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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 and 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 they 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 1/2 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 Year 1 we also use Read, Write Inc. phonics and from Year 2 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.** | | | |
| **English** | **Stories in familiar settings (2 weeks)**  Three popular books are used to capture children's imagination and get them story writing during this unit. Starting with The *Tiger Who Came to Tea* by Judith Kerr, *Whatever Next!* by Jill Murphy, and *Dogger* by Shirley Hughes. Children will make up their own stories about all sorts of strange and wonderful things. Year 1 children read the Hamilton Group Reader, *Goat's Sore Tummy*. | **Stories in familiar settings (2 weeks)**  Using the beautiful book *The Whales’ Song* by Dylan Sheldon and Gary Blythe, children will learn all about whales, describing them to each other and writing descriptive sentences. They use the structure of the story to go on and write their own stories based on this. | **Fairy tales (3 weeks)**  Read and explore fantastic versions of *Hansel and Gretel* and *Rapunzel*. Children use puppets and masks to really get to know the stories and their characteristics. They then retell or write a new version of a fairy tale of their choice. This plan looks at *Hansel and Gretel* by Anthony Browne and *Rapunzel* by Sarah Gibb. Hamilton Group Reader *Hansel and Gretel* is used to build confidence in reading aloud. |
| **Grammar**  **(taught within English lessons)** | Grammar focus: **Year 1**  1. Write, leaving spaces between words  2. Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.  **Year 2**  1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks  2. Learn how to use sentences with different forms: statement, question, exclamation, command.  3. Co-ordination: use conjunctions (and, or, but) to join simple sentences | Grammar focus: **Year 1**  1. Write, leaving spaces between words  2. Form lowercase letters correctly.  3. Begin to punctuate sentences correctly, using capital letters at the start and full stops at the end.  **Year 2**  1. Use adjectives to modify nous; create expanded noun phrases.  2. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks | Grammar focus:  **Year 1**  1. Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.  2. Join words and join clauses using ‘and’  3. Use a capital letter for names, days of the week, etc.  **Year 2**  1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks  2. Use present and past tenses correctly and consistently.  3. Use apostrophes for contracted forms  4. Use the grammar for Y2 in Appendix A |
|  | **Stories involving fantasy (3 weeks)**  Explore fantasy narratives through two great John Burningham books. First read *Oi! Get off our Train*. Practise using capital letters and full stops and write a new scene for the story. Then children plan and write a fantasy story based on *The Magic Bed*. The Hamilton Group Reader, *Chicken and Shark*, is used to build confidence. | **Tales from a variety of cultures (2 weeks)**  Listen to and read a traditional and modern dragon story, *The Dragon Machine* by Helen Ward. Find out how the Jade Emperor decided the order of the animals in the Chinese zodiac. Compose a story together with repetitive language and tell it to an audience. Write a fantastic dragon story. The Hamilton Group Reader, *Sunilla and the Dolphins*, is used to build confidence in reading aloud. | **Classic contemporary fiction (2 weeks)**  Using the wonderful *Sand Horse* (Michael Foreman) children learn the story, retell it, use role play and then create their own version. They explore settings and invent characters using Morpurgo’s *Jo Jo the Melon Donkey*. Finally they write their own story. |
| **Grammar**  **(taught within English Lessons)** | Grammar focus: **Year 1**  1. Write, leaving spaces between words  2. Use capital letters for the names of people, places, days of the week, etc...  **Year 2**  1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks  2. Learn how to use sentences with different forms: statement, question, exclamation, command. | Grammar focus:  **Year 1**  1. Begin to use capital letters from proper names  2. Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.  **Year 2**  1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks  2. Co-ordination: use conjunctions (and, or, but) to join simple sentences  3. Subordination: use a variety of conjunctions to create subordinate clauses. | Grammar focus: **Year 1**  1. Write, leaving spaces between words  2. Begin to punctuate sentences correctly, using capital letters at the start and full stops at the end.  3. Use an exclamation mark and a question mark correctly **Year 2**  1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks  2. Use present and past tenses correctly and consistently  3. Use sentences with different forms: statement, question, exclamation and command  4. Use expanded noun phrases to describe and specify |
