

Curriculum Planning Year 5/6 - Cycle A

Updated Summer 2020



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 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.

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	AUTUMN	SPRING	SUMMER
<p>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 5/6 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. <u>Please use alongside English progression and assessment grids.</u> In Years 5 and 6 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. We also use Read Write Inc Fresh Start from Year 5 onwards to support pupils to reach age related expectations.</p>			
English	<p style="text-align: center;"><u>Classic Fiction - The Jungle Book</u> By Rudyard Kipling</p> <p>Children explore the charm and challenge of classic fiction, (The Jungle Book by Rudyard Kipling, Illustrated by Robert Ingpen, and A Collection of Rudyard Kipling's Just So Stories by Rudyard Kipling). Children write a modern-day Jungle Book story, Just So Stories diary entries, and tell outrageous lies, courtesy of conjunctions. The unit ends with children performing their own Just So Story in Kipling's style.</p>	<p style="text-align: center;"><u>Short Stories:</u> Short! by Kevin Crossley-Holland</p> <p>Look at the genre of short stories using Short! by Kevin Crossley-Holland. Children investigate the use of adverbials to link sentences or paragraphs together. Children plan and write short spooky stories elaborating by use of descriptive words and further details.</p>	<p style="text-align: center;"><u>Classic Fiction</u></p> <p>Through The Hobbit by J.R.R. Tolkien, investigate settings, character development, dialogue and narrative style. Writing includes: dramatisation, playing with point-of-view and writing a 'Lost Tale'. Grammar includes: complex sentences, relative clauses and elaboration.</p>
	<p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Learn the grammar in App.2 specifically using a range of conjunctions to create compound and complex sentences. 2. Use relative clauses. 3. Use commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis. 4. Use correct punctuation to indicate speech. <p>Spelling Focus: Following RWI Spelling Scheme and resources</p>	<p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Adverbials of time, place and number. 2. Use elaborated language of description, including expanded noun phrases, adjectives, adverbials and a variety of subordinate clauses, including relative clauses. 3. Use semi-colons to mark boundary between independent clauses. <p>Spelling Focus: Following RWI Spelling Scheme and resources</p>	<p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Writing complex and compound sentences 2. Use elaborated language of description, including expanded noun phrases, adjectives, adverbials and, particularly, relative clauses. 3. Use accurate sentence and speech punctuation. <p>Spelling Focus: Following RWI Spelling Scheme and resources</p>
	<p style="text-align: center;"><u>Biographies and Autobiographies</u></p> <p>Use biographies of Roald Dahl and Michael Morpurgo (both books and online) and their autobiographical writing to identify features of biographies and autobiographies. Use the texts to study dialogue, noun phrases and complex sentences (Boy and Going Solo by Roald Dahl, Singing for Mrs Pettigrew: a story-maker's journey, and Homecoming by Michael Morpurgo). Write autobiographies online.</p>	<p style="text-align: center;"><u>Drama</u> The works of William Shakespeare Romeo and Juliet and Macbeth</p> <p>Introduce children to Shakespeare using Marcia Williams' Mr William Shakespeare's Plays, Romeo and Juliet, and Macbeth. Investigate different ways of writing dialogue including playscript layout and the use of informal language. Children write a 60 second version of part of Macbeth.</p>	<p style="text-align: center;"><u>Short Stories: Fantasy</u></p> <p>Read and analyse a selection of short stories from Tales of Outer Suburbia by Shaun Tan. Explore the structure of short stories and the use of modal verbs and dialogue. Children write a drama based on one they have heard and then a new story in the Shaun Tan-style.</p>

