|  |  |  |  |
| --- | --- | --- | --- |
| **Curriculum Intent Statement**  The aim at Whittingham C of E Primary School is to provide curriculum opportunities which help children to develop as independent, confident, successful learners with high aspirations and who know how to make a positive contribution to their community and the wider world. There is a focus on developing children’s moral, spiritual, social and cultural understanding. At Whittingham C of E Primary school we aim to ensure that children are well prepared for life in modern Britain.  Our broad and balanced curriculum provides pupils with the skills, knowledge and understanding, across all subjects, needed to become resilient, respectful and responsible individuals, who are well rounded and able to make well informed decisions and choices.  The curriculum is language rich and provides pupils with the opportunity to read and write in a range of contexts, for different purposes and in response to a wide and varied range of exciting first hand experiences, including well planned educational visits, visitors and theme days which make the most of our geographical location, historical importance and cultural heritage. Through these experiences pupils explore people and events which have influenced our local area, the UK and the wider world so providing them with inspirational examples which they can aspire to. The curriculum is also flexible enough to take into account the interests and needs of all children and important local, national and international events and developments**.** It provides pupils with memorable experiences, in addition to diverse and rich opportunities from which they can learn and develop a range of transferable skills. An important focus of our curriculum is to raise aspirations, encourage a sense of personal pride in achievement, provide a purpose and relevance for learning and ultimately to help every child to find their strengths and interests.  The cross curricular approach which we have developed enables our pupils to apply their Maths, English and Science skills across the whole curriculum and reinforces mastery in these subjects as children appreciate the importance of these skills and how they apply to real life situations.  Our curriculum is planned in a two year cycle which allows for in-depth study and progression through a well-planned sequence of skills and knowledge and ensures that we have full coverage of the national Curriculum.  Subject leaders play an important part in the success of the curriculum by leading a programme of monitoring, evaluation and review. The curriculum design ensures that the needs of individual and small groups of children can be met within the environment of quality teaching, supported by targeted, proven interventions where appropriate. Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. | | | |
|  | AUTUMN | SPRING | SUMMER |
|  | **We use Hamilton Trust mixed year planning. Hamilton's mixed-year plans and resources cover all aspects of English, including SPaG, within the context of a wide range of fiction, non-fiction and poetry genres, such as traditional tales, recounts and performance poems. Hamilton's Year 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. Please use alongside English progression and assessment grids. 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.** | | |
| English | **Historical Stories**  Read historical fiction War Horse by Michael Morpurgo. Compare with play and film versions. Children write dialogue, letter, play script and descriptions of characters and settings. They use relevant vocabulary and relative clauses. Compare with other World War 1 fiction. This plan also uses War Game by Michael Foreman, In Flanders Fields by Norman Jorgensen and Brian Harrison-Lever and One Boy's War by Lynn Huggins-Cooper and Ian Benfold Haywood. | **Stories with Flashbacks**  Revise work on adverbials and dialogue and investigate relative clauses. Using the Harry Potter books by J.K. Rowling, children explore different forms of flashback and identify its various functions. They then create a flashback in the form of a Pensive memory. | **Classic Fiction**  Use Just William texts, audio and TV programmes to discuss the story structure, characters and settings used and how dialogue advances the action. Study the use of informal and old-fashioned language, perfect and subjunctive verb forms. Write play script and stories. |
| Grammar focus: 1. Use 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. | Grammar focus: 1. Adverbs, adverbials, including fronted adverbials 2. Use commas after fronted adverbials and to clarify meaning  3. Use relative clauses beginning with who, whom, which, where, when, whose, that or with an implied relative pronoun | Grammar focus: 1. Use commas to clarify meaning  2. Use brackets, dashes or commas to indicate parenthesis  3. Use dashes to mark boundaries between independent clauses  4. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms |
| **Significant Authors: Philip Pullman**  Use Philip Pullman’s Northern Lights to study different types of sentences & expanded noun phrases. Children design a dæmon for a friend and compare the book and film openings. Clockwork by Philip Pullman then inspires children to write both graphic novel and film script versions. | **Tales from Other Cultures**  Use Animated Tales and written stories from The Arabian Nights to inspire children to re-write Ali Baba and the Forty Thieves from a different point of view and to create a playscript based on a Sinbad story. Introduce children to the Tales of Nasrettin Hoca. Children write a tale of their own. In their writing children use dialogue, the subjunctive verb form and informal language features. | **Modern Classic Fiction**  Children will study classic narrative fiction. Using The Eighteenth Emergency by Betsy Byers, they will look at the differences between literal and inferred information. They will examine how the author modifies their language to change the emphasis in writing, using adverbials and modal verbs. The children will then use these features of language to plan and write detailed stories of their own. |
| Grammar focus: 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 | Grammar focus: 1. Use dialogue punctuation to indicate direct speech  2. Recognise differences between spoken and written speech and between direct and indirect speech  3. Formal and informal speech and writing, including the use of the subjunctive | Grammar focus: 1. Use commas to clarify meaning or avoid ambiguity in writing 2. Look at the infinitive form of a verb, and the split infinitive 3. Use expanded noun phrases and adverbials to add detail and link ideas within/between paragraphs 4. Use and understand UKS2 grammar accurately and appropriately |
| **Choral and Performance Poems**  Using a range of poems children identify the features of good narrative performance poems. They investigate expanded noun phrases, subjunctive verb forms and figurative language. Discuss how a range of fairy tales could be retold as poetry and children write their own. | **Free Form Poetry**  Children investigate a range of free-form poetry. They revise the use of verbs, adverbs, and adjectives in producing exciting and descriptive language. They consolidate the skills needed to write effective poetry, including those of rhyme, alliteration, assonance, onomatopoeia and metaphor. They will bring their skills together to write their own emotive free-form poem. | **Poet Study – Emily Dickinson**  Reading a selection of Emily Dickinson's poems, children explore figurative language and poetic devices. Children read and write poetry, investigate personification through drama and drawing, make careful observations of nature and research the life and works of Dickinson. Grammar and punctuation include: expanded noun phrases; relative clauses; grammatical terms; and commas and semicolons. The unit culminates in a debate about fame and publication. |
| Grammar focus: 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. Recognise and use the subjunctive forms of the verb.  3. Recognise and use apostrophes correctly.  4. Use expanded noun phrases in own writing. | Grammar focus: 1. Revise grammatical categories: noun, adjective, verb, adverb and preposition 2. Use expanded noun phrases and adverbials 3. Identify and use relative clauses 4. Use commas and semi-colons correctly | Grammar focus: 1. Use expanded noun phrases to convey complicated information concisely  2. Use relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that* or with an implied (i.e. omitted) relative pronoun  3. Use semi-colons, colons or dashes to mark boundaries between main clauses |
| **Recounts**  Read two personal recounts, in 1st and 3rd person respectively: The Day of Ahmed’s Secret and Hurricane. Identify features of recounts and study adverbials, use of commas and perfect verb forms. Children write a sequel to Hurricane using the grammar they have studied. | **Persuasive Writing**  Use The Tin Forest, Dinosaurs and all that Rubbish and Eco-Wolf and the Three Pigs to explore expanded noun phrases, apostrophes and modal verbs. Compare their informal language with formal texts. Children write a persuasive letter, short story and blurb and hold a debate. | **Chronological Reports**  Use When Jessie Came Across the Sea and Mr. George Baker to discuss the features of chronological report writing, revise punctuation and study past tenses including the perfect form and active/passive voices. Children write an article, a sister story and a biography. |
| Grammar focus: 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 past and present tense verbs appropriately and recognise the differences  4. Use the perfect form of verbs. | Grammar focus: 1. Recognise vocabulary and structures that are appropriate for formal speech and writing  2. Use modal verbs in writing  3. Use expanded noun phrases  3. Use and understand the grammatical terminology | Grammar focus: 1. Use passive verbs to affect the presentation of information in a sentence  2. Use hyphens to avoid ambiguity  3. Use the perfect form of verbs to mark relationships of time and cause  4. Use a colon to introduce a list  5. Use and understand UKS2 grammar accurately and appropriately |