|  | **Songs and repetitive poems (2 weeks)**  Children read, then memorise a variety of short repetitive funny poems and also write their own verses. Conversation poems are used to stimulate more sustained writing and work on punctuating different forms of sentence. | **Playing with language (2 weeks)**  Playing with language is great. Children wrap their tongues around twisters, write mixed-up nursery rhymes and scratch their heads to understand nonsense poetry, *The Works* chosen by Paul Cookson, *Walking the Bridge of your Nose* selected by Michael Rosen, *The Works Key Stage 1* chosen by Pie Corbett. Children use capital letters for names and beginning of lines. Use adjectives and explore the effect of verbs. | **Poems on a theme (2 weeks)**  Use *Where the Forest Meets the Sea* and poems by C Warren and A Shavick to describe emotions stimulated by poetry. Explore use of rhyme, adjectives and expanded noun phrases. Study sentence structure including use of capital letters/question marks. Write poems. |
| **Grammar**  **(taught within English lessons)** | Grammar focus: **Year 1**  1. Write, leaving spaces between words  2. Use capital letters for the names of people, places, days of the week, etc..  **Year 2**  1. Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns  2. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks  3. Learn how to use sentences with different forms: statement, question, exclamation, command. | Grammar focus: **Year 1**  1. Begin to punctuate sentences correctly, using a capital letter at the start and a full stop at the end.  2. Use capital letters for the names of people, places, days of the week, etc.  **Year 2**  1. Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns  2. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks  3. Begin to use present and past tenses correctly | Grammar focus: **Year 1**  1. Begin to punctuate sentences correctly, using a capital letter at the start and a full stop at the end.  2. Use capital letters for the names of people, places, days of the week, etc.  3. Leave spaces between words **Year 2**  1. Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns  2. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks |
|  | **Information texts (2 weeks)**  Using and comparing fiction (*Great white man-eating shark* by Mayo and *Rainbow Bear* by Morpurgo) and non-fiction books about sharks and polar bears (*The Ice Bear* by Davies) children discover the features of non-fiction texts. Children collect info about sharks and polar bears to write factual phrases and sentences about sharks and then to compile a report about polar bears. Children read The Hamilton Group Reader *Boris and Sid Meet a Shark*. | **Recounts (2 weeks)**  Children learn about how to write a recount by hearing the story of *Farmer Duck* by Martin Waddell and Helen Oxenbury, (and *Can’t you sleep Little Bear?* by Martin Waddell and Barbara Firth) who has to do all the work on the farm while the farmer stays in bed. Discover useful words to help with writing longer sentences. Children then write a recount about their day. The Hamilton Group Reader, *The Animals' Outing*, is used to build confidence in reading aloud. | **Information texts (2 weeks)**  Use information books about minibeasts to identify features of information texts. Compare with stories about minibeasts which also provide information. Look at sentence punctuation and structure. Children write some information about their favourite minibeast. Example books are *Minibeasts (Little Science Stars)*, *Where to find minibeasts*, *The Very Busy Spider* and *RSPB first book of minibeasts*. |
| **Grammar**  **(taught within English lessons)** | Grammar focus: **Year 1**  1. Write, leaving spaces between words  2. Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.  **Year 2**  1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks  2. Learn how to use sentences with different forms: statement, question, exclamation, command.  3. Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns | Grammar focus: **Year 1**  1. Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.  2. Begin to use past tense and to differentiate it from present tense.  **Year 2**  1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks  2. Co-ordination: use conjunctions (and, or, but) to join simple sentences  3. Subordination: use a variety of conjunctions to create subordinate clauses.  4. Use past tense correctly in recounts | Grammar focus: **Year 1**  1. Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.  2. Use the grammar set out in Appendix A **Year 2**  1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks  2. Use sentences with different forms: questions, exclamations, statements and commands  3. Use subordination and co-ordination, writing sentences with more than one clause  4. Use the grammar set out in Appendix A |
|  | **Labels, lists, signs and posters (2 weeks)**  Children think about their favourite item of clothing and write captions describing this. They write lists for shopping, study and design labels for clothes. They explore the use of posters, design their own and record feelings in writing signs. Children read the Hamilton Group Readers *Boris and the Bug* and *The Sad Donkey.* | **Instructions (2 weeks)**  We use the animated tale Thad Gets to the Moon to identify favourite toys and what they mean to us. The story provides opportunity for children to learn about the features of instructions and write instructions for playing football both on the Moon and on Earth. Hamilton Group Reader text, *Stop that Sound!*, is used to highlight imperatives | **Letters (2 weeks)**  Letters are a great way to communicate! Whether sharing facts, asking for information or saying thank you, this unit will teach children the format of writing a letter or postcard. Children will practise writing statements and asking questions to compose their own letters. Books required are *Dear Zoo* by Rod Campbell and *Dear Greenpeace* by Simon James. Hamilton Group Reader, *Letters from the Zoo*, is used to stretch more confident readers. |
