

Rivington Foundation Primary School
Curriculum Document
2023-25

Date written: September 2023

Date agreed and ratified by Governing Body: November 2023 Date of next review: September 2024



*Living Life to its Fullest; Making a
Difference Along the Way*

Rivington Foundation Primary School

White Rose Maths Long-Term Plan

2023-25

Date written: September 2023

Date agreed and ratified by Governing Body: November 2023 Date of next review: September 2024



*Living Life to its Fullest; Making a
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Rivington Curriculum Assessment Model 23-24:

Checkpoint 1	Retrieval. What do the children already know? What do the children remember? Recap and rewind - Flashback 4s, Flick Back 4, Remember Two Things, Give Two - Get Two.
Checkpoint 2	Sophisticate 1 - Teacher Assessment at the End of the Lesson - low stakes quiz etc. What do they understand? A learning tool to support remembering of taught content. Informs formative and summative assessment practice. Identifies misconceptions and informs corrective practice. Lesson by lesson feedback - what do pupils know? Vocabulary Quizzes - Analysis of how well pupils know, can use and apply vocabulary learning are most effective. Summarising using 'I know and I think' statements.
Checkpoint 3	Sophisticate 2 - End of a Unit Check/Quiz - checking the knowledge acquired - answering the big question/completing the unit quiz - using Socratic Presenting to an audience.
Checkpoint 4	Sophisticate 3 - Low Stakes Assessment - After 4 weeks: Check what the children know and remember. Revisit/Reinforce/Practice Key Concepts.
Checkpoint 5	Summative Assessment - Pupil Book Study - with subject lead - to systematically talk with pupils to find out what they know and can do. Know what you are looking for in order to be able to evaluate - use script. What impact is your CURRICULUM having? What effect is the curriculum architecture having? 2. Does teaching support LONG-TERM LEARNING? Is the evidence-led practice really being deployed at a classroom level, or is it superficial? 3. Do tasks enable pupils to THINK HARD and CREATE LONG-TERM MEMORY? How impactful are tasks, and do they help pupils to think hard and generate learning?

Autumn term	<p>Number</p> <p>Place value (within 10)</p> <p>VIEW</p>	<p>Number</p> <p>Addition and subtraction (within 10)</p> <p>VIEW</p>	<p>Geometry Shape</p> <p>VIEW</p>	<p>Consolidation</p>			
Spring term	<p>Number</p> <p>Place value (within 20)</p> <p>VIEW</p>	<p>Number</p> <p>Addition and subtraction (within 20)</p> <p>VIEW</p>	<p>Number</p> <p>Place value (within 50)</p> <p>VIEW</p>	<p>Measurement</p> <p>Length and height</p> <p>VIEW</p>	<p>Measurement</p> <p>Mass and volume</p> <p>VIEW</p>		
Summer term	<p>Number</p> <p>Multiplication and division</p> <p>VIEW</p>	<p>Number</p> <p>Fractions</p> <p>VIEW</p>	<p>Geometry Position and direction</p> <p>VIEW</p>	<p>Number</p> <p>Place value (within 100)</p> <p>VIEW</p>	<p>Measurement Money</p> <p>VIEW</p>	<p>Measurement</p> <p>Time</p> <p>VIEW</p>	<p>Consolidation</p>

Autumn term	<p>Number</p> <p>Place value</p> <p>VIEW</p>	<p>Number</p> <p>Addition and subtraction</p> <p>VIEW</p>	<p>Geometry</p> <p>Shape</p> <p>VIEW</p>		
Summer term	<p>Statistics</p> <p>VIEW</p>	<p>Number</p> <p>Fractions</p> <p>VIEW</p>	<p>Geometry</p> <p>Position and direction</p> <p>VIEW</p>	<p>Problem solving</p>	<p>Measurement</p> <p>Time</p> <p>VIEW</p>
Spring term	<p>Measurement</p> <p>Money</p> <p>VIEW</p>	<p>Number</p> <p>Multiplication and division</p> <p>VIEW</p>	<p>Measurement</p> <p>Length and height</p> <p>VIEW</p>	<p>Measurement</p> <p>Mass, capacity and temperature</p> <p>VIEW</p>	

Autumn term	Number Place value VIEW	Number Addition and subtraction VIEW	Number Multiplication and division VIEW			
Spring term	Number Multiplication and division VIEW	Measurement Length and perimeter VIEW	Number Fractions VIEW	Measurement Mass and capacity VIEW		
Summer term	Number Fractions VIEW	Measurement Money VIEW	Measurement Time VIEW	Geometry Shape VIEW	Statistics VIEW	Consolidation

Autumn term	Number Place value VIEW	Number Addition and subtraction VIEW	Measurement Area VIEW	Number Multiplication and division VIEW	Consolidation		
Spring term	Number Multiplication and division VIEW	Measurement Length and perimeter VIEW	Number Fractions VIEW	Number Decimals VIEW			
Summer term	Number Decimals VIEW	Measurement Money VIEW	Measurement Time VIEW	Consolidation	Geometry Shape VIEW	Statistics VIEW	Geometry Position and direction VIEW

Autumn term	Number Place value VIEW	Number Addition and subtraction VIEW	Number Multiplication and division VIEW	Number Fractions A VIEW		
Spring term	Number Multiplication and division VIEW	Number Fractions B VIEW	Number Decimals and percentages VIEW	Measurement Perimeter and area VIEW	Statistics VIEW	
Summer term	Geometry Shape VIEW	Geometry Position and direction VIEW	Number Decimals VIEW	Number Negative numbers VIEW	Measurement Converting units VIEW	Measurement Volume VIEW

Autumn term	Number Place value VIEW	Number Four operations VIEW	Number Fractions A VIEW	Number Fractions B VIEW	Measurement Converting units VIEW	
Spring term	Number Ratio VIEW	Number Algebra VIEW	Number Decimals VIEW	Number Fractions, decimals and percentages VIEW	Measurement Area, perimeter and volume VIEW	Statistics VIEW
Summer term	Geometry Shape VIEW	Geometry Position and direction VIEW	Themed projects, consolidation and problem solving			



*Living Life to its Fullest; Making a
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Rivington Foundation Primary School

CUSP Writing Long-Term Plan

2023-25

Date written: September 2023

Date agreed and ratified by Governing Body: November 2023 Date of next review: September 2024

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	
	Character descriptions 2 x 2 weeks ↓	Simple retelling of a narrative 2 x 3 weeks	Stories from other cultures 2 x 3 weeks ↓	Recount from personal experience 2 x 2 weeks	Non-chronological reports 2 x 3 weeks ↓	Formal invitations 2 x 2 weeks	Poems developing vocabulary 2 x 1 week ↓	Poetry on a theme (humorous) 2 x 1 week ↓	34 weeks
Year 1	Setting descriptions 2 x 2 weeks ↓	Stories with familiar settings 2 x 3 weeks	Instructional writing 2 x 2 weeks ↓	Recount from personal experience 2 x 2 weeks ↓	Informal letters 2 x 2 weeks	Shape poems and calligrams 2 x 1 week	Poetry – pattern and rhyme 2 x 1 week	Poetry on a theme (nature) 2 x 1 week ↓	28 weeks
Year 4	First person diary entries (imaginative) 2 x 2 weeks	Third person adventure stories 2 x 3 weeks ↓	Stories from cultures 2 x 3 other weeks ↓	News reports 2 x 2 weeks ↓	Persuasive writing (adverts) 2 x 2 weeks	Explanatory texts 2 x 2 weeks ↓	Critical analysis of a narrative poem 2 x 2 weeks	Poems which explore form 2 x 1 week ↓	34 weeks
Year 3	First person narrative descriptions 2 x 2 weeks ↓	Third person narrative (animal stories) 2 x 3 weeks ↓	Dialogue through narrative (historical stories) 2 x 3 weeks ↓	Formal letters to complain 2 x 2 weeks ↓	Non-chronological reports 2 x 3 weeks	Advanced instructional writing 2 x 2 weeks	Performance poetry including poetry from other cultures 2 x 1 week	Poetry on a theme (emotions) 2 x 1 week ↓	34 weeks
Year 6	First person stories with a moral 2 x 2 weeks	Extended third person narrative (adventure stories) 2 x 3 weeks	News reports 2 x 2 weeks	Explanatory texts 2 x 2 weeks	Autobiography 2 x 2 weeks	Discursive writing and speeches 2 x 2 weeks	Shakespeare (sonnets) 2 x 1 week	Poems that create images and explore vocabulary (war poetry) 2 x 1 week	30 weeks
Year 5	Third person stories set in another culture 2 x 3 weeks	Playscripts (Shakespeare retelling) 2 x 2 weeks ↓	Dialogue in narrative (first person myths and legends) 2 x 3 weeks	Balanced argument 2 x 2 weeks ↓	Biography 2 x 3 weeks ↓	Formal letters of application 2 x 2 weeks	Poems that use word play 2 x 1 week	Poems which explore form 2 x 1 week	34 weeks

Year 1 and 2 Writing Units Cycle A 2023-24

Autumn Term															
CUSP Reading: Grandads Island, The Goose that Laid the Golden Eggs, Mrs Noahs Pockets							CUSP Reading: Paddington, The Christmas Pine								
4/9	11/9	18/9	25/9	2/10	9/10	16/10	Half Term	6/11	13/11	20/11	27/11	4/12	11/12	18/12	Christmas Break
Flexible Unit	Character descriptions 2 weeks		Poems developing vocabulary 1 week	Simple re-telling of a narrative 3 weeks					Flexible block	Formal invitations 2 weeks		Stories from other cultures 3 weeks		Flexible block	
Spring Term															
CUSP Reading: The Quangle Wangles Hat, Coming to England, The Street Beneath My Feet							CUSP Reading: The Rhythm of the Rain, Little People, Big Dreams: David Attenborough								
8/1	15/1	16/1	22/1	29/1	5/2	Half Term	19/1	26/2	5/3	12/3	18/3	25/3	Easter Break		
Poems on a theme (humourous) 1 week	Non-chronotgical reports 3 weeks			Formal invitations 2 weeks				Stories from other cultures 3 weeks			Recount from personal experience 2 weeks			Flexible block	
Summer Term															
CUSP Reading: Fantastically Great Women who changed the World, The Sun and the Wind							CUSP Reading: Fantastic Mr Fox								
15/4	22/4	29/4	6/5	13/5	20/5	Half Term	3/6	10/6	17/6	24/6	1/7	8/7	15/7	22/7	29/7
Non-chronological reports 3 weeks			Simple re-telling of a narrative 3 weeks					Recount from personal experience 2 weeks		Flexible block	Poems developing vocabulary 1 week	Characterdescriptions 2 weeks		Poetry on a theme 1 week	Final week activities

Year 1 and 2 Writing Units Cycle B 2024-25

Autumn Term

CUSP Reading: Grandads Island, The Goose that Laid the Golden Eggs, Mrs Noahs Pockets

