Kara, Winston and the SMART Crew | Adventures of Kara, Winston and the SMART Crew |
|  | **Create a presentation about Greece**   * To be able to use search technologies effectively. * To be able to save and retrieve images and information * Select, use and combine a variety of information to create a presentation. Include slide transitions, sound and animation * Import video clips | **Create an animated game using Scratch**   * Design simple algorithms using repeats with count control * Correct mistakes in simple program * Create sound effects and graphics for sprites and backdrops | **Make your own musical instrument**   * Use Makey Makey |
|  | **‘Design and make an ancient Greek sandal for a Greek man or woman’**  ∙ 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  ∙ use a simple circuit in his/her product | **Making A Game**  ∙ demonstrate that his/her design meets a range of requirements  ∙ complete a plan that shows the order and also what equipment and tools he/she needs  ∙ use equipment and tools accurately  ∙ explain how he/she has selected appropriate materials and components to create a finished product that will be of good quality  ∙ investigate and analyse a range of existing products  ∙ strengthen frames using diagonal struts | **Rainforest Cam Toys or Make a Bird Box**   * Understand and use mechanical systems in their products, such as cams. * Select from a range of tools and materials * Evaluate their products against design criteria   ∙ 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 |
|  | **Greek Food**  Prepare and cook Greek food predominantly savoury dishes using a range of cooking techniques | **Seasonal Foods**  Looking at how seasonal foods are grown and sourced- compare then and now. | **Growing Seasons/Rainforest Fruit salad**  Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. |
|  | **Ceramics**  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). Inspired by Greeks. | **Anglo-Saxon Jewellery**  Art based on Anglo Saxon jewellery and other artefacts such as belt buckles and illuminated scripts.  Create sketchbooks to record observations and use to review and revisit ideas.  Improve mastery of art and design techniques including drawing, painting and printing with a range of materials (pencil, charcoal, paint) | **Drawing and making Rainforest Nature and Patterns**  To create sketch books to record their observations and use them to review and revisit ideas.  (clay frogs, paper Mache parrots, bracelet shading, Henri Rousseau’s painting/layers/leaves)  ( see planning in Art Coordinators File) |

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|  | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  Violin. | | | | |
|  | **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).  **Tennis: (7 weeks)** [**https://www.tennisfoundation.org.uk/wp-content/uploads/2016/03/Primary-School-Handbook.pdf**](https://www.tennisfoundation.org.uk/wp-content/uploads/2016/03/Primary-School-Handbook.pdf)  **Skills learnt:**  Jogging, changing direction, side stepping, jumping, bounce-catch, racket skills; volley and serve, forehand and backhand, serve, rallying and match play.  ***Depending upon current guidelines for September 2020 due to the global COVID 19 pandemic we will not be swimming this term. This will be reviewed again in Spring Term 2020.We would also do some indoor PE this term i.e. gymnastics and dance but will not for the first half term at least but will regularly review. There will also be no contact sports this term***  We may swap the Chance to Shine Programme to this term as this is a non-contact sport. See RA for Sporting Equipment cleaning protocol. BA to update staff as appropriate.  **Tri Golf (7 weeks) Tri golf manual is in Tri Golf bag and/ or file on resources shelf outside class 3.**  [**https://www.golf-foundation.org/schools/primary-schools/**](https://www.golf-foundation.org/schools/primary-schools/)  [www.sasp.co.uk](http://www.sasp.co.uk)  **Skills learnt:**  Putting, chipping, striking, golfers’ code and playing practices and games utilising the **Tri-Golf** scheme.  **Gymnastics – (7 weeks to include a mini individual competition for the final week)** see Val Sabin Teaching Manual for Gymnastics also we sometimes utilise gymnastics coach Sam Dronsfield.  **Skills learnt:**  Time. Space. Weight. Flow. Balance/Weight bearing. Sequences .Demonstration. Review and Improve. | | **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).  We will be reviewing whether the hall can be used for PE.  **Dance –** 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>  Traditional dancing -ceilidh (3 weeks).  A trip to Bollywood! – Bhangra (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 – (7 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:**  [**https://www.youtube.com/watch?v=2cNjAj\_o0SI**](https://www.youtube.com/watch?v=2cNjAj_o0SI)  [**https://www.youtube.com/watch?v=X655B4ISakg**](https://www.youtube.com/watch?v=X655B4ISakg)  [**https://www.youtube.com/watch?v=CBko9JPMtHs**](https://www.youtube.com/watch?v=CBko9JPMtHs)  **Skills learnt:**  Increasing flexibility and balance; Improving your concentration; Improving your general well-being; Boosting your confidence; Relaxing your mind.  ***The following PE skills will be dependent on the current situation regarding COVID 19 and will be re-assessed nearer the time following DFE Guidelines***  **Games - (Tag Rugby) -see most up to date planning from Callum Lawn, Newcastle Falcons schools’ coach. (7 weeks to include a mini competition for the final week)**  **Games – Football**  **Swim England Learn to Swim Programme at Willowburn Leisure Centre (7 weeks)**  **Skills learnt:**  To make sure our children can swim to the standard required by the national curriculum, we follow the Swim England School Swimming and Water Safety Charter – completing all eight Awards enabling the children to be competent and confident in all water environments, and proficient in all the swimming strokes.  This will ensure they can swim the minimum required 25 metres (by the time they would normally leave primary school at age 11). | **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* i**f this has been carried out during Autumn Term , we are back swimming and we are able to have closer contact sports we will do Tag Rugby with Callum here.  **(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 (7weeks) - 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)** | |
| Forest School |  | |  |  | |
|  | Listen attentively to spoken language and show understanding by joining in and responding  Present ideas and information orally to a range of audiences\*  Appreciate stories, songs, poems and rhymes in the language | | | | |
| All About Me  Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.  Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.  Following La Jolie Ronde scheme | Food and the Body  Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*.  Read carefully and show understanding of words, phrases and simple writing.  Following La Jolie Ronde scheme | | | Animals and the World  Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*.  Read carefully and show understanding of words, phrases and simple writing.    Following La Jolie Ronde scheme |
|  | 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 sa | **Core Theme 1:**  [**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 | | | **Core Theme 1:**  **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?** |
|  | **Core Theme 2 : Relationships**  **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 –** | **Core Theme 2: 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 | | | **Core Theme 2: Relationships**  **Friendships -The 3 F’s – FORGIVE, FORGET, FRESH START** |
|  | **Core Theme 3: Living in the Wider World**  **KS 2 Learning Opportunities in Living in the Wider World. Pupils learn:**  **Shared responsibilities – Class Charter**  **Economic wellbeing: Money –** | **Core Theme 3: Living in the Wider World**  **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) | | | **Core Theme 3: Living in the Wider World**  **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 |  |  | | |  |