| **Grammar**  **(taught within English lessons)** | Grammar focus: **Year 1**  1. Write, leaving spaces between words  2. Use capital letters for the names of people, places, days of the week, etc...  **Year 2**  1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks  2. Learn how to use sentences with different forms: statement, question, exclamation, command.  3. Use grammatical terminology | Grammar focus: **Year 1**  1. Begin to punctuate sentences correctly, using a capital letter at the start and a full stop at the end.  **Year 2**  1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks  2. Learn how to use sentences with different forms: statement, question, exclamation, command.  3. Use grammatical terminology | Grammar focus: **Year 1**  1. Begin to punctuate sentences correctly, using a capital letter at the start and a full stop at the end.  2. Leave spaces between words  3. Use a capital letter for names, days and for ‘I’  4. Use ‘and’ to join words and clauses **Year 2**  1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks  2. Learn how to use sentences with different forms: statement, question, exclamation, command.  3. Use subordination and co-ordination, writing sentences with more than one clause  4. Use some features of standard written English  5. Use commas for lists |
|  | **Animal poems (2 weeks)**  Children have great fun reading, learning and reciting a variety of traditional and modern rhymes including some from *Hairy Tales and Nursery Crimes* by Rosen. They use these for word-play and phonics work, as well as writing their own versions of animal poems, composed after seeing an animal. | **The Sound Collector (2 weeks)**  Study a variety of poems from the following books which take the five senses as their inspiration, *The Works* Chosen by Paul Cookson, *The Works 3* Chosen by Paul Cookson and *Read Me First* Chosen by Louise Bolongaro. With a grammar focus on adjectives and noun phrases, children use their senses to write poems. In the second week *The Sound Collector* by Roger McGough is the main stimulus for writing. | **Traditional poems (2 weeks)**  Favourite toys can inspire great writing! The author of Winnie-the-Pooh models how to write rhyming couplets, questions, exclamations and extended noun phrases. Safe within the world of The Hundred Acre Wood children produce original poems in a familiar style. |
| **Grammar**  **(taught within English lessons)** | Grammar focus: **Year 1**  1. Use capital letters for the names of people, places, days of the week, etc.  2. Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.  **Year 2**  1. Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns  2. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks  3. Learn how to use sentences with different forms: statement, question, exclamation, command.  4. Use grammatical terminology | Grammar focus: **Year 1**  1. Use capital letters for the names of people, places, days of the week, etc.  2. Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.  **Year 2**  1. Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns  2. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks  3. Learn how to use sentences with different forms: statement, question, exclamation, command.  4. Use grammatical terminology | Grammar focus: **Year 1**  1. Use capital letters for the names of people, places, days of the week, the beginning of lines in poems.  2. Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.  **Year 2**  1. Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns  2. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks  3. Learn how to use sentences with different forms: statement, question, exclamation, command.  4. Use grammatical terminology |

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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.** | | |
|  | **Coasts**  Locate Northumberland and Farne Islands, Bamburgh, Amble and Tynemouth on a map.  Trip ideas: see History   * Name, locate and identify characteristics of the four countries and capital cities of the UK. * Name, locate and identify characteristics of the seas surrounding the United Kingdom. * Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage. * Use basic geographical language to refer to physical features including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. * Ask simple geographical questions e.g. what is it like to live in this place? * Use simple maps of the local area e.g. large scale print, pictorial etc. * Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct symbols in a key.   **As children move and progress through the school this links with LKS2 topic on coasts where they study coasts in more detail.** | Famous People (**Columbus focus**)  Looking at how Columbus explored the world.  