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|  | **Curriculum Intent Statement**  The aim at Whittingham C of E Primary School is to provide curriculum opportunities which help children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider world. There is a focus on developing children’s moral, spiritual, social and cultural understanding. At Whittingham C of E Primary school we aim to ensure that children are well prepared for life in modern Britain.  Our broad and balanced curriculum provides pupils with the skills, knowledge and understanding, across all subjects, needed to become resilient, respectful and responsible individuals, who are well rounded and able to make well informed decisions and choices.  The curriculum is language rich and provides pupils with the opportunity to read and write in a range of contexts, for different purposes and in response to a wide and varied range of exciting first hand experiences, including well planned educational visits, visitors and theme days which make the most of our geographical location, historical importance and cultural heritage. Through these experiences pupils explore people and events which have influenced our local area, the UK and the wider world so providing them with inspirational examples which they can aspire to. The curriculum is also flexible enough to take into account the interests and needs of all children and important local, national and international events and developments**.** It provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. An important focus of our curriculum is to raise aspirations, encourage a sense of personal pride in achievement, provide a purpose and relevance for learning and ultimately to help every child to find their strengths and interests.  The cross curricular approach which we have developed enables our pupils to apply their Maths, English and Science skills across the whole curriculum and reinforces mastery in these subjects as children appreciate the importance of these skills and how they apply to real life situations.  Our curriculum is planned in a two year cycle which allows for in-depth study and progression through a well-planned sequence of skills and knowledge and ensures that we have full coverage of the national Curriculum.  Subject leaders play an important part in the success of the curriculum by leading a programme of monitoring, evaluation and review. The curriculum design ensures that the needs of individual and small groups of children can be met within the environment of quality teaching, supported by targeted, proven interventions where appropriate. Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. | | | |
| AUTUMN | | SPRING | SUMMER |
| **We use Hamilton Trust mixed year planning. Hamilton's mixed-year plans and resources cover all aspects of English, including SPaG, within the context of a wide range of fiction, non-fiction and poetry genres, such as traditional tales, recounts and performance poems. Hamilton's Year 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.** | | | | |
|  | **Stories in familiar settings**  Using *Not Now Bernard* and *Oscar Got the Blame*, children develop the concept of writing sentences for different purposes: statements, questions and exclamations. Learn how to include speech in narratives and create their version of a well-known story and perform it. | | **Traditional tales**  Children learn the story of The Three Little Pigs by heart and explore alternative versions - *The Three Little Wolves and the Big Bad Pig* and *The True Story of the Three Little Pigs*. They write their own version learning about conjunctions and punctuation. | **Traditional tales from other cultures**  Using *Stories from the Billabong* and other popular Australian Traditional Tales, children learn about the textual features of traditional tale narratives. Children read and respond to a range of stories to develop their comprehension, learn stories off-by-heart and develop their understanding of character and plot to write their own story. The children become confident at interrogating a range of narrative texts to find evidence to support their opinions and revel in traditional stories that come from another culture. |
| 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. 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. Use expanded noun phrases to describe/specify.  3. Co-ordination: use conjunctions (and, or, but) to join simple sentences.  4. Use conjunctions (when, if, because, …) to join subordinate clauses. | Grammar focus: **Year 1**  1. Learn the grammar for Year 1.  2. Join words and clauses using and. **Year 2**  1. Learn how to use the past tense correctly and consistently, including the progressive form.  2. Use some features of written Standard English.  3. Learn the grammar for Year 2. |
|  | **Fantasy**  Read and explore the story of two unlikely friends in *Croc and Bird* by Alexis Deacon and learn about the features of fantasy stories. Then read *Beegu* by the same author and write and word process a fantasy story for a class book. Children look for capital letters in Hamilton Group Reader *The Alien Egg* | **Stories about feelings**  During this unit children will explore all sorts of different feelings. Using the book *The Crocodile Who Didn’t Like Water* children think about how it feels to be different and left out. They move on to look at The Dark and being scared before writing their own stories about shadows. | **Humorous stories**  Explore the humour in *Alexander and the Terrible, Horrible, No Good, Very Bad Day* and share ideas about what sometimes gets the children’s day off to a bad start. Then read *Traction Man is Here* and enjoy his adventures, again looking at the humour. Children write their own version of the story. |
| 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. Begin to understand the concept of a verb  3. Use and distinguish past tense. | Grammar focus: **Year 1**  1. Punctuate sentences using a capital letter and a full stop, a question or exclamation mark.  2. Use capital letters for the names of people, places. **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. Use conjunctions (when, if, because, …) to join subordinate clauses. | Grammar focus: **Year 1**  1. Punctuate sentences using a capital letter and a full stop, a question or exclamation mark.  **Year 2**  1. Learn how to use the past tense correctly and consistently, including the progressive form.  2. Use sentences with different forms: statement, question, exclamation, etc.  3. Use subordination (using when, if, that, or because) and coordination (using or, and, or but). |