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	<p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Learn the grammar in App.2 specifically using a range of conjunctions to create compound and complex sentences. 2. Use expanded noun phrases to convey complicated information concisely 	<p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Use dialogue, differences between spoken and written speech. Punctuation to indicate direct speech. 2. Formal and informal speech and writing. Use of subjunctive forms. 3. Use commas to clarify meaning. 	<p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Use dialogue, recognise differences between spoken and written speech. 2. Use speech punctuation to indicate direct speech. 2. Understand and use modal verbs.
	<p style="text-align: center;"><u>Slam Poetry</u> <u>Works of Michael Rosen</u></p> <p>Study a slam poem (a form of performance poetry) and other poems about what to do when you grow up, You Wait Til I'm Older Than You! By Michael Rosen. Children write an extra verse about their dreams. Use poems about not knowing what to write to stimulate writing about everyday little things. Hold a poetry slam.</p>	<p style="text-align: center;"><u>Argument and Debate</u></p> <p>Identify features of argument texts and discuss differences between facts and opinions. Find out how to present opinions as if they were facts. Study formal and informal speech. Research for and hold a class debate. Children then write and edit their own argument text.</p>	<p style="text-align: center;"><u>Debate Poetry</u></p> <p>Read The Debate of Tea and Coffee, a Gulf 'debate' poem about a fierce dispute between coffee and tea. Identify features of poems that tell a story. Children read and compare other poems about drinks. They create and perform a playscript for the dispute and then write a poem about a drink.</p>
	<p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Recognise vocabulary and structures appropriate for formal and written speech, and the differences between this and spoken speech, including the use of contractions. 2. Use correct punctuation to indicate speech. <p>Spelling Focus: Following RWI Spelling Scheme and resources</p>	<p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Formal and informal speech and writing. Use of subjunctive forms. 2. Use bullet points, colons and semi-colons. <p>Spelling Focus: Following RWI Spelling Scheme and resources</p>	<p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Use elaborated descriptive language. 2. Use expanded noun phrases. 3. Use and understand grammatical terminology. <p>Spelling Focus: Following RWI Spelling Scheme and resources</p>

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	<p style="text-align: center;"><u>Recount Texts</u> <u>UFOs and Aliens</u></p> <p>Using the context of UFOs, children explore recounts investigating genuine documents, discussing famous sightings and researching notorious hoaxes (UFOs and Aliens: Investigating Extraterrestrial Visitors - Extreme! by Paul Mason, UFO Diary by Satoshi Kitamura). Children write a diary entry and Create their own hoax UFO photo and report. A presentation to parents completes the unit.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Learn the grammar in App.2 specifically using adverbials of time, space and number 2. Use commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis. 3. Use expanded noun phrases to convey complicated information concisely <p>Spelling Focus: Following RWI Spelling Scheme and resources</p>	<p style="text-align: center;"><u>Reports and Journalistic Writing</u></p> <p>Use Tuesday by David Wiesner to study report writing. Look at different ways of writing speech, playscripts, speech bubbles, direct and reported speech. Compare formal and informal writing including use of passive voice. Children write newspaper reports.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Dialogue, direct/indirect speech punctuation. Reported speech. 2. Use of passive form to present information. 3. Use semi-colons and dashes to mark boundaries between independent clauses. 4. Use commas to clarify meaning. <p>Spelling Focus: Following RWI Spelling Scheme and resources</p>	<p style="text-align: center;"><u>Persuasive Writing</u></p> <p>Times are a changin' as children explore how to win hearts and minds. Children analyse adverts and political speeches, adapt protest songs and manipulate with modal verbs. Children write persuasively and the unit ends in a political rally. Who will win: parents or children?</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Use elaborated descriptive language. 2. Use expanded noun phrases. 3. Use and understand grammatical terminology. <p>Spelling Focus: Following RWI Spelling Scheme and resources</p>
	<p style="text-align: center;"><u>Instructions and Explanation Texts</u></p> <p>Hover boards and Doggie Umbrellas meet new fangled escalators and dial telephones in a unit, which explores instructions and explanations in the context of changing technology. Children try pitching in the Den and create guides for futuristic travel.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Use brackets, dashes and commas to indicate parenthesis. 2. Use semi-colons, colons or dashes to mark boundaries between main causes 3. Use colons to introduce lists 4. Punctuate bullet points consistently <p>Spelling Focus: Following RWI Spelling Scheme and resources</p>	<p style="text-align: center;"><u>Poetic Style</u></p> <p>Children hear and respond to a range of poems from two well-known poets. Explore the use of language and how the writers imply deeper meanings and research the poets on the internet. Finally children write their own free-verse poems inspired by those they have read. The plan uses You Wait Till I'm Older Than You by Michael Rosen and Collected Poems by Roger McGough.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Dialogue, direct speech punctuation. 2. Use commas to clarify meaning. 3. Use and understand grammatical terminology. <p>Spelling Focus: Following RWI Spelling Scheme and resources</p>	<p style="text-align: center;"><u>Non Chronological Reports</u></p> <p>Use texts about iPads and iPhones to introduce features of non-chronological reports. Children create a new section for a BBC online activity about reports using BOS/ QuAD techniques. Then children research information about another electronic device and write reports.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Begin to understand the use of active and passive verbs, especially the use of the passive form in reports. 2. Recognise and use a past participle. 3. Use semi-colons, colons and dashes appropriately in reports. 4. Use bullet points in reports. <p>Spelling Focus: Following RWI Spelling Scheme and resources.</p>