Trip ideas: See History   * Use locational language (e.g. near, far, left and right) to describe the location and features of routes. * Make simple maps and plans e.g. pictorial places in a story. * Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. * Name and locate the worlds 7 continents and 5 oceans. * Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country (West Indies/South America)   **As children move and progress through the school this South American study links with LKS2 Rainforest study and UKS2 study of South America – providing a thread of learning and progression through the school.** | Our Wonderful World **(Our Local Environment)**  Looking at and creating a map to school from your own house.  Trip ideas: See Science   * Use simple and observational skills to study the geography of the school and its grounds. * Use simple fieldwork and observational skills to study the geography of their school and its grounds and thekeyhuman and physical features of its surrounding environment. * Understand how some places are linked to others e.g. roads, trains. * Describe seasonal weather changes. * Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world (Africa/Antarctica compare) in relation to the equator and north and south poles. * Use basic geographical vocabulary to refer to key human features including; city, town, village, factory, farm, house, office, port, harbour and shop. |
|  | **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.** | | |
|  | **Grace Darling**  Looking at the changes in the coastguard and life boats over time.  Trip ideas: Tynemouth (to learn about Breeches Buoys), Amble lifeboats. Local open water swimmer to talk about swimming the English Channel and across to Coquet Island. (Amble lobster hatchery – linked to science)   * Use common words and phrases relating to the passing of time (chronological understanding) * Understand key features of events (understanding of events, people and changes) * Identify some similarities and differences between ways of life in different periods (understanding of events, people and changes) * Show an awareness of the past, using common words and phrases relating to the passing of time * Describe changes within living memory * Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods (Grace Darling). * Describe significant historical events, people and places in their own locality (Grace Darling)   . | **Famous People**  Neil Armstrong, Columbus, Rosa Parks **(children will meet Rosa Parks again in LKS2 as part of an English block of learning),** Emily Davison**.(Children will meet Emily Davison again in UKS2 as they study Women’s Changing Role in Society)**  Trip ideas: Planetarium, Centre for Life workshop or Great North Museum planetarium.   * Place known events and objects in chronological order (timeline of the people/events) * Find answers to some simple questions about the past from some simple sources of information (historical enquiry) * Talk, draw or write about aspects of the past (organisation and communication) * Speak about how he/she found out about the past. * Record what they have learned by drawing or writing * Describe where the people and events they have studied fit within chronological framework and identify similarities and differences between ways of life in different periods.      * Describe changes within living memory and aspects of change in national life * Describe events beyond living memory that are significant nationally or globally * Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different * Describe significant historical events, people and places in his/her own locality (Emily Davison) | Our Wonderful World **(Queen Victoria)**  Looking at the Victorian times and how artefacts have changed from then to now.  Trip ideas: See Science   * Relate his/her own account of an event and understand that others may give a different version (historical interpretations) * Sort artefacts from then and now(toys, school equipment etc.) * Ask and answer basic questions about the past * Use a wide vocabulary of everyday historical terms * Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. * Show understanding of some of the ways in which we find out about the past and identity different ways in which it is represented |
|  | **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.**  **Science ongoing objectives**  ∙ Ask simple questions and recognise that they can be answered in different ways (Year 1 focus)  ∙ Use simple equipment to observe closely (Year 1 focus)  ∙ Perform simple tests (Year 1 focus)  ∙ Identify and classify (Year 1 focus)  ∙ Use his/her observations and ideas to suggest answers to questions (Year 1 focus)  ∙ Gather and record data to help in answering questions (Year 1 focus)   * Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum (Year 2 focus)   ∙ Use simple equipment to observe closely including changes over time (Year 2 focus)  ∙ Perform simple comparative tests (Year 2 focus)  ∙ Identify, group and classify (Year 2 focus)  ∙ Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns (Year 2 focus)  ∙ Gather and record data to help in answering questions including from secondary sources of information (Year 2 focus)  Observe seasonal changes across the four seasons (Year 1 and 2 focus) | | |