| **Instructions and Explanations**  Time to get competitive! Children read and write instructions and explanations, exploring register, punctuating bullet points and adding parentheses. The unit ends with writing based on the children's interests, be they football, Strictly or competitive baking. | **Chronological Reports and Journalistic Writing**  Explore reports and journalistic writing, using Susanna Davidson's version of The Emperor's New Clothes, through the topic: clothes and shoes. Children use role-play; read, discuss and write a range of reports; and hold a classroom fashion show. Grammar includes dialogue punctuation, direct/reported speech, active and passive voice and dog fancy-dress. | **Information Texts**  Children explore information texts using the Stone Age as inspiration, including: The First Drawing; The Secrets of Stonehenge; and Stone Age Boy. They consider formal and informal language; explore modal verbs; revise a wide range of punctuation; write information texts in different styles; travel in time and share everything they have learnt in a show-stopping exhibition. |
| Grammar focus: 1. Use brackets, dashes and commas to indicate parenthesis.  2. Use semi-colons, colons or dashes to mark boundaries between main clauses 3. Use colons to introduce lists 4. Punctuate bullet points consistently | Grammar focus: 1. Understand active and passive moods and when to use each one  2. Recognise differences between direct and indirect speech, including punctuation  3. Understand the grammatical differences between spoken and written speech, incl. contractions | Grammar focus: 1. Use modal verbs to indicate degrees of possibility 2. Use bullet points and punctuate correctly  3. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms 4. Use full stops, commas, exclamation marks, speech marks and question marks to punctuate sentences correctly. |
| **Narrative Poetry**  Use the narrative poem The Highwayman to identify features that poets use for effect. Study the use of historical language, adverbials and relative clauses to add details. Children learn part of the poem by heart, compare it to other poems and write a new ending.  Grammar focus: 1. Learn the grammar in App.2 specifically using and choosing descriptive language; adjectives, adverbs and powerful nouns and verbs.  2. Use relative clauses correctly and appropriately  3. Recognise and use the perfect form of verbs  4. Identify and use adverbials. | **Classic Poetry**  Read and analyse poems from Classic Poems for Children compiled by Nicola Baxter. Use these to discuss expanded noun phrases, modal verbs and use of dashes and semi-colons. Children write a poem review, a short biography of a poet and a poem based on one by Oscar Wilde.  Grammar focus: 1. Use brackets, dashes or commas to indicate parenthesis  2. Use semi-colons, colons or dashes to mark boundaries between independent clauses  3. Use commas to clarify meaning  4. Use expanded noun phrases to convey complicated information concisely  5. Use and understand grammatical terminology | **Dialogue Poetry**  Read a dialogue poem from Bahrain – The Rat and the Ship’s Captain, and investigate idioms and pronouns. Compare with the poem The Lion and Albert and study the perfect form of verbs. Finally look at modern conversation poems by Michael Rosen and write a similar one.  Grammar focus: 1. Use the perfect form of verbs to mark relationships of time and cause  2. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun  LKS2 revision  1. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (Year 3/4)  2. Indicate possession by using the possessive apostrophe (Y3/4) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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.** | | | |
|  | **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.** | | | |
| Geography | **Natural Disasters**  Human and Physical Geography   * Describe and understand key aspects of physical geography, including climate zones, biomes, earthquakes and volcanoes. * Physical features of coasts and begin to understand erosion and deposition.   Geographical Skills and Fieldwork   * understand and use a range of geographical terms eg. Specific topic vocabulary – climate zones, earthquakes, volcanoes and the water cycle. * a volcano * What active, dormant and extinct are * Where you can find volcanoes * What an earthquake is * What causes earthquakes * Where earthquakes are worse * What a tsunami is * What causes tsunamis * Where tsunamis are worse * What a tornado is * What causes tornadoes * Where tornadoes occur   Physical geography including volcanoes and earthquakes •Locate the world’s countries •Use maps, atlases, globes and digital/ computer mapping to locate countries.  Locate extinct local volcanoes (Cheviot) and magma extrusions (Bamburgh) linking back to rocks in LKS2 | **Countries in Europe**  Place knowledge  To understand geographical similarities and differences in European countries.  