CUSP Reading: Paddington, The Christmas Pine

2/9	9/9	16/9	23/9	30/9	7/10	14/10	Half Term	4/11	11/11	18/11	25/11	2/12	9/12	16/12	Christmas Break
Flexible Unit (3 weeks)			Poetry (pattern and rhyme) 1 week	Setting description 2 weeks		Flexible block		Stories with familiar settings 3 weeks			Instructional writing 2 weeks		Shape poems and calligrams 1 week	Flexible block	

Spring Term

CUSP Reading: The Quangle Wangles Hat, Coming to England, The Street Beneath My Feet

CUSP Reading: The Rhythm of the Rain, Little People, Big Dreams: David Attenborough

6/1	13/1	20/1	27/1	3/2	10/2	Half Term	24/1	3/3	10/3	17/3	24/3	31/3	Easter Break
Flexible Unit	Shape poems and calligrams 1 week	Recount from personal experience 2 weeks		Informal letters 2 weeks			Poetry on a theme (nature) 1 week	Stories with familiar settings 3 weeks			Recount from personal experience 2 weeks		

Summer Term

CUSP Reading: Fantastically Great Women who changed the World, The Sun and the Wind

CUSP Reading: Fantastic Mr Fox

21/4	28/4	5/5	12/5	19/5	Half Term	2/6	9/6	16/6	17/6	23/6	30/6	7/7	14/7	21/7	28/7
Poetry (pattern and rhyme) 1 week	Informal letters 2 weeks		Setting descriptions 2 weeks			Flexible block (Phonic Focus)	Poetry on a theme (nature) 1 week	Instructional writing 2 weeks		Flexible Unit		Final week activities	Summer Holidays		

Year 3 and 4 Writing Units Cycle A 2023-24

Autumn Term

CUSP Reading: *Grandads Island, The Goose that Laid the Golden Eggs, Mrs Noahs Pockets*

CUSP Reading: *Paddington, The Christmas Pine*

4/9	11/9	18/9	25/9	2/10	9/10	16/10	Half Term	6/11	13/11	20/11	27/11	4/12	11/12	18/12	Christmas Break
Flexible Unit	Third person adventure stories 3 weeks			Persuasive writing (adverbs) 2 weeks		Poems which explore themes 1 week		News reports 2 weeks	First-person diary entries (imaginative) 2 weeks		Stories from other cultures 3 weeks				

Spring Term

CUSP Reading: *The Quangle Wangles Hat, Coming to England, The Street Beneath My Feet*

CUSP Reading: *The Rhythm of the Rain, Little People, Big Dreams: David Attenborough*

8/1	15/1	16/1	22/1	29/1	5/2	Half Term	19/1	26/2	5/3	12/3	18/3	25/3	Easter Break
Flexible Unit	Poems which explore form 1 week	Persuasive writing (adverbs) 2 weeks		Critical analysis of narrative poetry 2 weeks			Explanatory texts 2 weeks	Stories from other cultures 3 weeks			Flexible block		

Summer Term

CUSP Reading: *Fantastically Great Women who changed the World, The Sun and the Wind*

CUSP Reading: *Fantastic Mr Fox*

15/4	22/4	29/4	6/5	13/5	20/5	Half Term	3/6	10/6	17/6	24/6	1/7	8/7	15/7	22/7	29/7
3 rd person adventure stories 3 weeks			First person diary enteries (imaginative) 2 weeks		Flexible Unit		Critical analysis of poetry 2 weeks	News reports 2 weeks		Explanatory texts 2 weeks		Flexible Unit	Last Week (3 days)	Summer Holidays	

Year 3 and 4 Writing Units Cycle B 2024-25

Autumn Term																	
CUSP Reading: Greta and the Giants, The Pebble In My Pocket							CUSP Reading: Leon and the Place Between, 'Twas the Night Before Christmas										
2/9	9/9	16/9	23/9	30/9	7/10	14/10	Half Term		4/11	11/11	18/11	25/11	2/12	9/12	16/12	Christmas Break	
Flexible Unit	Poetry on a theme (emotions) 1 week	First person narrative descriptions 2 weeks		Non-chronological reports 3 weeks			Half Term		Flexible block	Formal letters to complain 2 weeks		Dialogue through narratives 3 weeks		Performance poetry (including poetry from other countries) 1 week			Christmas Break
Spring Term																	
CUSP Reading: The Quangle Wangles Hat, Coming to England, The Street Beneath My Feet							CUSP Reading: The Rhythm of the Rain, Little People, Big Dreams: David Attenborough										
6/1	13/1	20/1	27/1	3/2	10/2	Half Term		24/2	3/3	10/3	17/3	24/3	31/3	Easter Break			
Third person narrative (animal stories) 3 weeks			Non chronological report 3 weeks			Half Term		Advanced instructional writing 2 weeks		Flexible Unit	First person narrative descriptions 2 weeks		Performance poetry (including poetry from other cultures) 1 week		Easter Break		
Summer Term																	
CUSP Reading: Fantastically Great Women who changed the World, The Sun and the Wind							CUSP Reading: Fantastic Mr Fox										
21/4	28/4	5/5	12/5	19/5	Half Term		2/6	9/6	16/6	23/6	30/6	7/7	14/7	21/7	28/7	4/8	
Third person narrative (animal stories) 3 weeks			Flexible Unit	Formal letters to complain 2 weeks		Half Term		Formal letters to complain 2 weeks		Dialogue through narrative (historical stories) 3 weeks		Poems on a theme (emotions) 1 week	Advanced kinstructional writing 2 weeks		Flexible Unit	Final week activities	Summer Holidays

Year 5 and 6 Writing Units Cycle A 2023-24

Autumn Term

CUSP Reading: Rooftoppers & The Listeners

CUSP Reading: Skellig & A Carol from Flanders

4/9	11/9	18/9	25/9	2/10	9/10	16/10	Half Term	6/11	13/11	20/11	27/11	4/12	11/12	18/12	Christmas Break
Flexible Unit	Autobiography 2 weeks	Discursive writing and speeches 2 weeks	Flexible Unit	Poems that create images and explore vocabulary (war poetry) 1 week	First person stories with a moral 2 weeks	Flexible Unit		Shakespeare's sonnets 1 week	Explanatory Texts 2 weeks	Flexible block					

Spring Term

CUSP Reading: Pig Heart Boy, How to Live Forever

CUSP Reading: All Aboard the Empire Windrush, The Island

8/1	15/1	16/1	22/1	29/1	5/2	Half Term	19/1	26/2	5/3	12/3	18/3	25/3	Easter Break
Poems on a theme (humorous) 1 week	Expanded third person narratives (adventure stories) 3 weeks	Explanatory texts 2 weeks	News reports 2 weeks	Autobiography 2 weeks	First person stories with a moral 2 weeks								

Summer Term

CUSP Reading: Introduction to Dickens – Extracts from Oliver Twist

CUSP Reading: Dare to Be You

15/4	22/4	29/4	6/5	13/5	20/5	Half Term	3/6	10/6	17/6	24/6	1/7	8/7	15/7	22/7	29/7
Extended third person narrative (adventure stories) 3 weeks	Flexible Unit	News reports 2 weeks	Discursive writing and speeches 2 weeks	Flexible block	Poems that create images and explore vocabulary 1 week		Flexible Unit	Shakespeare's sonnets 1 week	Flexible Unit	Final week activities	Summer Holidays				

Year 5 and 6 Writing Units Cycle B 2024-25

Autumn Term															
CUSP Reading: Shackletons Journey								CUSP Reading: Secrets of a Sun King & If							
2/9	9/9	16/9	23/9	30/9	7/10	14/10		4/11	11/11	18/11	25/11	2/12	9/12	16/12	
Third person stories set in another culture 2 weeks			Formal letters of application 2 weeks		Poems that use word play 1 week	Flexible Unit	Half Term	Dialogue in narrative 3 weeks			Poems which explore form 1 week	Balanced argument 2 weeks		Flexible block	Christmas Break
Spring Term															
CUSP Reading: A Midsummer Nights Dream, I Am Not A Label								CUSP Reading: The Rhythm of the Rain, Little People, Big Dreams: David Attenborough							
6/1	13/1	20/1	27/1	3/2	10/2			24/2	3/3	10/3	17/3	24/3	31/3		
Flexible Unit	Third person stories set in another culture 3 weeks			Formal letters of application 2 weeks		Half Term		Playscripts (Shakespeare re-telling) 2 weeks		Biography 2 weeks			Poems that use word play 1 week	Easter Break	
Summer Term															
CUSP Reading: The Explorer								CUSP Reading: Five Children and IT							
21/4	28/4	5/5	12/5	19/5		2/6	9/6	16/6	23/6	30/6	7/7	14/7	21/7	28/7	4/8
Playscripts 2 weeks		Dialogue in narrative (first person myths and legends) 3 weeks			Half Term		Balanced argument 2 weeks		Biography 3 weeks			Poems which explore form 1 week	Flexible Unit	Final week activities	Summer Holidays



*Living Life to its Fullest; Making
a Difference Along the Way*

*Rivington Foundation Primary School
Reading Literature Spine: Thematic Mapping
2023-25*

*Date written: **September 2023***

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Key

Continuity of author

Heritage text

BAME author or protagonist

Strong female role model

Specific social, ethical, moral issue

Year 1 and 2 Cycle A 2023-24

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Grandad's Island Contemporary narrative picture book Same author as Y1 – Storm Whale Addresses bereavement through story. Vibrant images, gentle narrative Themes of love, family and loss</p>	<p>Paddington Heritage text Classic picture book Essential cultural reference Themes of kindness, family and coping with change</p>	<p>The Quangle Wangle's Hat Edward Lear Heritage poem and seminal poet Archaic language and nonsense words Builds on study of The Owl and the Pussy Cat in Y1</p>	<p>Rhythm of the Rain Contemporary narrative picture book Explores aspects of the water cycle and the circle of life Strong themes of environmental responsibility, belonging and world perspectives</p>	<p>Great Women Who Changed the World Illustrated anthology of biographies of women who have had a significant impact in their lifetime including Mary Anning, Rosa Parks and Frida Kahlo. Themes of bravery, tenacity, resilience and ingenuity</p>	<p>Fantastic Mr Fox Classic short novel An introduction to chapter books Light and humorous Representations of anthropomorphism Strong themes of morality, patience, family, community and tenacity</p>
<p>Aesop's Fables – The Goose that laid the Golden Eggs Heritage text Story with a moral Essential cultural reference. Themes of greed, patience, contentment and foolishness</p>		<p>Coming to England Contemporary narrative picture book Female Black protagonist and author. Tells the true story of Floella Benjamin's relocation to the UK as part of the Windrush generation. Themes of prejudice, coping with change and belonging</p>			
<p>Mrs Noah's Pockets Contemporary narrative picture book Female author and protagonist (Illustrator local to Suffolk) Essential cultural reference Recontextualises the biblical story Themes of kindness, inclusion and hope</p>	<p>The Christmas Pine Julia Donaldson Contemporary narrative poem Told from the perspective of a Christmas tree Celebrates Christmas traditions and values. Includes cultural references to British landmarks</p>	<p>The Street Beneath My Feet Contemporary non-narrative picture book Female author Large, fold out format Documents the Earth from the street to the core High volume Tier 3 Science vocabulary Strong themes of environmental responsibility.</p>	<p>Little People Big Dreams: David Attenborough Illustrated biography Explores the life and work of Sir David Attenborough and the importance of understanding the natural world Specific links to Living things and Animals... science units High volume Tier 3 Science vocabulary</p>	<p>Aesop's Fables – The Sun and The Wind Heritage text Story with a moral Essential cultural reference Themes of pride, vanity and self-awareness</p>	