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	<p style="text-align: center;"><u>Classic Poems by Lewis Carroll</u></p> <p>Lewis Carroll's Walrus and the Carpenter stimulates performance, discussion and persuasive writing, in this poetry unit. Hilaire Belloc's Cautionary Tales provide cause for debate and the children end the unit writing their own modern day cautionary poems.</p>		<p style="text-align: center;"><u>Poetry: The Power of Imagery</u></p> <p>Using a range of sea poems (provided) and The Convergence of the Twain by Thomas Hardy, explore the use of imagery and description. Then discuss how to use language to evoke feelings and produce impressions. Children draft and write their own poem about the Titanic.</p>
	<p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Learn the grammar in App.2 specifically using and choosing descriptive language; adjectives, adverbs and powerful nouns and verbs. 2. Use expanded noun phrases to convey complicated information concisely 3. Use hyphens to avoid ambiguity <p>Spelling Focus: Following RWI Spelling Scheme and resources</p>		<p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Use fronted adverbials and non-finite verbs to start a sentence. 2. Use commas after fronted adverbials 3. Use elaborated description, including adjectives and adverbs, and subordinate clauses. <p>Spelling Focus: Following RWI Spelling Scheme and resources</p>

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Maths

We use White Rose Maths as our main programme of study. Teachers also plan lessons using resources and ideas from NCETM and The Great North Maths Hub. We have been involved with the Maths Mastery training with the maths hub between 2019 and 2021.

We also use the Sumdog online adaptive learning programme to enhance our curriculum and help pupils with their times tables and other areas of the maths curriculum. Through this site teachers can set work which is appropriate to individual learners as well as setting goals and challenges. Teachers have developed a set of key Instant Recall Facts (KIRFs) for each year group and these are sent home to help parents to support their children with their learning, these can also be found on our school website.

Please use alongside Maths progression and assessment grids.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value		Number: Four Operations					Number: Fractions				
Spring	Y5: Number: Fractions Y6: Number: Ratio		Number: Decimals and Percentages			Y5: Number: Decimals Y6: Number: Algebra		Measurement: Converting Units	Measurement: Perimeter, Area and Volume		Statistics	
Summer	Geometry: Properties of Shape		Geometry: Position and Direction	Y6: SATS		Investigations and Consolidation						

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Teachers plan their Geography medium term plans from a variety of sources to take account of the objectives as our curriculum is bespoke to us and does not fit easily within a purchased scheme of work. <u>Please use alongside Geography progression and assessment grids.</u>			
Geography	<p style="text-align: center;">Where in the World <u>Location knowledge</u></p> <p>Locate the World's countries using maps.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p style="text-align: center;"><u>Human and physical geography</u></p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p style="text-align: center;">The Americas <u>Location knowledge</u></p> <p>To locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of places in North and South America.</p> <p style="text-align: center;"><u>Human and physical geography</u></p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America in the context of comparing landscapes, climate and major towns and cities - Mexico.</p>	<p style="text-align: center;">The UK <u>Location Knowledge</u></p> <p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers),</p> <p>How the UK is organised into countries, counties, cities, as well as learning about human and physical geography such as: life expectancy, population, mountains, rivers and coastlines.</p>

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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.

History	<p style="text-align: center;"><u>Crime and Punishment</u></p> <p><u>(PlanBee)</u></p> <p>A journey through British history to discover how crime and punishment has changed through the ages. Beginning with the Romans and travelling through to the present day we will discover how changes in society create changes in the kinds of crimes that are committed, as well as the ways in which they are punished.</p> <p>Looking in particular at:</p> <ul style="list-style-type: none"> -Romans -Anglo-Saxons and Vikings -Medieval and Tudor -Early Modern Period -Victorians 	<p style="text-align: center;"><u>Mayan Civilisation</u></p> <p>A non-European society that provides contrasts with British history. Mayan civilisation AD900.</p> <p>Maya civilisation and understanding who they were and when and where they lived. The religious beliefs and practices of the Maya people and the gods they believed in. How the Maya invented and used their calendars and number system. Identifying and using sources of evidence to learn about the Maya cities and some of the people who explored and documented them. The food the ancient Maya people ate and its religious and cultural significance.</p>	<p style="text-align: center;"><u>The Changing Role of Women</u></p> <p>Exploring the changes in the roles and rights of women from ancient times to today.</p> <ul style="list-style-type: none"> - Traditional roles of women in the past. (Rich and poor) - Victorian Women (Margaret Hughes) - How the Industrial Revolution changed the role of women. - The beginnings of feminism - fighting allocated roles. - The Suffragettes - fighting for the right to vote. <ul style="list-style-type: none"> - Women in War - Women in the 1950s - Second-wave feminism - changes to law for women's pay, education and work. <ul style="list-style-type: none"> - Women today.
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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 from 2020-2022. Please use alongside Science progression and assessment grids.

