

Curriculum Plans for Year 3/4 - Cycle B

Updated Autumn 2025



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 kind, collaborative and courageous 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.

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E n g l i s h	AUTUMN	SPRING	SUMMER
	<p>Please use alongside English progression and assessment grids. In Years 3 and 4, we set a focus on a certain spelling pattern each week that the children recall, explore and investigate. From September 2025 we will also be using the Spelling Shed. In addition to this we use Accelerated Reader to enhance our reading curriculum. We use CGP books as part of our English homework.</p> <p>See the genre progression grid and corresponding writing KOs (knowledge organisers) within the English drive.</p>		
	<p><u>Autumn 1</u></p> <ul style="list-style-type: none"> - SPaG focus (2 weeks) + Narrative or Haiku poems based on 'Joy in Nature' for Rotakids competition (The uncorker of ocean bottles by Michelle Cuevas) - Character description (3 weeks) Text(s) used will be: The Night Bus Hero by Onjali Q. Rauf - Diary Entry (3 weeks) Henry's Freedom Box by Ellen Levine The Boy Who Biked the World - part 1 by Alastair Humphreys 	<p><u>Spring 1</u></p> <ul style="list-style-type: none"> - SPaG focus (2 weeks) - Story (fantasy) (2 weeks) Text(s) used will be: The Ice Palace by Robert Swindells - Formal report (2 weeks) Text(s) used will be: Non-fiction books about an aspect of Ancient Egyptians and non-fiction books about states of matter to make links with History and/or Science 	<p><u>Summer 1</u></p> <ul style="list-style-type: none"> - SPaG focus (1 week) - Playscript (2 weeks) Text(s) used will be: - Poem (2 weeks) Text(s) used will be: Crazy Hair by Neil Gaiman
	<p><u>Autumn 2</u></p> <ul style="list-style-type: none"> - Instructions (2 weeks) Text(s) used will be: A range of recipes (make links with D.T) - Poetry (2 weeks) Text(s) used will be: A range of poetry books for children. - Information text (2 weeks) Text(s) used will be: Non-fiction texts about the Romans (Make links with History) 	<p><u>Spring 2</u></p> <ul style="list-style-type: none"> - Balanced argument (1 week) Text used will be: The Tunnel by Anthony Browne - Letter (4 weeks) (Literacy Shed) Text(s) used will be: The Last Bear by Hannah Gold - Newspaper (1 week) (Literacy Shed) Text(s) used will be: The story of Tutankhamun by Patricia Cleveland-Peck 	<p><u>Summer 2</u></p> <ul style="list-style-type: none"> - Persuasive writing (advert/ speech, etc.) (2 weeks) Make links with World Environment Day (Friday 5th June 2025 - Beat Plastic Pollution) - Non-chronological report (2 weeks) Make links with Geography - How to live sustainably - Biography/ autobiography (2 weeks) Biography about Greta Thunberg

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M a t h s	<p>We follow White Rose Maths as our main programme of study. Teachers also ensure that their practice is updated and effective through CPD and national focuses as they occur.</p> <p>We also use CGP Maths to provide responsive and effective weekly homework and consolidation tasks that are directly linked to current learning. In addition to this, we also are able to use the Times Tables Rock Stars 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.</p>		
	<p>Place value</p> <p>Addition and subtraction</p> <p>Multiplication and division</p> <p>Area</p>	<p>Multiplication and Division</p> <p>Length and perimeter</p> <p>Fractions</p> <p>Mass and capacity</p>	<p>Time</p> <p>Decimals</p> <p>Money</p> <p>Shape</p> <p>Position and direction</p> <p>Statistics</p>