|  | **Silly poems**  Using *Michael Rosen’s Book of Very Silly Poems* children will explore what it is like to read, write and understand funny and unusual poetry. They will develop a comprehensive understanding of extended noun phrases and know that there are different sorts of sentences that writers use for different effects. Children read aloud Hamilton Group Reader *See You Later*. | **Bedtime poems**  Children will use *Switching on the Moon*, to explore poetry about bedtime. They will write their own verses to familiar poems and be inspired to write their own poetry. Children will write similes, rhyming couplets and statements and consider the most effective adjectives and verbs for their compositions. Children will become confident at using capital letters to start sentences, including extended noun phrases to enhance the description and will know how to separate a list of adjectives in a sentence with commas. | **Poems to say out loud**  Using *Read Me Out Loud!*, children participate in poetry specifically written to share with an audience. They compose their own tongue twisters to experience writing with alliteration, and list poems to reinforce writing statements, exclamations and questions. Children are exposed to a variety of different styles of performing poetry, and select the most effective strategies to perform familiar poems to a real audience. |
| 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.  Beginning to use ‘and’ or ‘but’ or ‘or’ to join sentences **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. Use capital letters for the names of people, places,  2. Begin to use ‘and’ or ‘but’ or ‘or’ to join sentences **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. Use capital letters for the start of lines/sentences.  2. Leave spaces between words. **Year 2**  1. Use both familiar and new punctuation correctly.  2. Use sentences of different forms: statements, exclamations, and questions. |
|  | **Information texts**  *Mister Seahorse* by Eric Carle provides children with a fun starting point to explore and write informative paragraphs for a shoe-box aquarium. They then look at the information book *Animals and Their Young* to inspire them to write their own non-fiction book! | **Recounts**  Children meet George the dog in Chris Haughton’s book – *Oh No, George!* He has good intentions but often gets a bit over excited which leads to trouble! Children write recounts based on naughty (and good) things they did now and when they were younger. | **Information texts - owls**  Learn about information texts by exploring exciting facts about owls. Start with *Owl Babies* by Martin Waddell and then look at the structure of non-fiction in *Usborne First Reading - Owls*. Make a quiz. Next focus on Barn Owls and read from *Dusk until Dawn* by Martin Bradley. Make an owl poster. |
| 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. Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns | Grammar focus: **Year 1**  1. 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. Write sentences with different forms: statement, question, command and exclamation.  3. Co-ordination: use conjunctions (and, or, but) to join simple sentences.  4. Use conjunctions (when, if, because, …) to join subordinate clauses. | Grammar focus: **Year 1**  1. Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. 2. Learn the grammar for Year 1.  **Year 2**  1. Use sentences with different forms: statement, question, exclamation, command.  2. Learn the grammar for Year 2. |
|  |  | **Labels, lists, signs and posters**  Children use labels, lists, signs and posters to write about sea creatures and The Lonely Sea Monster. They write about their own imaginary creatures and undersea worlds. Grammar is capital letters for proper nouns, punctuation of sentences, conjunctions and contractions. | **Instructions and lists**  This unit uses Chris Haughton’s book *Shh!* *We have a Plan* as a fun starting point for learning how to write statements, commands, exclamations and instructions. Children then write instructions about how to catch a creature of their choice. | **Letters and books**  Discuss *It’s a Book* by Lane Smith which explores the relative advantages of books and screen gadgets in simple terms. Read a letter from a library and write a reply. Browse and discuss favourite books and write a letter for a class book. |
| Grammar focus: **Year 1**  1. Use capital letters for Proper names  2. Demarcate sentences using capital letters, full stops, exclamation and question marks. **Year 2**  1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks  2. Use commas in lists  3. Use apostrophes for contractions | Grammar focus: **Year 1**  1. Use capital letters for Proper names  2. Demarcate sentences using capital letters, full stops, exclamation and question marks. **Year 2**  1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks  2. Use commas in lists  3. Use apostrophes for contractions and possessive singular.  4. Write sentences with different forms: statement, question, exclamation, command. | Grammar focus: **Year 1**  1. Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.  2. Join words, phrases and sentences using ‘and’.  3. Use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’. **Year 2**  1. Learn how to use new punctuation correctly (including question marks, commas for lists).  2. Use sentences with different forms: statement, question, exclamation, command.  3. Expand noun phrases to describe and specify. |
|  |  | **List poems**  There will be plenty of opportunities for children to read, learn, recite and write their own list poems in this unit. They will look at The Sound Collector, Inside My Head and Ten Things Found in a Wizard’s Pocket and at the end of the week children will have the chance to perform their poetry to an audience. Hamilton Group Reader, *Cat's List*, is used to build confidence in reading aloud. | **Poems with elements of fantasy and humour**  In the first week humour meets fantasy and the world is turned on its head! Children contribute to a class fantasy poem based on the classroom. Then they read and write fantasy poems which provide the opportunity to use adjectives and descriptive phrases. | **A study of a poet - Milligan**  Spike Milligan is one of the nations’ favourite poets and during this unit the children will have the full fun Milligan experience! They will learn poems by heart; extend Today I saw a Little Worm using rhyming words and invent their very own fantasy creature using Hipporhinostricow as their inspiration |