| **Animals including humans**  Focusing on animals which live on and in our local coastlines and seas.  Trip ideas: (Amble lobster hatchery – experience the life cycle of a lobster and possibly release some into rock pools)  ∙ Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals  ∙ Identify and name a variety of common animals that are carnivores, herbivores and omnivores  ∙ Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)  ∙ Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense  ∙ Understand that animals, including humans, have offspring which grow into adults  ∙ Describe the basic needs of animals, including humans, for survival (water, food and air)  ∙ Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene  Explore and compare the differences between things that are living, dead, and things that have never been alive  ∙ Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other  ∙ Identify and name a variety of plants and animals in their habitats, including micro-habitats  ∙ Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food | **Materials and their uses (Rockets).**  Neil Armstrong links, rockets.  Trip ideas: Planetarium, Centre for life.  ∙ Distinguish between an object and the material from which it  is made  ∙ Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock  ∙ Describe the simple physical properties of a variety of everyday materials  ∙ Compare and group together a variety of everyday materials on the basis of their simple physical properties   * Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses   ∙ Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching | **Plants and seasonal changes**  Looking at the different plants and animals in our wonderful world.  Trip ideas: Northumberland Zoo, Ingram Valley (river dipping, looking at local plants et.)   * Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees   ∙ Identify and describe the basic structure of a variety of common flowering plants, including trees   * Observe and describe how seeds and bulbs grow into mature plants   ∙ Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy   * Observe changes across the four seasons   ∙ Observe and describe weather associated with the seasons and how day length varies  **Runner bean experiment (because EYFS grow cress) – grow a bean in different environments with different necessities including hydroponics.** |
|  | We use the Northumberland County Council Agreed Syllabus  **Christianity (unit 5) – Festivals and Celebrations (Harvest and Christmas)**  This unit examines the importance of Christmas and Easter for Christians.  **Hinduism (unit 1) – Festivals and Celebrations (Diwali**)  This unit examines the importance and meaning of Diwali for Hindus. | We use the Northumberland County Council Agreed Syllabus  **Christianity (unit 1) – God**  This unit uses ideas of parenthood and friendship to introduce children to the Christian understanding of God.  **Hinduism (unit 3) – Stories**  This unit examines some of the scripture and stories that shape Hindu belief and practice. | We use the Northumberland County Council Agreed Syllabus  **Christianity (unit 3) – Communities**  This unit examines what it means to belong and to be part of a community, and how Christians give expression to belonging and being part of a community.  **Hinduism (unit 2) – Lifestyles (diet, dress, Puja)**  This unit examines ways in which Hindu lifestyle is affected by religious belief and practice. |
|  | E safety - Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour, including on School 360. 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** | | |

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|  | Staying Safe Online  Pupils and students understand that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them. **Smartie the Penguin on UK Safer Internet Centre website** | Follow the Digital Trail (common sense media)  Pupils and students learn that the information they put online leaves a digital footprint or “trail.” This trail can be big or small,  helpful or hurtful, depending on how they manage it. | Being a good friend online  **Digiduck’s big decision on Childnet.com** |
|  | **Digital Painting**  Use jit5 on school 360 to create digital pictures linked to work in other subjects. | **Internet research and presentation skills**  With support/as a class research Neil Armstrong.  Learn how to create, organise, store, manipulate and retrieve digital content.  Individuals contribute to a whole class presentation about Neil Armstrong.  ‘Book creator’ on iPads | **Roamer/Beebots/Ozobot to follow and make routes around our local environment.**    Create and debug simple programs.  Use logical reasoning to predict the behaviour of simple programs.  Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.  Use technology safely and respectfully.  On screen programing (Beebots) |