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G E O G R A P H Y	Teachers plan their Geography using the Collins Primary Connected Geography scheme. <u>Please use alongside Geography progression and assessment grids.</u>		
	<p style="text-align: center;"><u>Beyond the Magic Kingdom</u></p> <p>Why is The Magic Kingdom the most popular theme park in the world? Where is The Magic Kingdom? Why do tourists come to the Magic Kingdom from some countries and not others? Why is the state of Florida a peninsula? Why is the Kennedy Space Centre in Florida? Why are sea turtles endangered and what is the Florida Turtle Conservation Society doing to protect them? How and why is the climate of the Sunshine State different to where I live? How do Floridians cope with hurricanes?</p>	<p style="text-align: center;"><u>Why do some people live in Megacities?</u></p> <p>What are megacities and where are they located? Why did Baghdad become the first city in the world with over one million people? Why is Milton Keynes the UK's fastest-growing city? Why is Brasilia the fastest-growing city in Brazil? How do the advantages to living in cities compare with the disadvantages?</p>	<p style="text-align: center;"><u>How can we live more sustainably?</u></p> <p>(or Why is Jane's house only worth one pound?) What does being sustainable actually mean? How can we help our school to be more sustainable? Why are we seeing more wind and solar farms in the countryside? How is sustainable development helping the lapwing out of the red? How are solar cookers helping Sunita and her family live more sustainably?</p>

H I S T O R Y	Teachers plan their History using a range of sites including Collins Primary Connected scheme and Key Stage History. <u>Please use alongside History progression and assessment grids.</u>		
	<p style="text-align: center;"><u>The Romans:</u></p> <p>How did the arrival of the Romans change Britain?</p> <ul style="list-style-type: none"> • Why did Emperor Claudius invade Britain? • Why did the Romans almost lose control of Britain? (War with Boudica) • Why was it so important to Claudia Severa that her friend Sulpicia Lepidina came to visit her? 	<p style="text-align: center;"><u>Ancient Egypt:</u></p> <p>Who were the Ancient Egyptians?</p> <ul style="list-style-type: none"> • What can we quickly find out to add to what we already know about Ancient Egypt? • How can we discover what Ancient Egypt was like over 5,000 years ago? 	<p style="text-align: center;"><u>The Stone Age to the Iron Age</u></p> <p>We will learn about: Changes in Britain from the Stone Age to the Iron Age Iron Age hill forts: tribal kingdoms, farming, art and culture</p>

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	<ul style="list-style-type: none"> Why were Claudia and Sulpicia living at Vindolanda? How do we know so much about the towns the Romans in Britain? Why did the Romans organise gladiatorial games? 	<ul style="list-style-type: none"> What sources of evidence have survived and how were they discovered? What does the evidence tell us about everyday life for men, women and children? What did the Ancient Egyptians believe about life after death and how do we know? What did Ancient Egypt have in common with other civilizations from that time? 	<p>We will try to answer the following questions:</p> <ul style="list-style-type: none"> Is it true to say that stone age people were just simple hunter gatherers only interested in food and shelter? How did life change when they learned how to farm? What can we learn about the stone age from a study of Skara Brae? Why was Stonehenge built? How should we remember the Bronze Age? What was life like in the Iron Age and how do we know? <p>There is lots of evidence of Stone Age, Bronze Age and Iron Age settlements here in North Northumberland.</p>
S c i e n c e	<p>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. <u>Please use alongside Science progression and assessment grids.</u></p>		
	<p style="text-align: center;"><u>Animals, including humans</u></p> <p><u>Year 3</u></p> <ul style="list-style-type: none"> 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 	<p style="text-align: center;"><u>States of matter</u></p> <ul style="list-style-type: none"> 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 	<p style="text-align: center;"><u>Electricity</u></p> <ul style="list-style-type: none"> 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

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	<p>with the skeleton and muscles, finding out how different parts of the body have special functions.</p> <ul style="list-style-type: none"> 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. 	<p>associate the rate of evaporation with temperature.</p> <ul style="list-style-type: none"> 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. 	<p>or not a lamp lights in a simple series circuit</p> <ul style="list-style-type: none"> 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.
	<p><u>Year 4</u></p> <ul style="list-style-type: none"> 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 	<p style="text-align: center;"><u>Soil</u></p> <p style="text-align: center;"><u>Links with Climate action plan (17 and 21 in Grounds Audit)</u></p> <p>Recognise that soils are made from rocks and organic matter.</p> <p>Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment.</p> <p>Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in</p>	