| 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. Use grammatical terminology | Grammar focus: **Year 1**  1. Use capital letters for the names of people, places, days of the week, etc.  2. 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. Use apostrophes for contracted forms | Grammar focus: **Year 1**  1. Use a capital letter for the personal pronoun.  2. Leave spaces between words.  **Year 2**  1. Learn how to use punctuation, including full stops, capital letters, exclamation marks and apostrophes for contracted forms.  2. Use expanded noun phrases to describe and specify. |

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|  | **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 webpage.** | | |
|  | **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.** | | |
|  | **London**  Marking London 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. * 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. * Make simple maps and plans e.g. pictorial place in a story. * Understand how some places are linked to others e.g. roads, trains. | **Amazing Animals**  Comparing different animal groups and where they live.  Trip ideas: See Science   * **Name and locate the worlds 7 continents and 5 oceans.** * **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.** * Describe seasonal weather changes. * 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 (Africa/Antarctica)** | **Inventors (Cragside)**  Looking at maps of Cragside and the areas surrounding, writing directions to navigate around Cragside.  Trip ideas: Cragside, Rothbury   * **Use locational language (e.g. near, far, left and right) to describe the location and features of routes.**   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.  • 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.   * Use basic geographical vocabulary to refer to key human features including; city, town, village, factory, farm, house, office, port, harbour and shop. * **Use simple and observational skills to study the geography of the school and its grounds (compare to Cragside and its grounds)** |
|  | **Teachers plan their History medium term plans from a variety of sources to take account of the objectives as our curriculum is bespoke to us and does not fit easily within a purchased scheme of work.**  **Please use alongside History progression and assessment grids.** | | |
|  | **The Great Fire of London**  Trip ideas: Fire station, bakery.   * Use common words and phrases relating to the passing of time (chronological understanding) * 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. * 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 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 periods (Samuel Pepys) * Place known events and objects in chronological order (timeline of the people/events) | **Comparing Animals then and now.**  Mammoths etc.  Trip ideas: See Science   * 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 | Inventors **(Armstrong/Cragside)**  Looking at the history of electricity and Cragside and how life has changed since then.  Trip ideas: Cragside   * Sort artefacts from then and now (Cragside house contents) * Show understanding of some of the ways in which we find out about the past and identity different ways in which it is represented * **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 (Armstrong).** * **Describe significant historical events, people and places in their own locality (Armstrong)**      * **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 (Armstrong)** * Relate his/her own account of an event and understand that others may give a different version (historical interpretations) * Describe changes within living memory and aspects of change in national life (inside the house, furniture etc.) * 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. |

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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.**  **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) | | |
| **Weather and Working Scientifically**  Looking at the weather in London and the UK, how did the weather help the Great Fire to spread?  Trip ideas: see History  ∙ Ask simple questions and recognise that they can be answered in different ways  ∙ Use simple equipment to observe closely  ∙ Perform simple tests   * Gather and record data to help in answering questions * Observe changes across the four seasons   ∙ Observe and describe weather associated with the seasons and how day length varies  ∙ Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns  **Making rain gauges and recording the daily rainfall.** | **Living things and their habitats.**  Trip ideas: Kirkley Hall Zoo  ∙ 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 | **Plants and seasonal changes**  Looking at the different trees and plants in our local area (Cragside)  Trip ideas: Cragside   * 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 |
|  | We use the Northumberland County Council Agreed Syllabus  **Christianity – Unit 2 – Jesus**  This unit examines ways in which Jesus is special to Christians, looks at events in his life, and identifies some of Jesus’ friends and the stories he told.  **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 5 – Festivals and celebrations**  **(Easter)**  This unit examines the importance of Christmas and Easter for Christians.  **Hinduism – unit 1 – Festivals and Celebrations (Holi)**  This unit examines the importance and meaning of Diwali and Holi for Hindus. | We use the Northumberland County Council Agreed Syllabus  **Christianity – unit 4 – 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 (distinctiveness)**  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** | | |
| Going Places Safely (SMART rules)  Pupils and students learn that they can go to exciting places online,  but they need to follow certain rules to remain safe. | Keep It Private  Pupils and students learn that many websites ask for information  that is private and discuss how to responsibly handle such requests. (see below) | Sending Email  Pupils and students explore how they can use email to communicate  with real people within their schools, families, and communities. |