Year 1 and 2 Cycle B 2024-25

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Beegu: Contemporary narrative picture book Themes of loneliness, transition, isolation and friendships</p>	<p>The Storm Whale: Contemporary narrative picture book Themes of loneliness, caring for animals, kindness and working parents.</p>	<p>The Tale of Peter Rabbit Heritage text and seminal female author. Archaic language and anthropomorphism Themes of theft, animal cruelty and trespassing</p>	<p>Here We Are Contemporary narrative picture book Themes of kindness, tolerance and environmental responsibility Guide to understanding our place in the world</p>	<p>There's a Rangtan in my Bedroom Contemporary narrative picture book and information text Female protagonist. Highlighting issues around deforestation and endangered species</p>	<p>The Lion Inside Contemporary rhyming narrative poem Themes of courage, self-confidence and friendship Highlights differences in how we make our voices heard</p>
<p>Where the Wild Things Are: Classic picture book Themes of anger and frustration, time out and forgiveness</p>	<p>The Owl and the Pussycat Edward Lear: Heritage poem and seminal poet Archaic language and nonsense words</p>	<p>Look Up! Contemporary narrative picture book Female black protagonist who aspires to be an astronaut Reference to Mae Jemison Themes of family, siblings, self-doubt and enthusiasm</p>	<p>Chocolate Cake Michael Rosen Humorous contemporary poem Themes of temptation, over-indulgence and forgiveness</p>	<p>And Tango Makes Three Contemporary narrative picture book and information text Themes around same sex parents, adoption, blended families, kindness and tolerance</p>	<p>Aesop's Fables – The Hare and the Tortoise Heritage text Story with a moral Essential cultural reference Themes of pride, vanity, complacency, patience and perseverance</p>
	<p>Aesop's Fables – The Boy Who Cried Wolf: Heritage text Story with a moral Essential cultural reference Themes of lying, trust and community</p>				<p>The Proudest Blue Contemporary narrative picture book Female Muslim protagonist and author Narrates a child's first day wearing a hijab Themes of difference, inclusion, courage, faith, family and resilience.</p>

Year 3 and 4 Cycle A 2023-24

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>The Queen's Nose Classic short novel. Notable British author A story of magic, adventure and wishes Entertaining, light humour and a strong female protagonist who challenges stereotypes</p>	<p>The Boy at the Back of the Class Contemporary narrative telling the story of a Syrian refugee arriving in the UK The story highlights the importance of kindness and friendship Themes of bravery, sensitivity, community and a relevant social issue Written by a female author specialising in interfaith projects</p>	<p>Young, Gifted and Black A beautifully illustrated anthology celebrating the achievements of black icons from history and the present day Often detailing hardship, challenges and prejudice, the book offers an opportunity to explore a relevant social issue</p>	<p>The Wind in the Willows Heritage narrative text Essential cultural reference Full of rich, dense and challenging language to explore A classic adventure story about friendship featuring anthropomorphism</p>	<p>Varjak Paw Contemporary narrative chapter book Full of mystery and suspense The story of a cat who must learn the ways of his ancestors to survive Themes of tenacity, bravery, self-belief and adventure. Touches on themes around urban living</p>	<p>The Girl who Stole an Elephant Female Sri Lankan protagonist and author Thrilling adventure story set in Sri Lanka Themes of social equality, justice, morality, friendship, political power and loyalty</p>
<p>The Boy at the Back of the Class Contemporary narrative telling the story of a Syrian refugee arriving in the UK The story highlights the importance of kindness and friendship Themes of bravery, sensitivity, community and a relevant social issue Written by a female author specialising in interfaith projects</p>	<p>The Raven Edgar Allen Poe Heritage poem and seminal poet Archaic and challenging language to explore Implicit reference to mental health A depth study of poetry and seminal poets</p>	<p>Caged Bird Maya Angelou Seminal American poet and civil rights campaigner Uses extended metaphor to explore freedom and discrimination in a modern context A thematic study of poetry and seminal poets</p>	<p>The Walrus and the Carpenter Lewis Carroll Heritage poem and seminal poet Archaic language and nonsense words Builds on the KS1 studies of Edward Lear</p>		

Year 3 and 4 Cycle B 2024-25

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Greta and the Giant Contemporary narrative picture book with additional non-narrative section Themes of peaceful protest, climate change and children finding their voice</p>	<p>Leon and the Place Between Contemporary narrative picture book Themes of magic, adventure, friendship and the unknown</p>	<p>Sam Wu is Not Afraid of the Dark Contemporary narrative chapter book Part of a series Humorous adventure story that focuses on conquering fears A good bridge to longer narratives</p>	<p>Operation Gadgetman Contemporary narrative chapter book Black female protagonist and author Crime adventure story Includes themes of gentle humour, friendship, family and tenacity</p>	<p>The Dancing Bear Contemporary narrative chapter book Deeply moving story of a bear who is adopted by an orphan girl. Rich language, with a sad ending Themes of friendship, kindness, dilemmas, bravery, loneliness, animal cruelty and community</p>	<p>The Magician's Nephew Heritage narrative chapter book The first book in the classic Narnia series Essential cultural reference A story of adventure, friendship and bravery Some religious references and representation of an ill parent. Opportunities to explore archaic language</p>
<p>Pebble in my Pocket Contemporary non-narrative picture book Female historian author Narrates the history of the Earth High volume Tier 3 Science vocabulary</p>	<p>'Twas the Night before Christmas Seminal heritage poem Essential cultural reference Some archaic references Themes of Christmas traditions and modern representation of St Nicholas Entertaining and light</p>	<p>My Shadow Robert Louis Stephenson Classic heritage children's poem Told in the first person Some archaic references Entertaining and light</p>			

Year 5 and 6 Cycle A 2023-24

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Rooftoppers Contemporary narrative set in Victorian times written by acclaimed author Katherine Rundell A beautiful adventure story narrating the quest to find the birth mother of feisty orphan Sophie Themes of friendship, determination, love, ingenuity and those living on the fringes of society</p>	<p>Skellig Contemporary narrative by acclaimed author David Almond Narrates the story of two friends who find a strange creature who needs their help to survive Representation of an ill sibling. Themes of change, friendship, family, death, fear and adventure Some mild swearing used to convey character</p>	<p>Pig Heart Boy A second contemporary narrative by Malorie Blackman The story of a boy whose only hope of survival is to have a transplant using a pig's heart Ethical issues include animal rights and the quest to extend life through science Themes of illness, friendship, loyalty, family and determination</p>	<p>All Aboard the Empire Windrush Contemporary non-narrative to complement the CUSP Windrush unit Told from the perspective of a young traveller Narrates the history of the Windrush generation and their contribution to British life Themes of change, prejudice, national identity and social history</p>	<p>An Introduction to Dickens (including Oliver Twist) This unit is designed to give pupils an understanding of Dickens and the context of his work, including a grounding in understanding archaic language. Some extracts are used from Oliver Twist to exemplify this but the unit also addresses significant themes such as life in Victorian times, social and historical contexts and the impact of seminal authors on modern British culture.</p>	<p>Dare to be You A non-narrative book of empowerment for young people preparing for transition to high school Exemplified through a vast range of role models, this book will help pupils celebrate difference, develop inner confidence and independence. Themes of difference, inspiration and kindness.</p>
<p>The Listeners Walter de la Mare A heritage poem full of rich and archaic language This poem tells the story of an unnamed traveller exploring an abandoned house inhabited by ghosts. Themes of the supernatural, fantasy and mortality</p>	<p>A Carol From Flanders Frederick Niven Heritage poem The poem recounts the story of the spontaneous Christmas truce along the lines of the Western front in 1914. Themes of kindness, conflict and humanity</p>	<p>How to Live Forever Contemporary narrative picture book, beautifully illustrated Building on the study of Pig Heart Boy, the story explores the ethics and implications of immortality</p>	<p>The Island Contemporary narrative picture book A powerful story of a man who washes up on the beach of an island. Narrative parallels to the themes addressed in the Windrush CUSP unit Themes of refugees, xenophobia, social politics and human rights Haunting but beautiful illustrations</p>		

Year 5 and 6 Cycle B 2024-25

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Shackleton's Journey Contemporary non-narrative picture book Narrates the history of the Antarctic explorations of Shackleton and his crew Beautifully illustrated, this book draws on learning from across the curriculum</p>	<p>Secrets of a Sun King Contemporary historical narrative with both female author and protagonist A glorious tale of mystery, intrigue and adventure with great historical references throughout Drawing on learning from Ancient Egypt and Tutankhamun Themes of friendship, family, feminism and tenacity</p>	<p>A Midsummer Night's Dream Heritage classic – an introduction to the work of Shakespeare A magical and simple retelling of the classic story including some simple plot analysis and information about Shakespeare and the Globe Theatre</p>	<p>The Boy in the Tower Contemporary science-fiction narrative telling the story of monster plants consuming buildings in the city Themes of mental health, young carers, friendship, trust, resilience and anxiety Narrating some of the joys and challenges of living in an urban community Moving, thought-provoking and challenging in equal measure</p>	<p>The Explorer Contemporary narrative An adventure story in which four children learn to survive in the Amazon rainforest Exploring the ethics behind human exploration and environmental responsibility. Themes of friendship, adventure and the natural world</p>	<p>Five Children and It Heritage fantasy narrative by seminal author and poet E. Nesbit Five children find a sand fairy who grants them wishes with humorous consequences Full of rich, archaic and challenging language to explore Historical references throughout with the opportunity to explore historical attitudes to gender, race and social discrimination</p>
	<p>If Rudyard Kipling An inspirational heritage poem by a seminal British poet and author A 'guide for life' which explores the idea of coming of age Beautifully written and still relevant to modern living Challenging and archaic language throughout A depth study of the poem and poet</p>	<p>I Am Not a Label A beautifully illustrated anthology celebrating the achievements of modern and historical role models who have overcome disability, mental health issues or wider life challenges A book that challenges stereotypes and assumptions</p>	<p>Daffodils William Wordsworth Heritage poem by a seminal British poet. Challenging and archaic language throughout</p>		