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	<p>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.</p>	<p>water. They can raise and answer questions about the way soils are formed.</p>	
R E	<p>We use the Northumberland County Council Agreed Syllabus</p> <p>L2.2 What is it like for someone to follow God? (Christians: UC: People of God)</p> <p>L2.7: What do Hindus believe God is like?</p>	<p>We use the Northumberland County Council Agreed Syllabus</p> <p>L2.8: What does it mean to be a Hindu in Britain today?</p> <p>L2.5: Why do Christians call the day Jesus died 'Good Friday?' (UC: Salvation)</p>	<p>We use the Northumberland County Council Agreed Syllabus</p> <p>L2.6: For Christians, when Jesus left, what was the impact of Pentecost? (UC: K of G)</p> <p>L2.12: How and why do people try to make the world a better place?</p>
C o m p u t i n g	<p><u>Creating media - Animation</u></p> <p>During this unit, the children will use a range of techniques to create a stop frame animation using iPads. Next, they will apply those skills to create a story-based animation. This unit will conclude with the children adding other types of media to their animation, such as music and text.</p>	<p>SDP 2025/26 update</p>	<p>SDP 2025/26 update</p>
D T	<p><u>Cooking and nutrition:</u> <u>Eating seasonally</u></p> <ol style="list-style-type: none"> 1. Food around the world 2. Seasonal food 3. Cutting and peeling 	<p><u>Textiles:</u> <u>Egyptian collars</u></p> <ol style="list-style-type: none"> 1. Cross-stitch and applique 2. Egyptian collars 3. Developing the collars 	<p><u>Digital world:</u> <u>Wearable technology</u></p> <ol style="list-style-type: none"> 1. Evaluating wearable technology 2. Light-up wearables 3. Programming wearable technology

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	<ol style="list-style-type: none"> Tasting seasonal ingredients Making a mock-up Evaluating seasonal tarts 	<ol style="list-style-type: none"> Finishing their collars Using skills learned make Easter cards 	<ol style="list-style-type: none"> Product concept Point of sale displays Focus groups
A R T	<p style="text-align: center;"><u>Sculpture and 3D:</u> <u>Mega materials</u></p> <ol style="list-style-type: none"> From 2D to 3D Soap sculptures Working with wire Shadow sculpture Recycle and recreate Using tints and shades lesson create Christmas cards (Kapow) 	<p style="text-align: center;"><u>Craft and design:</u> <u>Ancient Egyptian Scrolls</u></p> <ol style="list-style-type: none"> Exploring Ancient Egyptian Art Designing scrolls Making Paper Making Scrolls Making Zines 	<p style="text-align: center;"><u>Painting and Mixed media:</u> <u>prehistoric painting</u></p> <ol style="list-style-type: none"> Exploring prehistoric art Charcoal animals Prehistoric palette Painting on a cave wall Hands on a cave wall
M U S I C	<p style="text-align: center;"><u>Rhythm and Blues</u></p> <p style="text-align: center;">Focus: pitch & following musical direction</p> <p style="text-align: center;">Carols & hymns + Christmas productions</p>	<p style="text-align: center;"><u>Blues</u></p> <p style="text-align: center;">Focus: pulse, composition (12-bar blues) & rhythm</p> <p style="text-align: center;"><u>Bhangra</u></p> <p style="text-align: center;">Focus: rhythm, polyrhythms & texture</p>	<p style="text-align: center;"><u>Swing</u></p> <p style="text-align: center;">Focus: syncopated rhythms, call & response and improvising</p> <p style="text-align: center;">End of Year Service songs and practise</p>
P E	<p>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.</p> <p>This year we are making a slight change to the Daily Mile in the mornings. This follows consultation with the children through 'Pupil Voice' where they can express their opinions and preferences. (see grid below)</p>	<p>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.</p> <p>This year we are making a slight change to the Daily Mile in the mornings. This follows consultation with the children through 'Pupil Voice' where they can express their opinions and preferences. (see grid below)</p>	<p>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.</p> <p>This year we are making a slight change to the Daily Mile in the mornings. This follows consultation with the children through 'Pupil Voice' where they can express their opinions and preferences. (see grid below)</p>