Ongoing Science Objectives

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments

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SScience

Evolution and Inheritance: Survival of the Fittest (Y6)

Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Forces (Y5)

Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
Research Isaac Newton and his discoveries.

Properties of Materials (Y5)

Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
Demonstrate that dissolving, mixing and changes of state are reversible changes
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

All living things (Y5/6)

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
Describe the life process of reproduction in some plants and animals.
Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
Give reasons for classifying plants and animals based on specific characteristics.
(Growing up talk)

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RE	We use the Northumberland County Council Agreed Syllabus for Religious Education	We use the Northumberland County Council Agreed Syllabus for Religious Education	We use the Northumberland County Council Agreed Syllabus for Religious Education
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	Networks and communication/e-Safety <u>The computing curriculum will be updated in Autumn 2020 in line with new plans from NCC and NACE</u>		
	<u>Talking Safely Online</u> Children will learn not to reveal private information while using the Internet for example; on games; in chat rooms or on social media.	<u>Privacy Rules</u> Children will learn that children's websites must protect their private information. They learn to identify these secure sites by looking for their privacy policies and privacy seals of approval.	<u>What's Cyberbullying?</u> Children will explore how it feels to be cyber-bullied, how cyber-bullying is similar to or different than in-person bullying, and learn strategies for handling cyber-bullying when it arises.
E-Safety			
Computing	Presentation and Analyses (Data -Numeracy) LOGO - Creating shapes and patterns using repeats Programming - Scratch/flowol/logotron	Presentation and Analyses (PowerPoint / Prezi) Programming - Robots	Flowol (inputs /outputs / variables) Internet research - Mapping / Google earth
	Understanding the Internet / Search Engines/Using software		
Design and Technology	Making Fossils from clay. Designing an instrument of torture - junk modelling.	Mayan Weaving Creating Maya masks	Landyachts (Mrs Armitage on Wheels)

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Food and Nutrition	Prepare and cook a range of food using different techniques	Looking at how Mexican foods are grown and sourced - compare then and now.	Design and prepare a healthy picnic for Mrs Armitage.
Art and Design	<p style="text-align: center;"><u>Portrait Work</u></p> <p>Develop observational skills linked to portrait work. Design wanted posters for criminals.</p> <p style="text-align: center;">Van Gogh - Scream</p>	<p style="text-align: center;"><u>Aztec art</u></p> <p>Developing line drawings by observational drawings of nature. Aztec masks. Weaving. Clay tiles with embossed designs.</p>	<p style="text-align: center;"><u>Female Artists</u></p> <p>Female Artists who changed History - Georgia O'Keeffe Designers of Women's clothes past and present.</p>
Music	<p style="text-align: center;">*Planning taken from Charanga Music scheme.</p> <p><u>Livin' on a Prayer (Rock)</u></p> <p><u>Classroom Jazz 1</u></p>	<p><u>Make You Feel my Love</u></p> <p><u>The Fresh Prince of Bel-Air</u></p>	<p><u>Dancing In The Street</u></p> <p><u>Reflect, Rewind and Replay</u></p>
MFL	<p>Direction</p> <p>Where places are</p> <p>Days of the week</p> <p>Christmas</p>	<p>Months of the year</p> <p>Sports and hobbies</p> <p>Numbers 0-50</p>	<p>Fruit and food items</p> <p>Meal times</p>

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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).

This cycle will be different this year only due to the COVID 19 Pandemic as we are currently guided to not teach contact sports and normally in the Autumn term we teach football, netball and hockey as well as swim each week.

Tennis: (7 weeks) <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

Cricket -Chance to Shine programme - 7 weeks 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.

If we do not do cricket then we will do tennis and athletics in the first half term.

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/>
www.sasp.co.uk

Skills learnt:

Putting, chipping, striking, golfers' code and playing practices and games utilising the **Tri-Golf** scheme.

Gymnastics - (if able to use school hall) -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 Dransfield

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 - 4 weeks (or intensive dance day with visitor i.e. The Alnwick Academy of Dance - Street Dance teacher) Wherever possible, the children will broaden their understanding of their own popular and different cultures through dance as well as link to the countries and cultures that are being studied in Geography and RE.