Firstly, they will learn about the countries of Europe. They will then look in more detail at some of the contrasting areas of eastern Europe, finding out about the landscape, climate and locations in each area. Children will bring together their learning about one area of eastern Europe and create information booklets to share what they have found out. In the final lesson of the unit, children will find out more about Chernobyl and its impact on eastern Europe and the rest of the world.  Linked to History – The River Nile | | **Local Geography Study**  Geographical Skills and fieldwork  Use fieldwork to observe, measure, record and present the human and physical features in the local area, using a range of methods; including sketch maps, plans and graphs, and digital technologies.  Explore the range of maps available to geographers and to develop their understanding of the key features of maps. They will study a range of maps and atlases, including digital maps, and compare their features. The will learn to use the eight compass points to give directions and give grid references to locate places on a map. By comparing maps of the same place, children will learn about the way that places have changed over time. |
|  | **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** | **World War 2**  A study beyond 1066 /A local History study (Evacuation, Blitz / Impact on Britain reconstruction, Battle of Britain/D-day)   * What was the Second World War? To establish what the children already know about the Second World War. * Leaders and countries. * Events which led to the outbreak of war. * What was the Blitz? * Keeping safe during the Blitz – evacuation/shelter. * Rationing and how people adapted to deal with reduced product availability * Every day life for children. * Childhood memories – Anne Frank. * The role of women in the war. * Battle of Britain (Dunkirk, D-day landings) * End of the War – VE day | **The Egyptians**  The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study including:   * Where to place events from Ancient Egypt on a timeline * The process of mummification * The importance of the River Nile * Who the pharaohs were * Significance of the pyramids * Religion in Ancient Egypt * How the pyramids were built * How the Egyptians recorded through the use of hieroglyphs * Where Egypt is * How society was organised   Farming/ agriculture in Ancient Egypt | | **Local History Study - Alnwick**  A study over time tracing how several aspects of national history are reflected in the locality.   * Gunpowder Plot * Capability Brown * English/Scottish border * Plague (Howling Lane/The Havens)   A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality – Alnwick Castle.   * Castle * The Percy Family * Hulne Park/Abbey/Brizzlee Tower * Freemen * Work Houses |
| **Science** | **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 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 | | | |
| **Animals including humans (Y5/6)**  Explain how humans change from birth to old.  Understand the circulatory system.  Explain and understand the importance of a healthy balanced diet.  Understand the dangers of drugs including tobacco and alcohol.  Describe the way in which nutrients and water are transported within animals. | **Light (Y6)**  Recognise that light appears to travel in straight lines  Use the idea that light travels in straight lines to explain that objects are seen  because they give out or reflect light into the eye  Explain that we see things because light travels from light sources to our eyes or  from light sources to objects and then to our eyes  Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.  **Electricity**  Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit  Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches  Use recognised symbols when representing a simple circuit in a diagram. | | **Earth and Space (Y5)**  Describe the movement of the Earth, and other planets, relative to the Sun in the  solar system  Describe the movement of the Moon relative to the Earth  Describe the Sun, Earth and Moon as approximately spherical bodies  Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. |
| **RE** | We use the Northumberland County Council Agreed Syllabus for Religious Education  Christianity and Sikhism | We use the Northumberland County Council Agreed Syllabus for Religious Education  Christianity Unit 3  Christianity : Communities  (Make links with Archbishop of York Young Leaders Award) | | We use the Northumberland County Council Agreed Syllabus for Religious Education  Sikhism Unit 3  Worship and Communities |
| E-Safety | Networks and communication/e-Safety  **The computing curriculum will be updated in Autumn 2020 in line with new plans from NCC and NACE** | | | |
| **Digital Citizenship Pledge**    Children to collaborate to outline common expectations in order to build a strong  digital citizenship community. Each member of the class will sign a ‘We the Digital Citizens Pledge’. | | **Strong Passwords**    Children will learn how to create secure passwords in order to protect their private information and accounts online. | **Picture Perfect**    Children will learn how photos can be altered digitally. They will consider the creative  upsides of photo alteration, as well as its power to distort our perceptions of what we see online. |