Agile Units: Thematic Mapping

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Rapunzel</p> <p>Contemporary narrative picture book which is a twist on a classic fairy tale. Themes of loneliness, friendship and taking charge of yourself</p> <p>Female protagonist</p>	<p>Someone Crunched Colin</p> <p>Contemporary rhyming narrative picture book. Explores the impact of littering. Strong themes of environmental responsibility and caring for animals</p> <p>Female animal behaviourist and wildlife expert author</p>	<p>The Little Prince</p> <p>An international modern classic fable by French aviator Antoine de Saint-Exupéry. The simple tale tells the story of a child who travels the universe gaining wisdom.. Themes of loneliness, friendship, childhood versus adulthood and exploring the real truth and meaning of things</p>	<p>The Borrowers</p> <p>An international classic narrative text.</p> <p>The Borrowers live in the secret places of quiet old houses. They own nothing, borrow everything and most importantly must never be seen.</p> <p>Themes of family, prejudice, society and class, coming of age and supernatural</p> <p>Female protagonist and author</p>	<p>A Wrinkle in Time</p> <p>An international classic narrative text.</p> <p>This is the story of Meg who travels through time and space to rescue her father, a gifted scientist. Themes of family, love, good versus evil, moral responsibility and courage</p> <p>Female protagonist and author</p>	<p>Treasure Island</p> <p>Heritage narrative text.</p> <p>This is the seminal pirates and buried treasure novel.</p> <p>Themes of exploration, self-discovery, greed, honour and adventure</p>



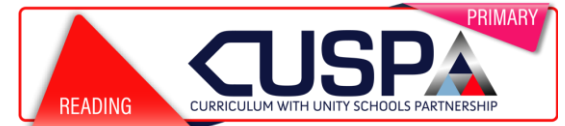
*Living Life to its Fullest; Making
a Difference Along the Way*

*Rivington Foundation Primary School
Reading Curriculum 2023-25*

Date written: September 2023

Date agreed and ratified by Governing Body: November 2023

Date of next review: September 2024



The Principles

Each cohort will have a suite of core texts that will form the depth study over two academic years. These texts represent a promise from the school to every pupil that it serves of the literature that it is committed to studying throughout a pupil's school journey. These texts have been mapped carefully to ensure a breadth of experiences, authors, texts and themes is addressed across the Primary years. In addition to these texts, there are core poems that each year group will study in detail. Other texts that will be studied in part will be outlined within the curriculum. This spine represents the core texts for depth study only. The literature spine has been harmonised with the wider curriculum, where appropriate. Changes to the long term sequence have been reflected for the academic year 2023 – 24.

A development in CUSP Reading is the inclusion of agile modules for each year group. This gives teachers the opportunity to switch a text that a school may have a concern with relating to their particular context or cohort, without compromising the structure or quality of the Reading units. Teachers and leaders will carefully track any changes that are made to ensure that the curriculum retains balance over time and that any changes are reflected in whole school curriculum documentation.

Year 1 and 2 Cycle A 2023-24

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Block 1: Grandad's Island	Block 4: Paddington	Block 7: The Quangle Wangle's Hat Edward Lear	Block 10: The Rhythm of the Rain	Block 13: Fantastically Great Women who changed the World	Block 16: Fantastic Mr Fox
Block 2: Aesop's Fables – The Goose that Laid the Golden Eggs	Block 5: Paddington	Block 8: Coming to England	Block 11: The Rhythm of the Rain	Block 14: Fantastically Great Women who changed the World	Block 17: Fantastic Mr Fox
Block 3: Mrs Noah's Pockets	Block 6: The Christmas Pine Julia Donaldson	Block 9: The Street Beneath My Feet	Block 12: Little People, Big Dreams David Attenborough	Block 15: Aesop's Fables – The Sun and the Wind	Block 18: Fantastic Mr Fox

Agile module: Somebody Crunched Colin – Sarah Roberts

Year 1 and 2 Cycle B 2024-25

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Block 1: Beegu	Block 4: The Storm Whale	Block 7: The Tale of Peter Rabbit	Block 10: Here We Are	Block 13: There's a Rang-Tan in My Bedroom	Block 16: The Lion Inside
Block 2: Where the Wild Things Are	Block 5: The Owl and the Pussycat Edward Lear	Block 8: The Tale of Peter Rabbit	Block 11: Here We Are	Block 14: There's a Rang-Tan in My Bedroom	Block 17: Aesop's Fables – The Hare and the Tortoise
Block 3: Where the Wild Things Are	Block 6: Aesop's Fables – The Boy who Cried Wolf	Block 9: Look Up!	Block 12: Chocolate Cake Michael Rosen	Block 15: and tango makes three	Block 18: The Proudest Blue

Agile module: Rapunzel – Bethan Woolvin

Year 3 and 4 Cycle A 2023-24

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Block 1: The Queen's Nose	Block 4: The Boy at the Back of the class	Block 7: Young, Gifted and Black	Block 10: The Wind in the Willows	Block 13: Varjak Paw	Block 16: The Girl Who Stole an Elephant
Block 2: The Queen's Nose	Block 5: The Boy at the Back of the class	Block 8: Young, Gifted and Black	Block 11: The Wind in the Willows	Block 14: Varjak Paw	Block 17: The Girl Who Stole an Elephant
Block 3: The Boy at the Back of the class	Block 6: The Raven Edgar Allen Poe	Block 9: Young, Gifted and Black & Caged Bird Maya Angelou	Block 12: The Wind in the Willows & The Walrus and the Carpenter Lewis Carroll	Block 15: Varjak Paw	Block 18: The Girl Who Stole an Elephant
Agile modules: <i>The Borrowers</i> – Mary Norton					

Year 3 and 4 Cycle B 2024-25

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Block 1: <i>Greta and the Giants</i>	Block 4: <i>Leon and the Place Between</i>	Block 7: <i>Sam Wu is Not Afraid of the Dark</i>	Block 10: <i>Operation Gadgetman</i>	Block 13: <i>The Dancing Bear</i>	Block 16: <i>The Magician's Nephew</i>
Block 2: <i>The Pebble in My Pocket</i>	Block 5: <i>Leon and the Place Between</i>	Block 8: <i>Sam Wu is Not Afraid of the Dark</i>	Block 11: <i>Operation Gadgetman</i>	Block 14: <i>The Dancing Bear</i>	Block 17: <i>The Magician's Nephew</i>
Block 3: <i>The Pebble in My Pocket</i>	Block 6: <i>'Twas the Night before Christmas Anon.</i>	Block 9: <i>Sam Wu is Not Afraid of the Dark & My Shadow</i> <i>Robert Louis Stephenson</i>	Block 12: <i>Operation Gadgetman</i>	Block 15: <i>The Dancing Bear</i>	Block 18: <i>The Magician's Nephew</i>
Agile modules: <i>The Little Prince</i> – Antoine De Saint-Exupéry					

Year 5 and 6 Cycle A 2023-24

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Block 1: Rooftoppers	Block 4: Skellig	Block 7: Pig Heart Boy	Block 10: All Aboard the Empire Windrush	Block 13: Introduction to Dickens – Oliver Twist	Block 16: Dare to be You
Block 2: Rooftoppers	Block 5: Skellig	Block 8: Pig Heart Boy	Block 11: All Aboard the Empire Windrush	Block 14: Introduction to Dickens – Oliver Twist	Block 17: Dare to be You
Block 3: Rooftoppers & The Listeners Walter de la Mare	Block 6: Skellig & A Carol From Flanders Frederick Niven	Block 9: How to Live Forever	Block 12: The Island	Block 15: Introduction to Dickens – Oliver Twist	Block 18: Dare to be You

Agile modules: *Treasure Island* – Robert Louis Stephenson

Year 5 and 6 Cycle B 2024-25

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Block 1: <i>Shackleton's Journey</i>	Block 4: <i>Secrets of a Sun King</i>	Block 7: <i>A Midsummer Night's Dream</i>	Block 10: <i>Boy in the Tower</i>	Block 13: <i>The Explorer</i>	Block 16: <i>Five Children and IT</i>
Block 2: <i>Shackleton's Journey</i>	Block 5: <i>Secrets of a Sun King</i>	Block 8: <i>I Am Not A Label</i>	Block 11: <i>Boy in the Tower</i>	Block 14: <i>The Explorer</i>	Block 17: <i>Five Children and IT</i>
Block 3: <i>Shackleton's Journey</i>	Block 6: <i>Secrets of a Sun King</i> & <i>If</i> Rudyard Kipling	Block 9: <i>I Am Not A Label</i>	Block 12: <i>Boy in the Tower</i> & <i>Daffodils</i> William Wordsworth	Block 15: <i>The Explorer</i>	Block 18: <i>Five Children and IT</i>

Agile modules: *A Wrinkle in Time* – Madeleine l'Engle

The Rivington Foundation Primary Behaviour Curriculum 2023-24

Overview of Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Year Groups From Nursery to Y6	Explicit teaching of the full behaviour curriculum content	Ongoing revision of content	Longer recap of the behaviour curriculum	Ongoing revision of content	Longer recap of the behaviour curriculum	Ongoing revision of content

Introduction

At Rivington Foundation Primary School Primary we develop children's character through our behaviour curriculum. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, and grateful - and who always consider others. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

Teaching the curriculum

The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term,

the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the ten principles of instruction from Barak Rosenshine including regular quizzing to check and strengthen retention. Teachers will also demonstrate these behaviours and ensure pupils have time to practise these (particularly in the first few days of term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime. It is expected that all pupils will know this content.

Adaptations

While this curriculum is for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. Sensitivity must be applied at all times when teaching the curriculum.

Curriculum Content

Curriculum content to be covered in depth in Autumn Term 1 and revisited throughout the year

Behaviour

Know that there are three behaviour expectations in school. These are to

- **Be Respectful**
- **Be Responsible**
- **Be Safe**

Know the following examples of these three principles:

Be Respectful	Be Responsible	Be Safe
<p><i>Say please and thank you</i></p> <p><i>Hold doors open for people</i></p> <p><i>Talk kindly to other pupils</i></p> <p><i>Say good morning/ afternoon to adults</i></p> <p><i>Respect others right to learn</i></p> <p><i>Respect school property by looking after it</i></p> <p><i>Use a calm and polite tone of voice</i></p> <p><i>Value differences</i></p> <p><i>Follow teacher instruction</i></p>	<p><i>Completing homework on time</i></p> <p><i>Remembering to bring equipment to school</i></p> <p><i>Wearing correct school uniform</i></p> <p><i>Tidying up your own workspace and the classroom</i></p> <p><i>Accepting responsibility if you make a mistake and saying sorry</i></p>	<p><i>Sitting sensibly in the classroom</i></p> <p><i>Walking through corridors</i></p> <p><i>Playing games that do not become too physical.</i></p> <p><i>Using calm and respectful tones when we communicate.</i></p>

Our Routines

Our staff use a **silent signaller** to gain the attention of the class. This is done by raising one hand and counting down from 5. When pupils see and hear this, they should respond by being silent and responding with STAR.

- **S** - Sitting or standing up **straight**
- **T** - **Tracking** the teacher
- **A** - **Attention** at all times
- **R** - **Respect** towards others

Wonderful Walking

Know that we walk around school using **Wonderful Walking**

Know that **Wonderful Walking** means:

- **Slowly**
- **Silently**
- **Single-file**

Know that we use **Wonderful Walking** to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.