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	Monday	Daily Mile (personal best)
	Tuesday	Throwing and catching
	Wednesday	Skipping
	Thursday	Sprint starts
	Friday	Daily Mile (personal best)
Football Rugby Hockey Multi-skills		
	Monday	Daily Mile (personal best)
	Tuesday	Throwing and catching
	Wednesday	Skipping
	Thursday	Sprint starts
	Friday	Daily Mile (personal best)
Fitness Handball Tennis Basketball		
	Monday	Daily Mile (personal best)
	Tuesday	Throwing and catching
	Wednesday	Skipping
	Thursday	Sprint starts
	Friday	Daily Mile (personal best)
Athletics Cricket Swimming		
MFL	<u>Je me presente</u> By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in French.	
	<u>Ma Famille</u> By the end of this unit pupils will have the knowledge and skills to make a presentation about their own/a fictitious family in both spoken and written form in French.	
	<u>Au salon de the</u> By the end of this unit pupils will have the knowledge and skills necessary to perform a short role-play in a French tea room.	
	<u>La date</u> Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in French	
	<u>En classe</u> By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in French.	
	<u>Boucle d'or et le Trois Ours</u> In this unit pupils will learn to listen more carefully so as to be able to understand a familiar fairy tale recounted in French using picture, word and phrase cards.	
PS	<u>What Makes a Good Friend?</u> The class will explore what 'friendship' means and how to make good friendships. They will also consider how/ why	
	<u>French Café Morning</u> Also incorporating their French skills, the children will host and run a coffee morning for the	
	<u>Bikeability Lv. 2</u> The children take part in Northumberland County Council's Bikeability Lv. 2	

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<p style="text-align: center; font-weight: bold;">H E A u t u m n 1</p>	<p>friendships can be challenging or disagreement occurs and how to approach this.</p> <p><u>Core theme skills & knowledge:</u></p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>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</p> <p>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</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>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</p>	<p>community and speak in French to greet and serve them. The invites and the advertisement materials will also be made by the children after considering what makes up their community.</p> <p><u>Core theme skills & knowledge:</u></p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p><u>Core theme skills & knowledge:</u></p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p>
<p style="text-align: center; font-weight: bold;">P S H E</p>	<p style="text-align: center;"><u>Basic Food Hygiene (Lv 1)</u></p> <p>The children will look at healthy diets again before then looking at how food is prepared hygienically. This will then lead to studying for a Lv1 Basic Food Hygiene test.</p>	<p style="text-align: center;"><u>Helping Nature Activities</u></p> <p>After recapping the habitats and changes in conditions within our school environment, the children will then choose an aspect of 'helping</p>	<p style="text-align: center;"><u>Money Matters</u></p> <p>Firstly, the children should review what they know about money – what notes and coins we have in the UK, other currencies and what trade is. Development of the children's understanding of</p>

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<p style="text-align: center;">A u t u m n 2</p>	<p><u>Core theme skills & knowledge:</u></p> <p>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 H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. 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 H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>	<p>nature activities' from the Wild Challenge for Schools (RSPB) website.</p> <p><u>Core theme skills & knowledge:</u></p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and 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</p>	<p>the value of money then is sought through understanding paid work and how and why we may budget our money etc.</p> <p><u>Core theme skills & knowledge:</u></p> <p>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) L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations L24. to identify the ways that money can impact on people's feelings and emotions</p>
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