|  |  |  |  |
| --- | --- | --- | --- |
| Computing | E-SMART - report concerns / inappropriate behaviour  Programming - Scratch | Presentation and Analyses (PowerPoint / Prezi)  Graphical Programming - Blocky - Maze | Programming - Robots-Direction  Internet research - Mapping / Google earth Analyses - (Data- Science) |
| Understanding the Internet / Search Engines | | |
| Design & Technology | Make WW2 Anderson Shelters  To design and make an Anderson shelter considering construction techniques and suitable materials. | Light Boxes – making kaleidoscopes.  Canopic Jars from clay | Papier-mâché planets  Constructing castles |
| Food & Nutrition | Use British Nutrition Foundation for Scheme of Work and Risk Assessments  Rationing – the importance of a healthy diet during WW2. | Use British Nutrition Foundation for Scheme of Work and Risk Assessments | Use British Nutrition Foundation for Scheme of Work and Risk Assessments  Prepare and cook a range of food using different techniques |
| Art &  Design | **Henry Moore – War Artist**  Sketches of Evacuees on platform, their toy bears plus prints  Make evacuee suitcases cover with advertising and images from the time. | **Paul Klee – Hieroglyphics**  Egypt in Ruins  Recreate designing own symbols. | **Peter Podmoore**  Cold Breeze, Dark Fire  – paintings and sketches of Northumberland. Develop pastel and shade and tone work. |
| Music | Planning taken from Charanga Music Scheme.    **Happy**  **Classroom Jazz 2** | **A New Year Carol**  **You’ve Got a Friend** | **Music and Me**  **Reflect, Rewind, Replay** |
| PE | **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).  **Netball: 7 weeks** We previously taught High 5 netball across the whole of KS 2. After working with our feeder Secondary School who requested that we deliver netball according to England Netball Rules. Planning in file in planning resources cupboard.  [**https://www.englandnetball.co.uk/support/support-for-organisations/teachers/primary/**](https://www.englandnetball.co.uk/support/support-for-organisations/teachers/primary/)  **Skills learnt:**  **Passing, throwing, defending, catching, positional play, attacking and shooting.**  **Football: Resources in yellow file -14 weeks.**  [**https://www.tes.com/teaching-resource/ks2-football-planning-6119288**](https://www.tes.com/teaching-resource/ks2-football-planning-6119288)  **Skills learnt:**  *Passing skills;* passing and running with the ball, passing and shooting, defending and marking, positions, goalkeeper training.  **Hockey –7 weeks**  Once again, in order to develop progression in PE from Primary to Secondary we do not continue Quicksticks Hockey in Y5 and 6 and follow rules and guidance from  [**http://www.englandhockey.co.uk/page.asp?section=**](http://www.englandhockey.co.uk/page.asp?section=)  Planning in file in planning resources cupboard  <https://www.tes.com/teaching-resource/year-6-hockey-scheme-6451060>  <https://www.tes.com/teaching-resource/year-5-6-hockey-planning-6424259>  **Skills learnt:**  Using a stick safely, dribbling, passing, passing and running with the ball, passing and shooting. | **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).  **Gymnastics – (4 weeks to include a mini individual competition for the final week)** see Val Sabin Teaching Manual for Gymnastics  **Skills learnt:**  Time. Space. Weight. Flow. Balance/Weight bearing. Sequences. Demonstration. Review and Improve.  **Cycling and Yoga (4 weeks) -**See Cycle A for planning ½ class while other half of the class complete <https://www.youtube.com/watch?v=7kgZnJqzNaU>  **Games - Tag Rugby (7 weeks )-see most up to date planning from Callum Lawn, Newcastle Falcons schools’ coach. (7 weeks to include a mini competition for the final week)** | **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 ( 8 weeks) - 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**.**  **British Cycling**  **Swim England Learn to Swim Programme at Willowburn Leisure Centre for Programme for children who have not reached the minimum expected standard by reachingUKS2.**  **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. |
| Forest School |  |  |  |
| MFL | Classroom routines  Parts of the body  Clothing vocab | Family members  Recap all about me vocab  Where I live | Weather  Expressing opinions |
| SRE | Talking about Puberty (Y5)  Puberty (Y6)  Growing and changing (Y5)  Relationships (Y6) | Puberty and Hygiene (Y5)  Building Good Relationships (Y5)  Relationships (Y6)  Parenthood (Y6) | Keeping Ourselves Safe  Body Changes |

|  |  |  |  |
| --- | --- | --- | --- |