Wonderful Worship

Know that **Wonderful Worship** means:

- **Eyes front**
- **Lips closed**

- *Hands in lap*

Lovely Lining-Up

Know that *Lovely Lining-Up* means:

- *Eyes Front*
- *Lips closed*
- *Hands by your side*

Lovely Listening

Know that we use *Fantastic Listening* in class. This means that we use STAR -

- *S - Sitting or standing up **straight***
- *T - **Tracking** the teacher*
- *A - **Attention** at all times*
- *R - **Respect** towards others*

Know that we all do *Fantastic Listening* to ensure everybody is able to learn without distractions. Know that pupils who do not follow school rules will have a consequence for this.

Fantastic Contributing

Know that we expect all children to contribute in class. *Fantastic contributing* means:

- *Listening to the class teacher or whoever is speaking*
- *Considering my responses before sharing*
- *Putting my hand up so I know my teacher knows I want to contribute during whole class discussions*

- *Sharing answers/contributions in a clear voice using full sentences*
- *Building on what others have said*

Fantastic Arriving

- *Know that I arrive on time to school.*
- *Know that I walk calmly to our classrooms.*
- *Know that I greet staff with a smile and a 'good morning'.*
- *Know that I hang my coat up, put my lunchboxes on the trolley and water bottle in the box.*
- *Know that once I have entered the classroom, I do not leave again unless I have asked a member of staff. Know that I sit down in my seat as soon as I have entered the classroom and begin the morning task.*

Transitioning within a lesson and at the end of a lesson

- *Know that my teacher will clap and count down from 5.*
- *Know that when the teacher signals (1) I should stop what I am doing.*
- *Know that when the teacher signals (2) I should tuck my chair in if seated and stand up if sat down.*
- *Know that when the teacher signals (3) I should move to my table/line up.*
- *Know that when I am lining up, I should be quiet.*

Using good manners

- *Know that I should always say 'please' when I am asking for something.*

- Know that I should always say **'thank you'** when I receive something or someone does something nice for me.
- Know that I should say 'Good morning/afternoon' to adults if spoken to.
- Know that it is important to show **gratitude** to others by thanking people for what they have done for me. Know that a calm and polite tone is respectful.

Playtime Behaviour

- Know that I must walk from my classroom to the playground using Wonderful Walking.
- Know that I must play safely without hurting anyone.
- Know that I do not 'play fight' because I may hurt someone by accident.
- Know that I must be **kind**, by including people in my games and sharing equipment.
- Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.
- Know that, when called, I must line up in my lining up order straight away. Know that I must walk back to my classroom using Fantastic Walking.

Lunchtime

- Know that I use Fantastic Walking when walking to the hall.
- Know that I say our school prayer.
- Know that, when I'm invited, I collect my food and sit down straight away.
- Know that I should use a normal talking volume when in the hall. I should not be raising my voice.
- Know that I should use a knife and fork correctly – my teachers will help me with this.

- Know that I use good manners by saying 'please' and 'thank you' when someone gives me my food or a drink.
- Know that I should not leave my seat once I have sat down.
- Know that once I have finished, I clear any rubbish from my table and empty any leftover food into the correct bin.
- Know that once I have cleared my plate, I return to my seat and wait until a member of staff raises their hand.
- Know that once a member of staff raises their hand and I have finished my food, I will be invited to line up quietly.
- Know that I use Fantastic Walking when walking from the dining hall to the playground.

Completing work in books

- Know that I should always work on the next available page unless told otherwise.
- Know that I should date every piece of work.
- Know that if I am writing a title, I must underline it with a ruler.
- Know that I should always write neatly and clearly, with joined up handwriting.
- Know that I should always start writing from the margin.
- Know that in maths I should use one digit per box.
- Know that in maths I should always leave a one square space between calculations.
- Know that whenever I am drawing lines, I should use a ruler.
- Know how to correct mistakes by drawing a straight line through your work.

End of the day routine

- Know that when my teacher signals I should collect my things for home and return to the classroom immediately and either sit on the carpet or at my table.
- Know that when the teacher signals (2) I should stand up and tuck my chair in or stand up if on the carpet. Know that when the teacher signals (3) I should move to my line

General classroom expectations

- Know that I should not be leaving my seat during a lesson unless I have asked to do so.
- Know that I should be using the toilet at break and lunchtime so as not to interrupt learning time.
- Know that I should not have any objects on the table that distract me from my learning.
- Know that it is my responsibility to keep my table clear from clutter.
- Know that I have a responsibility to ensure that the classroom is kept tidy. space quietly. Know that I should wait quietly whilst my class is dismissed.

Know that I should not talk when the teacher is delivering a lesson or another pupil has been asked to talk as this will stop myself and others from learning.

History 2023-25

AN EXAMPLE OF THE LONG-TERM SEQUENCE FOR HISTORY – EYFS to KS1

Specific Area of Learning Understanding the World	Past and Present	Key Vocabulary to be developed in EYFS	Examples of how this is achieved in Nursery	Examples of how this is achieved in Reception	History KS1
	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • History • Historian • After • Before • New • Old • Now • Past • Present • Time <p>Linked to communication and language pupils will:</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p>	<ul style="list-style-type: none"> • Know about personal history – birthdays, celebrations. • Celebrating cultural diversity of children in the class. • Traditional festivals and celebrations. • Routines - Learning Feedback times – talking about learning from the previous day / week etc... • Through interactions talking about what they did yesterday, last week, last year. • Life cycles and growing plants to introduce change over time. 	<ul style="list-style-type: none"> • Personal history: how they celebrate Christmas, new year, family celebrations such as birthdays – throughout the year. • Learning about the family traditions of children in class from different cultural backgrounds. • Remembrance Day. • Black History week – Rosa Parks. • Bonfire Night – Guy Fawkes. • R.E themes taught through Discovery RE. • Exploring the Art of Vincent Van Gogh – The Starry Night, Sunflowers. • London past and present – Link ‘The Naughty Bus,’ story. <ul style="list-style-type: none"> • Learning Feedback times – talking about learning from the previous day / week etc... • Through interactions talking about what they did yesterday, last week, last year. • Child-led learning inspired from books – Tim Peake / Astronauts. 	<ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Events beyond living memory that are significant nationally or globally.
	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 	<p>Describe events in some detail.</p> <p>Use new vocabulary in different contexts.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>			

CUSP History Single Age Sequence Content Progression

	Autumn	Spring	Summer
Year 1	Changes within living memory	The lives of significant people (Mary Anning and David Attenborough)	More lives of significant people (Neil Armstrong, Mae Jemison, Bernard Harris Jr., Tim Peake)
Year 2	Events beyond living memory (Great Fire of London)	Significant historical events, people, places in our locality	Significant historical events, people, places in our locality Revisit – Events beyond living memory
Year 3	Stone Age – Iron Age	Stone Age – Iron Age Rome and the impact on Britain	Rome and the impact on Britain
Year 4	Britain's settlement by Anglo-Saxons and Scots Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Ancient civilisation - Egypt or Shang Dynasty	Ancient civilisation - Egypt or Shang Dynasty
Year 5	Ancient Greece	Ancient Greece Comparison study – Maya or Benin and Anglo-Saxons	Comparison study – Maya or Benin and Anglo-Saxons
Year 6	Local History Study - how did conflict change our locality in World War 2?	Windrush generation	5 significant monarchs or Battle of Britain

AN EXAMPLE OF THE LONG-TERM SEQUENCE FOR HISTORY Year 1 – Year 6 for the Single Age Sequence
SUGGESTED SUBSTANTIVE CONCEPTS

Community	Knowledge	Invasion	Civilisation	Power	Democracy	
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understanding the world</p> <p>Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Changes within living memory</p> <p>↓</p> <p>COMMUNITY KNOWLEDGE</p> <p>Nationality, Rights, Society</p>	<p>Events beyond living memory</p> <p>↓</p> <p>COMMUNITY POWER KNOWLEDGE DEMOCRACY</p> <p>City, Monarchy, King, Merchant, Parliament, Society, Religion</p>	<p>Stone Age Bronze Age Iron Age</p> <p>↓</p> <p>KNOWLEDGE COMMUNITY POWER</p> <p>Settlement, Belief, Conflict, Trade, Trade routes</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>↓</p> <p>INVASION POWER COMMUNITY</p> <p>Kingdom, Monarchy, Trade, Migration, Religion, Settlement, Conflict, King</p>	<p>Ancient Greece</p> <p>↓</p> <p>POWER DEMOCRACY KNOWLEDGE CIVILISATION</p> <p>Army, City-State, Conflict, Democracy, Empire, Enemy, Military, Belief, Navy, Rights, Ruler, Settlement, Slave, Society, Trade, Voyage and War</p>	<p>How did conflict change our local area in WW2</p> <p>↓</p> <p>Local history study</p> <p>POWER INVASION DEMOCRACY COMMUNITY</p> <p>↓</p> <p>Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War, Alley</p>
	<p>Lives of significant people</p> <p>↓</p> <p>KNOWLEDGE COMMUNITY</p> <p>Past, Rights, Discovery Discrimination, Queen, Monarchy, Explore Society, Pioneer</p>	<p>Significant historical events, people and places in our locality</p> <p>↓</p> <p>COMMUNITY KNOWLEDGE POWER</p> <p>Monarchy, King, Queen, Religion, Society, Trade, Church, Settlement</p>	<p>Rome and its impact on Britain</p> <p>↓</p> <p>INVASION POWER CIVILISATION</p> <p>Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion</p>	<p>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>↓</p> <p>INVASION POWER COMMUNITY</p> <p>Kingdom, Trade, Migration Belief, Settlement, Heir, Monarchy, Conflict, King, Religion</p>	<p>Compare non-European society with Anglo-Saxons (Maya or Benin)</p> <p>↓</p> <p>CIVILISATION KNOWLEDGE POWER</p> <p>City-State, Conflict, Enemy, Famine, King, Nobility, Queen, Belief, Ruler, Rules and law, Settlement, Trade, War</p>	<p>Windrush Generation</p> <p>↓</p> <p>COMMUNITY DEMOCRACY POWER</p> <p>Alliance, Ancestor, Army, Colony, Conflict, Freedom, Migration, Immigration, Monarchy, Peace, Rights, Rules, Society, Trade, Voyage, Religion, Nationality</p>
	<p>More lives of significant people</p> <p>↓</p> <p>KNOWLEDGE COMMUNITY</p> <p>Explore, Rights, Freedom, Society, Frontier, Pioneer</p>	<p>Revisit events beyond living memory</p> <p>↓</p> <p>COMMUNITY POWER KNOWLEDGE DEMOCRACY</p> <p>City, Monarchy, King, Merchant, Parliament, Society, Religion</p>		<p>Achievements of an ancient civilisation Egypt or Shang Dynasty</p> <p>↓</p> <p>CIVILISATION KNOWLEDGE POWER INVASION</p> <p>Empire, Kingdom, Settlement, Society, King, Nobility, Power, Queen, Beliefs, Trade, War, Hierarchy, Slave</p>		<p>Five Significant Monarchs</p> <p>↓</p> <p>POWER INVASION DEMOCRACY</p> <p>Conflict, Conquest, Empire, Monarchy, Queen, King, Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament, Society, Rules / law</p> <p>or</p> <p>Battle of Britain</p> <p>↓</p> <p>POWER INVASION COMMUNITY</p> <p>Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War</p>
SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN						
Historical enquiry						
Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance	

These are the suggested order for the Single Age Sequence. As with any plan, you can adjust and change the sequence to suit your school. If you make changes, please check other subject connections match up.