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|  | Technology around us and beyond school – Using digital cameras to record reports from the Great Fire of London  What technology is available to use at school? Logging on, keyboard and mouse skills, saving, and retrieving  Digital Art | Office of the eSafety Commissioner - Zippep's Astro Circus (Online game)  Childnet - Smartie the Penguin (Interactive resource)  Childnet - Digiduck e-book (Interactive resource)  Netsmartz - Router’s Birthday Surprise (Interactive resource)  Netsmartz - Clicky’s Online Safety Rap (Video)  Netsmartz - Way 2 Go (Video)  Netsmartz - Delivery for webster (e-book)  Further lesson idea:  Create a class safety promo film for staying safe around the school. If green screen technology is available pupils could create a safety promo film for other places such as the local park, the city centre, the library etc.  Take class on a short technology safari around the local area identifying street technology: network boxes, traffic lights, street lighting controls, alarms etc  Data Handling using j2data |  |
|  | **Designing Bread Packaging**   * 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. * Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. | **Animal Puppets (textiles)**   * 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. * Select from and use a range of tools and equipment to perform practical tasks. | **Designing a machine to move water uphill (simple pulley system) or build a bridge which can hold a weight (free standing structure)**  Design buckets to carry water as well as designing a pulley system to carry the buckets. (Inspired by Archimedes screw at Cragside or bridges which open to allow boats up stream)   * 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. |
| **Cooking and Nutrition**  Making a New Healthy Bread   * Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.      * Perform simple food preparation skills safely and hygienically (e.g. peel, mash, juice, cut, spoon, arrange, knead, prove, and rise). | **Cooking and Nutrition**  What food do we get from animals?   * Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.      * Perform simple food preparation skills safely and hygienically (e.g. peel, mash, juice, cut, spoon, arrange). | **Cooking and Nutrition**  Considering where food comes from and the differences from food around the world.   * Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.      * Perform simple food preparation skills safely and hygienically (e.g. peel, mash, juice, cut, spoon, arrange). |
|  | **Great Fire of London**  Looking at paintings and sketches of the great fire of London, looking at how to draw different components before drawing the whole picture. Fire collages.   * Develop a wide range of art and design techniques in using **colour**, pattern, texture, line, shape, form and space. * Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. * 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. | **Animal patterns and camouflage/Animal Silhouettes**  Looking at different animal patterns. Looking at animal silhouettes against different backgrounds.     * Use a range of materials creatively to design and make animal pattern materials. * 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. | **Georgia O’Keeffe – Flower art**   * Use a range of 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. |

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|  | **Charanga Music Units**  Hey you!  Christmas | **Charanga Music Units**  Zootime  I wanna play in a band | **Charanga Music Units**  Friendship song  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/)  **(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).  **Games - Little Kickers (football) -see Yellow Football planning file (7 weeks to include a mini competition for the final week)** **Also in PE resources file on staff share.**  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 simplified versions of football. (Y2). The Y1 children may need to spend more time developing their multiskills.  Skills learnt:  Familiarisation with the ball.  Dribbling.  Short and long passing.  Shooting and goal-keeping  **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) **(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)**  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.  **Swim England Learn to Swim Programme at Willowburn Leisure Centre (7 weeks)**  To make sure our children can swim to the standard required by the national curriculum, we follow the Swim England School Swimming and Water Safety Charter – completing all eight Awards enabling the children to be competent and confident in all water environments, and proficient in all the swimming strokes.  This will ensure they can swim the minimum required 25 metres (by the time they would normally leave primary school at age 11). | Daily Mile - The aim of The **Daily Mile** is to improve the physical, social, emotional and mental health and wellbeing of our children – regardless of age, ability or personal circumstances. The **Daily Mile** is a social physical activity, with children running or jogging – at their own pace – in the fresh air with friends (32 weeks).  **Cricket -*Chance to Shine programme***  **(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 the children do not continue to swim for the whole term they will be taught:  **Tennis (6 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 and rallying. |
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| There are 3 Core Themes in the new ‘HERE’ aspects of PSHE  CORE THEME 1:  **Health and Wellbeing – Healthy Lifestyles (physical wellbeing)**  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>  **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 | **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 | **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)  **Drugs, alcohol and tobacco - TITLE?????**  H37. about things that people can put into their body or on their skin; how these can affect how people feel |
| CORE THEME 2:  **Relationship**s | **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) | **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 | **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 | **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 | **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 |  |  |  |