<https://danceparent101.com/best-free-online-dance-classes-and-tutorials-for-school-aged-kids/>

<https://www.youtube.com>

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 3 weeks:

<https://www.youtube.com/watch?v=7kgZnJqzNaU>

Skills learnt:

Increasing flexibility and balance; Improving your concentration; Improving your general well-being; Boosting your confidence; Relaxing your mind.

Cycling - Bikeability cycle 3 weeks (alternate with Yoga)

<https://bikeability.org.uk>

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

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 competition for last lesson If this has been carried out during Autumn Term , we are back swimming and we are able to have closer contact sports and this hasn't been done during Spring 1 we will do Tag Rugby with Callum here.

<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](#) 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](#), every 'Play' session plan focuses on fundamental movement skills, while 'Learn' activities use cricket to enliven and help teach core curriculum subjects.

Athletics/ Quadkids - 8 weeks (to fit in with British Cycling dates or all term if no British Cycling) -See planning files www.sasp.co.uk
<https://www.yourschoolgames.com/taking-part/our-sports/athletics/>

Skills learnt:

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	<p>Skills learnt: Putting, chipping, striking, golfers' code and playing practices and games utilising the Tri-Golf scheme.</p> <p>Gymnastics - (if able to use school hall) -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.</p> <p>Skills learnt: Time. Space. Weight. Flow. Balance/Weight bearing. Sequences .Demonstration. Review and Improve.</p>	<p><i>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</i></p> <p>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)</p> <p>Games - Football - See yellow file for resources</p>	<p>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.</p> <p>Cycling - 4 weeks</p> <p>https://www.britishcycling.org.uk/education</p> <p>Swim England Learn to Swim Programme at Willowburn Leisure Centre for Programme for children who have not reached the minimum expected standard by reaching UKS2.</p> <p>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).</p>
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Forest School

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PSHE	<p>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</p> <p>KS 2 Learning opportunities in Health and Wellbeing - Pupils learn...</p> <p>Core Theme 1: Healthy Lifestyles (Physical Health and Wellbeing) - Healthy Choices - Nutrition and Exercise</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>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.</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>Mental health -</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>Discuss feelings with a trusted adult</p> <p>Ourselves, growing and changing</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>Keeping Safe -</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>	<p>Healthy Lifestyles (Physical Health and Wellbeing) - Sleep Hygiene</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>Mental health - https://youngminds.org.uk/resources/school-resources</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>Ourselves, growing and changing -</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>Drugs, alcohol and tobacco - TITLE?????</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>	<p>Healthy Lifestyles (Physical Health and Wellbeing) - Marvellous Medicines</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>Mental Health -</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>Ourselves, growing and changing -</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>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p>Keeping Safe -</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</p>
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	<p>Core Theme 2: Relationships</p> <p><u>KS 2 Learning Opportunities in Relationships Pupils learn:</u></p> <p><u>Friendships</u></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><u>Managing hurtful behaviour and bullying -</u></p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p><u>Safe Relationships -</u></p>	<p>Core Theme 2: Relationships</p> <p><u>Families and close positive relationships -</u></p> <p>Also Stonewall resources in cupboard outside Class3</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p><u>Friendships -</u></p> <p><u>Safe Relationships - cover in E Safety topic</u></p> <p><u>Respecting self and others -</u></p>	<p>Core Theme 2: Relationships</p> <p><u>Families and close positive relationships</u></p> <p><u>Friendships -The 3 F's - FORGIVE, FORGET, FRESH START</u></p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p><u>Safe Relationships</u></p> <p><u>Respecting self and others -</u></p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>
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	<p>Core Theme 3: Living in the wider world <u>KS 1 Learning Opportunities in Living in the Wider World. Pupils learn:</u> <u>Shared responsibilities - Class Charter</u> <u>Economic wellbeing: Money -</u></p>	<p>Core Theme 3: Living in the wider world <u>Shared responsibilities - School Pets</u> <u>Media literacy and digital resilience - Link to E Safety Topic</u> positively and negatively L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation <u>Economic wellbeing: Aspirations work and career - bring your 'parent' to school week (different jobs)</u> L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	<p>Core Theme 3: Living in the wider world <u>Shared responsibilities -</u> 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 <u>Communities</u> L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced <u>Economic wellbeing: Money-</u> 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 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 w ays that money can impact on people's feelings and emotions</p>
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