|  | **Design a lunchbox – (templates and joining techniques)**  Text: The Lighthouse Keepers Lunch   * Design purposeful, functional, appealing products for themselves and other users based on design criteria. * Evaluate their ideas and products against design criteria. * Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. * Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. * Explore and evaluate a range of existing products. * Explore mechanisms (for example wheels and pulleys) | **Rockets**  **Design a vehicle to transport your rocket to its launch pad. (wheels and axles)**   * Design purposeful, functional, appealing products for themselves and other users based on design criteria. * Evaluate their ideas and products against design criteria. * Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. * Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. * Explore and evaluate a range of existing products. * Build structures, exploring how they can be made stronger, stiffer and more stable. | **Victorian Puppets Picture (sliders and levers)**  Punch and Judy   * Design purposeful, functional, appealing products for themselves and other users based on design criteria. * Evaluate their ideas and products against design criteria. * Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. * Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. * Explore and evaluate a range of existing products. * Explore and evaluate a range of existing products. Explore and use mechanisms in their products (moving puppet pictures) |
|  | **Cooking and Nutrition**  Look at a balanced diet and what food we need to keep healthy so we can design a healthy picnic for the lunch box.   * Use the basic principles of a healthy and varied diet to prepare dishes appropriate to the Lighthouse Keepers Lunch. * Understand where food comes from. | **Cooking and Nutrition**  Food from countries visited by Columbus.  Following on from last term, children to be encouraged to try a variety of food at lunch times and discuss what they have  eaten. Was it balanced? Which food groups did they eat? What is 'mash' made from? Where do eggs come from?   * Use the basic principles of a healthy and varied diet to prepare dishes. * Understand where food comes from. | **Cooking and Nutrition (Cooking Victorian food – afternoon tea said to have been introduced by Queen Victoria)**   * Use the basic principles of a healthy and varied diet to prepare dishes * Understand where food comes from by using locally sourced ingredients. (Heatherslaw Mill flour, eggs from school chickens) |
|  | **Clay lighthouse – sculpture**  Look at images of local lighthouses.   * Use clay creatively to design and make a lighthouse. * Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. * Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. (Grace Darling Paintings, Animal Drawings, Lighthouse pictures) | **Planet Pictures**  Explore different colours and textures of different planets.   * Use a range paint, pastels and pencils creatively to design and make portraits. * Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. * Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. (drawing using an eraser, collage, printing) | **Matisse – The Snail**   * Use materials creatively to design and make products. * Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. * Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. * Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. |
|  | **Charanga Units**  Hands, Feet, Heart  Ho, Ho, Ho | **Charanga Units**  Glockenspiel – Stage 1  Round and Round | **Charanga Units**  Friendship  Reflect, Rewind, Replay |
|  | 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).  **Multiskills – See Multiskills planning file and also reference** [**www.sasp.co.uk**](http://www.sasp.co.uk)[**https://www.facebook.com/NorthumberlandSchoolGames/**](https://www.facebook.com/NorthumberlandSchoolGames/)  [**https://www.ukcoaching.org/resources/topics/expert-opinions/ten-benefits-of-multi-skills-coaching**](https://www.ukcoaching.org/resources/topics/expert-opinions/ten-benefits-of-multi-skills-coaching)  [**https://sportscotland.org.uk/coaching/cpd-and-training/multi-skills/multi-skills-course-resources/**](https://sportscotland.org.uk/coaching/cpd-and-training/multi-skills/multi-skills-course-resources/)  **(7 weeks to include a mini tournament for the final week)**  **Skills learnt:**  Basic movements and social awareness.  Movement with a ball.  Sending skills – throwing, aiming and striking.  Receiving skills – catching  Sending and receiving (controlling)  **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 and rallying.  ***Depending upon current guidelines for September 2020 due to the global COVID 19 pandemic we may be unable to teach dance safely. If this is the case, we will teach either cricket or rounders as these are easier games to teach where the children can remain socially distant. Please also see RA and guidelines for use of sporting equipment.***  **Dance – see Dance planning file and also reference** [**www.sasp.co.uk**](http://www.sasp.co.uk) **(7 weeks)**  Wherever possible, the children will broaden their understanding of their own (modern and traditional) and different cultures through dance.  **Skills learnt:**  Be able to talk about stimuli as the starting point for creating dance  Explore ideas, moods and feelings by experimenting with actions, dynamics,  Understanding the importance of moving quickly and being still. Showing an understanding of mood and describe how a dance makes them feel.  **Gymnastics – (7 weeks)** see Val Sabin Teaching Manual for Gymnastics also [www.sasp.co.uk](http://www.sasp.co.uk)  We use coaching provision very carefully and only when we know that it will enhance staff CPD and children’s skills. Following the retirement of our L2 qualified teacher we may choose to use local coach (with Olympic experience) and past pupil Sam Dronsfield.  **Skills learnt:**  Time. Space. Weight. Flow. Balance/Weight bearing. Sequences | 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)  **Multiskills – See Multiskills planning file and also reference** [**www.sasp.co.uk**](http://www.sasp.co.uk) **(**[**https://www.ukcoaching.org/resources/topics/expert-opinions/ten-benefits-of-multi-skills-coaching**](https://www.ukcoaching.org/resources/topics/expert-opinions/ten-benefits-of-multi-skills-coaching)  [**https://sportscotland.org.uk/coaching/cpd-and-training/multi-skills/multi-skills-course-resources/**](https://sportscotland.org.uk/coaching/cpd-and-training/multi-skills/multi-skills-course-resources/)  **(7 weeks)**  **Skills learnt:**  Basic movements and social awareness.  Movement with a ball.  Sending skills – throwing, aiming and striking.  Receiving skills – catching  Sending and receiving (controlling).  **Gymnastics – (7 weeks to include a mini individual competition for the final week)** see Val Sabin Teaching Manual for Gymnastics also [www.sasp.co.uk](http://www.sasp.co.uk)  **Skills learnt:**  Time. Space. Weight. Flow. Balance/Weight bearing. Sequences  **Games - Little Taggers (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)**  ***This will be dependent on the current situation regarding COVID 19 and will be re-assessed nearer the time following DFE Guidelines***  The aim of all games sessions will be to improve children’s skills of sending, receiving and travelling with the ball and to understand common skilled principles of invasion games including attack and defence. Children will play small-sided games and learn skills for Tag Rugby.  Change to Spring Term 1 due to COVID19 in 2021  Tri Golf - see planning file.  Dance - see planning file. | 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 (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)**  *If we do not continue to swim for the whole of summer term the children will be taught rounders* |
| Forest School |  |  |  |
| **PSHE** Also link to Thrive (BA Thrive Practitioner)  Link to Science DT and PE | 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>  **Core Theme 1:**  **KS1 Learning opportunities in Health and Wellbeing -**  Pupils learn...  **Healthy Lifestyles (Physical Health and Wellbeing) -Being Healthy -**  [**www.change4life.co.uk**](http://www.change4life.co.uk)  **H1.** about what keeping healthy means; different ways to keep healthy **H2.** about foods that support good health and the risks of eating too much sugar  **H3.** about how physical activity helps us to stay healthy; and ways to be physically active everyday  **H4.** about why sleep is important and different ways to rest and relax  **Mental health -Feelings – Zones of Regulation**  **H11.** about different feelings that humans can experience  **H12.** how to recognise and name different feelings  **H13.** how feelings can affect people’s bodies and how they behave  **H14.** how to recognise what others might be feeling  **H15.** to recognise that not everyone feels the same at the same time, or feels the same about the same things  **Ourselves, growing and changing – I am Amazing!**  **H21.** to recognise what makes them special  **H22.** to recognise the ways in which we are all unique  **H23.** to identify what they are good at, what they like and dislike  **Keeping Safe -Danger ZONE!**  H29. to recognise risk in simple everyday situations and what action to take to minimise harm  H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)  H31. that household products (including medicines) can be harmful if not used correctly | **Core Theme 1:**  **Healthy Lifestyles (Physical Health and Wellbeing)**  **Our Wonderful NHS – Doctors and Dentists**  [**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)  **H7.** about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health  **H8.** how to keep safe in the sun and protect skin from sun damage **H9.** about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV **H10.** about the people who help us to stay physically healthy  **H5.** simple hygiene routines that can stop germs from spreading  **H6.** that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy  **Mental health -Our Feelings –** (Self-regulation strategies ie self-soothing, mindfulness, yoga)  **H16**. about ways of sharing feelings; a range of words to describe feelings.  **H17**. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)  **H18**. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good  **H19**. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it  **Ourselves, growing and changing – Actions for Happiness**  **H24**. how to manage when finding things difficult  **Keeping Safe -E Safety**  **H28.** about rules and age restrictions that keep us safe  **H34.** basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them | **Core Theme 1:**  **Mental Health -Reflection and Resilience**  **H20**. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.  **Ourselves, growing and changing -Our Bodies**  **H25.** to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)  **H26.** about growing and changing from young to old and how people’s needs change  **Ourselves, growing and changing -Moving On**  **H27.** about preparing to move to a new class/year group  **Keeping Safe – People Who Help Us**  **H32.** ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely  **H33.** about the people whose job it is to help keep us safe (Community Police, RNLI etc)  **Keeping Safe -First Aid comes first!** ( St John’s Ambulance resources/ mini medics)  **H35.** about what to do if there is an accident and someone is hurt  **H36.** how to get help in an emergency (how to dial 999 and what to say)  **Keeping safe - Drugs, alcohol and tobacco -**  H37. about things that people can put into their body or on their skin; how these can affect how people feel |