Mixed Aged Sequence Years 1 and 2

Entry point	September 2023 – July 2024							Key Stage I History		Cycle 1
		Strong Start	Autumn		Spring		Summer			
KSI Class	SECURING Year 1	History Chronology	Y2 Events beyond living memory The Great Fire of London 6 KNs <i>Community, Power, Knowledge, Democracy</i>		Y2 Significant historical events, people and places in our locality Local area study 6 KNs <i>Community, Knowledge, Power</i>		Y2 Revisit Events beyond living memory The Great Fire of London 3 KNs <i>Community, Power, Knowledge, Democracy</i>			
	ADVANCING Year 2		<i>Ref lesson</i>	Y1 KNs	Y2 KNs	<i>Ref lesson</i>	Y1 KNs	Y2 KNs	Y1 KNs	Y2 KNs
			5 weeks		6 weeks		2 weeks			
			+2 possible enrichment opportunities				+1 possible enrichment opportunity			

Entry point	September 2024 – July 2025							Key Stage I History		Cycle 2
		Strong Start	Autumn		Spring		Summer			
KSI Class	SECURING Year 1	History Chronology	Y1 Changes within living memory Past shops and present shops 6 KNs <i>Community and Knowledge</i>		Y1 The lives of significant people Mary Anning and David Attenborough 6 KNs <i>Community and Knowledge</i> Black History Week – Lord Leaire Constantine		Y1 Lives of significant people Neil Armstrong, Mae Jemison, Bernard Harris Jnr, Tim Peake 4 KNs OR NEW Events beyond living memory that are significant nationally or globally Festivals and anniversaries 4KNs			
	ADVANCING Year 2		Y1 KNs	Y2 KNs	Y1 KNs	Y2 KNs	Y1 KNs	Y2 KNs		
			5 weeks		4 weeks		4 weeks			
			+2 possible enrichment opportunities				+1 possible enrichment opportunity			

Mixed Aged Sequence Years 3 and 4

Entry point	September 2023 – July 2024								Lower Key Stage 2 History		Cycle 1
		Strong Start	Autumn			Spring			Summer		
LKS2 Class	SECURING Year 3 ADVANCING Year 4	History Chronology	Y4 Britain's settlement by Anglo-Saxons and Scots 6KNs Invasion Power Community			Y4 Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 8KNs Invasion Power Community			Y4 Achievements of an ancient civilisation - Egypt, Shang Dynasty or Ancient Sumer 9KNs Civilisation Knowledge Power Invasion		
			Ref lesson	Y3 KNs	Y4 KNs	Ref lesson	Y3 KNs	Y4 KNs	Ref lesson	Y3 KNs	Y4 KNs
			4 weeks			4 weeks			5 weeks		
			+2 possible enrichment opportunities						+1 possible enrichment opportunity		

Entry point	September 2024 – July 2025								Lower Key Stage 2 History		Cycle 2
		Strong Start	Autumn			Spring			Summer		
LKS2 Class	SECURING Year 3 ADVANCING Year 4	History Chronology	Y3 Changes in Britain from the Stone Age to the Iron Age 9KNs Knowledge Community Power Black History Week – The Cotton Industry in Lancashire			Y3 The Roman Empire and its impact on Britain 9KNs Invasion Power Civilisation					
			Y3 KNs	Y4 KNs		Y3 KNs		Y4 KNs			
			7 weeks			6 weeks					
			+2 possible enrichment opportunities						+1 possible enrichment opportunity		

Mixed Aged Sequence Years 5 and 6

Entry point Y6		September 2023 – July 2024		Upper Key Stage 2 History						Cycle 1		
				Autumn			Spring			Summer		
UKS2 Class	<p>SECURING Year 5</p> <p>ADVANCING Year 6</p>	History Strong Start Chronology	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Y6 Local history study – What was the International Slave Trade? What connection does it have to Lancashire? <i>POWER INVASION DEMOCRACY COMMUNITY</i></p>			<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Y6 Windrush Generation <i>COMMUNITY DEMOCRACY POWER</i></p>			<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Y5 Place in time and events <i>POWER DEMOCRACY KNOWLEDGE CIVILISATION</i> KN 1, 3, 4, 7, 9</p>			
			Ref lesson	Y5 KNs	Y6 KNs	Ref lesson	Y5 KNs	Y6 KNs	Ref lesson	Y5 KNs	Y6 KNs	
			5 weeks			4 weeks			4 weeks			
			+2 possible enrichment opportunities						+1 possible enrichment opportunity			

Entry point		September 2024 – July 2025		Upper Key Stage 2 History						Cycle 2		
				Autumn			Spring			Summer		
UKS2 Class	<p>SECURING Year 5</p> <p>ADVANCING Year 6</p>	History Strong Start Chronology	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Y5 Myths, Legends, Culture KN 1, 2, 5, 6, 8 <i>POWER DEMOCRACY KNOWLEDGE CIVILISATION</i></p>			<p>Y5 A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; 8KNs Maya civilization c. AD 900; Benin (West Africa) c. AD 900-1300. <i>CIVILISATION KNOWLEDGE POWER</i></p>			<p>Y6A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 6KNs Study five significant monarchs Or Battle of Britain</p>			
			Ref lesson	Y5 KNs	Y6 KNs	Y5 KNs	Y6 KNs	Y5 KNs	Y6 KNs			
			5 weeks			4 weeks			4 weeks			
			+2 possible enrichment opportunities						+1 possible enrichment opportunity			

Geography 2023-2025

Early Years Foundation Stage – Key Stage 1

	ELG People, Culture and Communities	Key Vocabulary to be developed in EYFS	Examples of how this is achieved in Nursery	Examples of how this is achieved in EYFS	Geography KS1 National Curriculum	
Specific Area of Learning Understanding the World	ELG: <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<ul style="list-style-type: none"> Geographer World Ocean Country City Town Village Place Map Season Weather Forest Beach Mountain Planet Space Earth 	<ul style="list-style-type: none"> Become familiar with the local environment Explore school grounds – wildlife and spinney Know about extended family EAL – knowing about family members in other places Explore traditions and Christmas Know about farms and animals Exploring world through texts such ‘We’re going on a bear hunt’ 	<ul style="list-style-type: none"> Looking at where we live and talking about features we see on the way to school, (Shops, roads, parks, etc...). Exploring the school grounds to look at features of the environment. Discussing where extended family members live on a map, including our EAL families’ place of birth. Exploring Christmas traditions from around the world. Features of cities, man-made vs natural (Naughty Bus link). Learning London is the capital city. Learning about Amelia Earhart – Oceans she flew across. Locating land and sea on maps. Black History. Naming features of the world around us (farms, beach, woodland etc). 	Locational knowledge <ul style="list-style-type: none"> Name and locate the world’s seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Place knowledge <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Human and physical geography <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Geographical skills and fieldwork – Use of maps, atlases, and globes. Use directional language to describe locations.	
	ELG The Natural World	Linked to communication and language pupils will: Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Use new vocabulary in different contexts. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.				
	<ul style="list-style-type: none"> Exploring the Natural World around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them, and contrasting environments, drawing on their experiences and what has been read to them in class. 					

CUSP Geography Mixed Age Sequence Content Progression

KS1	Autumn	Spring	Summer
Cycle 1 2023 – 2024 (Year 2)	Human and Physical features – Local Area Study Compare a small part of the UK to a non-European location – London and Nairobi	Compare a small part of the UK to a non-European location – London and Nairobi Fieldwork and map skills	Fieldwork and map skills Compare a different non-European location to our locality - Amazon Rainforest
Cycle 2 2024 – 2025 (Year 1)	Continents Oceans Countries of UK	Capital cities of UK Seas around UK Hot and cold places	Hot and cold places Mapping and fieldwork
LKS2			
Cycle 1 2023 – 2024 (Year 4)	Rivers Map skills – environmental regions	Map skills – environmental regions Water cycle	Latitude and longitude
Cycle 2 2024 – 2025 (Year 3)	Fieldwork – human and physical features OS Maps and Scale	UK Study	Revisit human and physical features
UKS2			
Cycle 1 2023 – 2024 (Year 6)	Physical processes – earthquakes, mountains and volcanoes	Settlements UK, Europe and North America comparison study	UK, Europe and North America comparison study OS Maps and fieldwork (orienteering)
Cycle 2 2024 – 2025 (Year 5)	World countries – biomes and environmental regions	4 and 6 figure grid references	OS Maps and fieldwork

Long-Term Sequence with Substantive Concepts

SUGGESTED SUBSTANTIVE CONCEPTS IN GEOGRAPHY						
Locational knowledge	Place knowledge		Human and physical geography		Geographical skills and fieldwork	
EYFS	Cycle 1 (Year 2 Content)	Cycle 2 (Year 1 Content)	Cycle 1 (Year 4 Content)	Cycle 2 (Year 3 Content)	Cycle 1 (Year 6 Content)	Cycle 2 (Year 5 Content)
<p>Understanding the world People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Local area study</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location, Order Environment, Culture Time, Pattern</p>	<p>Continents, oceans, countries and capital cities of UK and seas</p> <p>LOCATIONAL KNOWLEDGE</p> <p> </p> <p>Location, Order Connection</p>	<p>Rivers</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location, Order, Proximity Region, Landscape, System</p> <p>PLACE KNOWLEDGE</p> <p> </p> <p>Location, Environment, Pattern</p>	<p>Local area study</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location, place, map skills and fieldwork</p>	<p>Physical processes Earthquakes, mountains and volcanoes</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Time, Location, Process Connection, Environment System</p>	<p>World cities, biomes and environmental regions</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location Interdependence, Pattern Environment, Settlement Economic</p>
	<p>Comparison of a non-European location with small area of UK (London and Nairobi)</p> <p>PLACE KNOWLEDGE</p> <p> </p> <p>Location, Environment Culture, Connection</p>	<p>Hot and cold locations</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location, Environment Culture</p>	<p>Map skills and environmental regions</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p>Location, Scale, Proximity</p>	<p>OS maps and scale</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p> </p> <p>Location, Scale, Proximity</p>	<p>Settlements and relationships</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location, Proximity Landscape, Interdependence Lived space</p> <p>PLACE KNOWLEDGE</p> <p>Location, Connection Economic, Order Pattern, Remoteness</p>	<p>4 and 6 figure grid references</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p> </p> <p>Location Absolute position Scale Settlement</p>
	<p>Local area map work skills and introduction to scale</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p> </p> <p>Location, Environment, Pattern, Similar</p> <p>Compare an alternative non-European locality (Village in a rainforest)</p> <p>PLACE KNOWLEDGE</p> <p> </p> <p>Location, Environment Culture, Remoteness</p>	<p>Local area map work skills</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p> </p> <p>Location, Environment, Pattern</p>	<p>Water cycle</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Environment, Connection Interaction, Landscape Process, Cycle</p>	<p>UK Study</p> <p>LOCATIONAL KNOWLEDGE</p> <p> </p> <p>Location, Order Environment, Region Landscape</p>	<p>Comparison study of North America, Europe and UK</p> <p>PLACE KNOWLEDGE</p> <p> </p> <p>Location, Connection Economic, Order Pattern, Remoteness</p>	<p>OS maps and fieldwork</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p> </p> <p>Location, Scale, Proximity</p>
			<p>Latitude and longitude</p> <p>LOCATIONAL KNOWLEDGE</p> <p> </p> <p>Location, Position Diversity, Time</p>	<p>Revisit Human and physical geography</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location, Place, Culture Connection, Interdependence</p>	<p>Maps and orienteering</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p> </p> <p>Location, Proximity Scale, Connection, Pattern</p>	

SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER				
Place and Space	Scale and Connection (Relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)

Examples of Cumulative End Goals – By the end of Year 1

	Community	Knowledge	Power	Democracy
	<p>Pupils develop an understanding of the concept of COMMUNITY through:</p> <p> </p> <ul style="list-style-type: none"> knowing how shops and the high street have changed over time knowing and explaining the lives of significant people and how they lived knowing and explaining how their local area changed 	<p>Pupils develop an understanding of the concept of KNOWLEDGE through:</p> <p> </p> <ul style="list-style-type: none"> knowing and explaining how knowledge and technology has changed our community and local area through a study of shops understanding that knowledge shaped the way significant people thought and influenced what we know and do today <p> </p> <p>Mary Anning, David Attenborough, Neil Armstrong, Mae Jemison, Bernard Harris Jr., Tim Peake</p>	<p>Pupils develop an understanding of the concept of POWER through:</p> <p> </p> <ul style="list-style-type: none"> knowing and explaining how, over time, technology had the power to change the way people lived their lives through shopping knowing and explaining how significant people had the power and determination to change the way people thought and behaved. For example, Mae Jemison experienced racism, but became the first African America woman to become an astronaut knowing and explaining how significant people, such as David Attenborough, have the power and determination to help us understand more about the incredible world we live in and how to care for it better 	<p>Pupils develop an understanding of the concept of DEMOCRACY through:</p> <ul style="list-style-type: none"> knowing and explaining that in the past, people in power were not always chosen by the people knowing and explaining that in the past, some women didn't always have the same rights or status as men – Mary Anning knowing and explaining that sometimes people are not treated fairly
Changes within living memory				
The lives of significant people (Mary Anning and David Attenborough)				
More lives of significant people (Neil Armstrong, Mae Jemison, Bernard Harris Jr., Tim Peake)				

Entry point	September 2023 - July 2024											Key Stage 1 GEOGRAPHY			Cycle 1
		Strong Start	Autumn			Spring			Summer						
KSI Class	SECURING Year 1 ADVANCING Year 2	Geography Location	<i>Y2 Human and physical features 3 KNs</i>			<i>Y2 London and Nairobi comparison study 6 KNs</i>			<i>Y2 Mapping and fieldwork 6 KNs</i>		<i>Y2 Amazon comparison 3 KNs</i>				
			<i>Ref lesson</i>	<i>Y1 KNs</i>	<i>Y2 KNs</i>	<i>Ref lesson</i>	<i>Y1 KNs</i>	<i>Y2 KNs</i>	<i>Y1 KNs</i>	<i>Y2 KNs</i>	<i>Ref lesson</i>	<i>Y1 KNs</i>	<i>Y2 KNs</i>		
			<i>3 weeks</i>			<i>4 weeks</i>			<i>4 weeks</i>		<i>2 weeks</i>				
			<i>+2 possible enrichment opportunities</i>						<i>+1 possible enrichment opportunity</i>						

Entry point	September 2024 - 2025											Key Stage 1 GEOGRAPHY			Cycle 2
			Autumn			Spring			Summer						
KSI Class	SECURING Year 1 ADVANCING Year 2	Geography Strong Start Location	<i>Y1 Continents and oceans UK Countries, cities and seas 6 KNs (+ Strong Start)</i>			<i>Y1 Hot and cold places 6 KNs</i>			<i>Y1 Fieldwork and map skills 4 KNs</i>						
			<i>Y1 KNs</i>	<i>Y2 KNs</i>		<i>Y1 KNs</i>	<i>Y2 KNs</i>	<i>Y1 KNs</i>	<i>Y2 KNs</i>						
			<i>6 weeks</i>			<i>5 weeks</i>			<i>2 weeks</i>						
			<i>+2 possible enrichment opportunities</i>						<i>+1 possible enrichment opportunity</i>						

Entry point	September 2023 - 2024											Lower Key Stage 2 GEOGRAPHY			Cycle 1
	Autumn				Spring				Summer						
LKS2 Class	SECURING Year 3 ADVANCING Year 4	Geography Strong Start Location	<i>Y4 Rivers 3 KNs</i>			<i>Y4 Map skills and Environmental regions 6 KNs</i>			<i>Y4 Water cycle 3 KNs</i>			<i>Y4 Latitude and longitude 6KNs</i>			
			<i>Ref lesson</i>	<i>Y3 KNs</i>	<i>Y4 KNs</i>	<i>Ref lesson</i>	<i>Y3 KNs</i>	<i>Y4 KNs</i>	<i>Ref lesson</i>	<i>Y3 KNs</i>	<i>Y4 KNs</i>	<i>Ref lesson</i>	<i>Y3 KNs</i>	<i>Y4 KNs</i>	
			<i>3 weeks</i>			<i>4 weeks</i>			<i>2 weeks</i>			<i>5 weeks</i>			
			<i>+2 possible enrichment opportunities</i>								<i>+1 possible enrichment opportunity</i>				

Entry point	September 2024 - 2025											Lower Key Stage 2 Geography			Cycle 2
	Strong Start		Autumn				Spring				Summer				
LKS2 Class	SECURING Year 3 ADVANCING Year 4	Geography Location	<i>Y3 Human and physical features 3 KNs</i>			<i>Y3 Fieldwork OS maps 4 KNs</i>			<i>Y3 UK study 6 KNs</i>			<i>Y3 Revisit Human and Physical features 3KNs</i>			
			<i>Y3 KNs</i>	<i>Y4 KNs</i>	<i>Y3 KNs</i>	<i>Y4 KNs</i>	<i>Y3 KNs</i>	<i>Y4 KNs</i>	<i>Y3 KNs</i>	<i>Y4 KNs</i>					
			<i>2 weeks</i>		<i>3 weeks</i>		<i>6 weeks</i>				<i>3 weeks</i>				
			<i>+2 possible enrichment opportunities</i>								<i>+1 possible enrichment opportunity</i>				

Entry point	September 2023 – 2024 Upper Key Stage 2 Geography												Cycle 1	
	Autumn				Spring				Summer					
UKS2 Class	SECURING Year 5 ADVANCING Year 6	Geography Strong Start Location	Y6 Physical processes 6KNs			Y6 Settlements 3 KNs			Y6 UK, Europe and N America comparison study 6 KNs			Y6 OS Maps and fieldwork (orienteering) 6 KNs		
			Ref lesson	Y5 KNs	Y6 KNs	Ref lesson	Y5 KNs	Y6 KNs	Ref lesson	Y5 KNs	Y6 KNs	Ref lesson	Y5 KNs	Y6 KNs
			5 weeks			2 weeks			4 weeks			2 weeks		
			+2 possible enrichment opportunities									+1 possible enrichment opportunity		

Entry point	September 2024 – 2025 Upper Key Stage 2 Geography												Cycle 2
	Strong Start		Autumn				Spring						
UKS2 Class	SECURING Year 5 ADVANCING Year 6	Geography Location	Y5 World countries and biomes 6KNs				Y5 Four and six figure grid references 3KNs				Y5 OS maps and fieldwork (Revisit 4 and 6 figure grid references + contour lines) 6KNs		
			Ref lesson	Y5 KNs	Y6 KNs	Y5 KNs	Y6 KNs	Y5 KNs	Y6 KNs	Y5 KNs	Y6 KNs		
			5 weeks				4 weeks				4 weeks		
			+2 possible enrichment opportunities								+1 possible enrichment opportunity		

Science 2023-2025

	ELG's	How this is achieved in EYFS	Key Vocabulary to be developed in EYFS		Science KS1	
					Year 1	Year 2
Specific Area of Learning Understanding the World	<p>Managing Self</p> <ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. <p>ELG 14 The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. 	<ul style="list-style-type: none"> Discussions at snack time of the importance of healthy food choices. During lunch time discussions. Through stories and circle time discussions, e.g. the story – Now wash your hands and Funny bones. P.E lessons that encourage getting dressed and undressed independently. Naming body parts through songs – Heads, shoulders, knees, and toes. RSE link – Correct naming of body parts. Talking about pets at home. Exploring minibeasts and recording our observations. 	<ul style="list-style-type: none"> Exercise Healthy Wash Toothbrush Tooth / Teeth Body Head Bones Skeleton Family 	<ul style="list-style-type: none"> Animal Human Mammal Bird Fish Amphibian Insect Lifecycle Nocturnal 	Animals, including humans.	
	<p>ELG 14 The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. 	<ul style="list-style-type: none"> Going on walks to observe the local environment and to compare and learn about the seasons. Taking photos to compare seasons and discuss. Planting seeds and plants. Looking after the EYFS garden. Creating bug hotels. 	<ul style="list-style-type: none"> Lifecycle Plant seed grow roots Flower 	<ul style="list-style-type: none"> Seasons Autumn Winter Spring Summer Change Weather 	Plants	Living things and their habitats.
	<p>ELG 14 The Natural World</p> <ul style="list-style-type: none"> Understanding some important processes and changes in the natural world around them, including seasons and changing states of matter. 	<ul style="list-style-type: none"> Growing plants from bulbs and seeds. Making boats to explore best materials. Water tray activities to explore water, ice, and materials that float and sink. Testing the best material for a raincoat for Paddington bear. 	<ul style="list-style-type: none"> Material Wood Plastic Glass Float 	<ul style="list-style-type: none"> Sink Liquid Solid 	Everyday materials	Uses of everyday materials.
Scientific Vocabulary – scientist, sort, observation, identify, compare, group, investigate, test, evaluate						

CUSP Science Mixed Age Sequence Content Progression

KS1	Autumn	Spring	Summer
Cycle 1 2023 – 2024 (Year 2)	Living things and their habitats Animals, including humans	Uses of everyday materials Revisit Living things and their habitats / materials	Plants Revisit Living things and their habitats / Animals, including humans
Cycle 2 2024 – 2025 (Year 1)	Seasonal changes and daily weather Introduce Plants – (trees) Animals, including humans	Everyday materials Revisit 1: Animals, including humans	Plants Revisit 2: Plants, Animals including humans
LKS2			
Cycle 1 2023 – 2024 (Year 4)	Living things and their habitats States of matter	Animals, including humans	Electricity Sound
Cycle 2 2024 – 2025 (Year 3)	Rocks Animals, including humans Revisit Rocks	Forces and magnets Plants	Plants continued Light
UKS2			
Cycle 1 2023 – 2024 (Year 6)	Electricity Animals including humans (circulatory system)	Animals including humans (water transport) Light	Living things and their habitats Evolution and inheritance
Cycle 2 2024 – 2025 (Year 5)	Properties and changes of materials Animals, including humans	Forces (Gravity and Galileo) Earth in space	Living things and their habitats Forces continued