| 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>  **KS 2 Learning opportunities in Health and Wellbeing -**  Pupils learn...  **Healthy Lifestyles (Physical Health and Wellbeing) -Healthy Choices – Nutrition and Exercise**  **H5**. about what good physical health means; how to recognise early signs of physical illness  **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.  **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  **Mental health -**  **H17.** to recognise that feelings can change over time and range in intensity  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  discuss feelings with a trusted adult  **Ourselves, growing and changing**  **H25.** about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)  **H26.** that for some people gender identity does not correspond with their biological sex  **Keeping Safe –**  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 | **Healthy Lifestyles (Physical Health and Wellbeing) – Sleep Hygiene**  **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  **Mental health –** <https://youngminds.org.uk/resources/school-resources>  **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  **Ourselves, growing and changing –**  **H30.** to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction  **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)  **H32.** about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene  **Drugs, alcohol and tobacco - TITLE?????**  **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  **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  **H48.** about why people choose to use or not use drugs (including nicotine, alcohol and medicines);  **H49.** about the mixed messages in the media about drugs, including alcohol and smoking/vaping  **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 | **Healthy Lifestyles (Physical Health and Wellbeing) – Marvellous Medicines**  H10. how medicines, when used responsibly, contribute to health; that some diseases can can be prevented by vaccinations and immunisations; how allergies can how allergies can be managed  **Mental Health –**  **H20.** strategies to respond to feelings, including intense or conflicting feelings;  how to manage and respond to feelings appropriately and proportionately in different situations  **H24**. problem-solving strategies for dealing with emotions, challenges and change,  including the transition to new schools  **Ourselves, growing and changing -**  **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  **H34**. about where to get more information, help and advice about growing and changing, especially about puberty  **H35**. about the new opportunities and responsibilities that increasing independence may bring  **H36.** strategies to manage transitions between classes and key stages  **Keeping Safe –**  **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 |
| CORE THEME 2:  **Relationship**s | **KS 2 Learning Opportunities in Relationships Pupils learn:**  **Friendships**  **R13.** the importance of seeking support if feeling lonely or excluded **R14.** that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them  **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  **R16.** how friendships can change over time, about making new friends and the benefits of having different types of friends  **R17.** that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely  **Managing hurtful behaviour and bullying –**  **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  **R21.** about discrimination: what it means and how to challenge it  **Safe Relationships –** | **Families and close positive relationships –**  Also Stonewall resources in cupboard outside Class3  **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  **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  **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  **R9.** how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice  **Friendships –**  **Safe Relationships – cover in E Safety topic**  **Respecting self and others -** | **Families and close positive relationships**  **Friendships -The 3 F’s – FORGIVE, FORGET, FRESH START**  **R1**9. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour  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  R21. about discrimination: what it means and how to challenge it  **Safe Relationships**  **Respecting self and others –**  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 |
| CORE THEME 3:  **Living in the Wider World** | **KS 1 Learning Opportunities in Living in the Wider World. Pupils learn:**  **Shared responsibilities – Class Charter**  **Economic wellbeing: Money –** | **Shared responsibilities – School Pets**  **Media literacy and digital resilience – Link to E Safety Topic**  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  **Economic wellbeing: Aspirations work and career – bring your ‘parent’ to school week (different jobs)**  **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) | **Shared responsibilities –**  **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  **Communities**  **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  **Economic wellbeing: Money–**  **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 ways that money can impact on people’s feelings and emotions |