|  | **Core Theme 2: Relationships**  **KS 1 Learning Opportunities in Relationships Pupils learn:**  **Managing hurtful behaviour and bullying – Beat the Bully**  **R11**. about how people may feel if they experience hurtful behaviour or bullying  **Managing hurtful behaviour and bullying**  **R10.**that bodies and feelings can be hurt by words and actions; that people can say hurtful things online  **R12.** that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult  **Safe Relationships – PANTS! (NSPCC)**  **R13.** to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private  **R15.** how to respond safely to adults they don’tknow **R16.** about how to respond if physical contact makes them feel uncomfortable or unsafe  **R17.** about knowing there are situations when they should ask for permission and also when their permission should be sought  **R18.** about the importance of not keeping adults’ secrets (only happy surprises that others will find out about eventually) | **Core Theme 2: Relationships**  **Families and close positive relationships –Who is Special to Me? +We are all Special**  **R1.** about the roles different people (e.g. acquaintances, friends and relatives) play in our lives  **R2.** to identify the people who love and care for them and what they do to help them feel cared for  **R3.** about different types of families including those that may be different to their own  **R4.** to identify common features of family life  **Friendships – Fabulous Friends!**  **R6**. about how people make friends and what makes a good friendship  **R7**.about how to recognise when they or someone else feels lonely and what to do  **Safe Relationships – cover in E Safety topic**  **R14.** that sometimes people may behave differently online, including by pretending to be someone they are not  **Respecting self and others - Actions Speak Louder than Words**  **R21.** about what is kind and unkind behaviour, and how this can affect others  **R22.** about how to treat themselves and others with respect; how to be polite and courteous  **R23.** to recognise the ways in which they are the same and different to others | **Core Theme 2: Relationships**  **Families and close positive relationships –** 7 themes over 2 years  **R5.** that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried  **Friendships -The 3 F’s – FORGIVE, FORGET, FRESH START**  **R8**. simple strategies to resolve arguments between friends positively  **R9**. how to ask for help if a friendship is making them feel unhappy  **Safe Relationships**  **R19.** basic techniques for resisting pressure to do something they don’t want to do and which may make them unsafe  **R20.** what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard  **Respecting self and others – It’s Good to Talk ( and Listen…)**  **R24.** how to listen to other people and play and work cooperatively **R25.** how to talk about and share their opinions on things that matter to them |
|  | **Core Theme 3: Living in the Wider World**  **KS 1 Learning Opportunities in Living in the Wider World. Pupils learn:**  **Shared responsibilities – Class Charter**  **L1.** about what rules are, why they are needed, and why different rules are needed for different situations  **Economic wellbeing: Money – All I want for Christmas…!**  **L10**. what money is; forms that money comes in; that money comes from different sources  **L11**. that people make different choices about how to save and spend more **L12.** about the difference between needs and wants; that sometimes people may not always be able to have the things they want | **Core Theme 3: Living in the Wider World**  **Shared responsibilities – School Pets**  **L2.** how people and other living things have different needs; about the responsibilities of caring for them  **Media literacy and digital resilience – Link to E Safety Topic**  **L7.** about how the internet and digital devices can be used safely to find things out and to communicate with others  L8. about the role of the internet in everyday life  **L9.** that not all information seen online is true  **Economic wellbeing: Aspirations work and career – bring your ‘parent’ to school week (different jobs)**  **L14.** that everyone has different strengths **L15.** that jobs help people to earn money to pay for things  **L16.** different jobs that people they know or people who work in the community do  **L17.** about some of the strengths and interests someone might need to do different jobs | **Core Theme 3: Living in the Wider World**  **Shared responsibilities – Planet Earth**  **L3**. about things they can do to help look after their environment  **Communities – Wonderful Whittingham and the world beyond it!**  L4. about the different groups they belong to  **L5.** about the different roles and responsibilities people have in their community  **L6.** to recognise the ways they are the same as, and different to, other people  **Economic wellbeing: Money – Beat the Banker!**  L13. that money needs to be looked after; different ways of doing this (Natwest Money Sense resources) |
| RSE |  |  |  |