	EYPS Understanding the world	Cycle 1 (Year 2 Content)	Cycle 2 (Year 1 Content)	Cycle 1 (Year 4 Content)	Cycle 2 (Year 3 Content)	Cycle 1 (Year 6 Content)	Cycle 2 (Year 5 Content)
Biology (53% of Science content)	The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.	Living things and their habitats (+ revisit modules)		Living things and their habitats		Living things and their habitats	Living things and their habitats
		Plants	Plants		Plants		
		Animals, including humans (+ revisit modules)	Animals, including humans (+ revisit modules)	Animals, including humans	Animals, including humans	Animals, including humans	Animals, including humans
Physics (29% of Science content)	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		Seasonal changes (+ revisit module)		Light	Light	
					Forces and magnets		Forces
				Electricity		Electricity	
				Sound			
							Earth and space
Chemistry (18% of Science content)		Use of everyday materials	Everyday materials				Properties and change of materials
					Rocks (+ revisit module)		
				States of matter			

Mixed Aged Sequence Years 1 and 2

Entry point	September 2023 – July 2024							Key Stage 1 Science										Cycle 1				
		Strong Start	Autumn 14 weeks					Strong Start	Spring 12 weeks					Strong Start	Summer 12 weeks							
KSI Class	SECURING Year 1 ADVANCING Year 2	Science Becoming a scientist	Y2 Living things and their habitats 6 KNs			Y2 Introduce Animals including humans 6KNs			Science Becoming a scientist	Y2 Uses of Everyday materials 6 KNs			Y2 Revisit Living things and their habitats / materials 3KNs			Science Becoming a scientist	Y2 Plants 6KNs			Y2 Revisit 2 living things and their habitats 3 KNs		
			Ref lesson	Y1 KNs	Y2 KNs	Ref lesson	Y1 KNs	Y2 KNs		Ref lesson	Y1 KNs	Y2 KNs	Ref lesson	Y1 KNs	Y2 KNs		Y1 KNs	Y2 KNs	Y1 KNs	Y2 KNs		
			6 sessions			6 sessions				6 sessions			5 sessions (+2)				6 sessions			5 sessions (+2)		

This means there are 2 spare sessions beyond the allocated science lessons to enrich, elaborate or consolidate learning.

Entry point	September 2024 – July 2025							Key Stage 1 Science										Cycle 2				
		Strong Start	Autumn					Strong Start	Spring					Strong Start	Summer							
KSI Class	SECURING Year 1 ADVANCING Year 2	Science Becoming a scientist	Y1 Seasonal changes and weather 3 KNs		Y1 Introduce plants (trees) 3KN		Y1 Introduce Animals including humans 5 KNs			Science Becoming a scientist	Y1 Everyday materials 6 KNs		Y1 Revisit 1 Animals including humans 3 KNs			Science Becoming a scientist	Y1 Plants 3 KNs			Y1 Second revisit Animals and Plants 3 KNs		
			Y1 KNs	Y2 KNs	Y1 KNs	Y2 KNs	Y1 KNs	Y2 KNs	Y1 KNs		Y2 KNs	Y1 KNs	Y2 KNs	Y1 KNs	Y2 KNs		Y1 KNs	Y2 KNs	Y1 KNs	Y2 KNs		
			3 sessions		3 sessions (+1 enrichment opportunity)		5 sessions (+1 enrichment opportunity)				6 sessions		5 sessions (+2)				5 sessions (+2)			6 sessions (+3)		

Mixed Aged Sequence Years 3 and 4

Starting point	September 2023 - July 2024										Lower Key Stage 2 Science										Cycle 1		
		Strong Start		Autumn						Strong Start		Spring				Strong Start		Summer					
LKS2 Class	SECURING Year 3 ADVANCING Year 4	Science Becoming a scientist		Y4 Living thing and their habitats 8 KOs			Y4 States of matter 6 KOs			Science Becoming a scientist		Y4 Animals including humans 8 KOs			Science Becoming a scientist		Y4 Electricity 3 KOs			Y4 Sound 3 KOs			
				12 KO	14 KO	12 KO	14 KO	12 KO	14 KO			12 KO	14 KO	12 KO			14 KO						
				6 sessions			7 sessions (+1 enrichment opportunity +2)					11 sessions (+2)					6 sessions (+2)			8 sessions (+3)			

This means there are 2 spare sessions beyond the allocated science lessons to enrich, elaborate or consolidate learning.

Starting point	September 2024 - July 2025										Lower Key Stage 2 Science										Cycle 2		
		Strong Start		Autumn 14 weeks						Strong Start		Spring 12 weeks				Strong Start		Summer 12 weeks					
LKS2 Class	SECURING Year 3 ADVANCING Year 4	Science Becoming a scientist		Y3 Rocks 6 KOs		Y3 Animals including humans 3 KOs		Y3 Revisit Rocks 3 KOs		Science Becoming a scientist		Y3 Forces and magnets 6 KOs		Y3 Plants 3 KOs 6 KOs in total		Science Becoming a scientist		Y3 Plants 2 KOs		Y3 Light 3 KOs			
				12 KO	14 KO	12 KO	14 KO	12 KO	14 KO			12 KO	14 KO	12 KO	14 KO			12 KO	14 KO	12 KO	14 KO		
				8 sessions		4 sessions (+1)		3 sessions + 1 enrichment opportunity				6 sessions		6 sessions (+2)				6 sessions (+2)		8 sessions (+3)			

Mixed Aged Sequence Years 5 and 6

Starting point	September 2023 – July 2024										Upper Key Stage 2 Science						Cycle 1	
	Strong start		Autumn 14 weeks				Strong start		Spring 12 weeks				Strong start		Summer 12 weeks			
UKS2 Class Year 5 Year 6	SECURING Year 5 ADVANCING Year 6	Science Becoming a scientist	Y6 Electricity 3 KNs		Y6 Animals including humans (+ water transport) 7 KNs		Y6 Animals including humans (+ water transport) 3 KNs		Y6 Light 6 KNs		Science Becoming a scientist		Y6 Living things and their habitats 6 KNs		Y6 Evolution and inheritance 6 KNs			
			5 sessions (+2)		5 sessions (+1)		4 sessions (+1)		7 sessions (+1)		5 sessions		5 sessions					

This means there are 2 spare sessions beyond the allocated science lessons to enrich, elaborate or consolidate learning

Starting point	September 2024 – July 2025										Upper Key Stage 2 Science						Cycle 2	
	Strong start		Autumn				Strong start		Spring				Strong start		Summer			
UKS2 Class Year 5 Year 6	SECURING Year 5 ADVANCING Year 6	Science Becoming a scientist	Y5 Properties and changes of materials 5 KNs		Y5 Animals including humans 3 KNs		Y6 Forces 4 KNs		Y6 Earth in Space 5 KNs		Science Becoming a scientist		Y6 Living things and their habitats 6 KNs		Y6 Forces continued 2 KNs			
			5 sessions (+2)		5 sessions (+2)		5 sessions (+1)		5 sessions (+1)		5 sessions		5 sessions (+2)					

Examples of Cumulative End Goals – By the end KS1 Cycle 1 (Year 2 content)

	BIOLOGY	PHYSICS	CHEMISTRY
	Pupils develop an understanding of the concept of BIOLOGY through: 	Pupils develop an understanding of the concept of PHYSICS through: 	Pupils develop an understanding of the concept of CHEMISTRY through:
Living things and their habitats <i>Biology</i>	<ul style="list-style-type: none"> knowing and explaining the common characteristic of living things, such as MRS GREN knowing and explaining the difference between things that are living, dead and things that have never been alive knowing and explaining what a habitat is and why plants and animals that live there are best suited to it 		<ul style="list-style-type: none"> knowing and explaining what properties everyday materials have knowing, comparing and explaining the properties and suitability of everyday materials for particular uses, such as glass in windows or bricks for building – identifying what is suitable or unsuitable
Animals, including humans <i>Biology</i>	<ul style="list-style-type: none"> knowing and identifying a variety of plants and animals in micro-habitats and habitats knowing and explaining what an animal is and how they get their food from other plants and animals knowing and explaining what a simple food chain is, including the direction of energy 		<ul style="list-style-type: none"> knowing and explaining how the shape of everyday materials can be changed, for example by squashing, bending, twisting and stretching
Uses of everyday materials <i>Chemistry</i>	<ul style="list-style-type: none"> knowing and explaining that animals, including humans, have offspring which grow into adults knowing and explaining simple life cycles of animals, including humans knowing and explaining that animals need water, food and air to survive knowing and explaining that to be healthy, humans need to exercise, eat the right amounts of different types of food and keep clean 		<ul style="list-style-type: none"> explaining how significant scientists have made useful things from knowing about the properties of materials, such as Charles Macintosh
Plants <i>Biology</i>	<ul style="list-style-type: none"> knowing and explaining what conditions are needed for seeds to germinate and mature into plants knowing and explaining how bulbs grow knowing and explaining the conditions that plants need to thrive, grow, mature, and reproduce 		

Examples of Cumulative End Goals – By the end KS1 Cycle 2 (Year 1 content)

	BIOLOGY	PHYSICS	CHEMISTRY
	Pupils develop an understanding of the concept of BIOLOGY through: 	Pupils develop an understanding of the concept of PHYSICS through: 	Pupils develop an understanding of the concept of CHEMISTRY through:
Seasonal changes and daily weather <i>Physics</i>	<ul style="list-style-type: none"> knowing and explaining what an animal is and what a plant is knowing and explaining how seasons influence plants and animals knowing and identifying the common features of fish, amphibians, reptiles, birds and mammals 	<ul style="list-style-type: none"> knowing and explaining the order of seasons knowing and explaining the changes within each season including months of the year knowing different patterns of weather and explaining, for example, how rain can occur in all seasons knowing that the earth rotates and explaining how day and night occurs 	<ul style="list-style-type: none"> knowing the properties of everyday materials, such as wood, plastic, glass, metal, water and rock knowing and explaining the difference between an object and the material from which it is made, such as metal and a spoon knowing and explaining the properties of materials, such as hard / soft, stretchy, / stiff, rough / smooth, bendy / rigid, waterproof / not waterproof, absorbent / not absorbent, opaque / translucent / transparent knowing, explaining and grouping a range of everyday materials depending on their properties
Animals, including humans <i>Biology</i>	<ul style="list-style-type: none"> knowing, explaining and grouping animals by the types of food they eat knowing and explaining the places (habitats) that fish, amphibians, reptiles, birds and mammals live knowing and locating the main body parts of a human 		
Everyday materials <i>Chemistry</i>	<ul style="list-style-type: none"> knowing the five senses and explaining how they help compare different textures, sounds and smells knowing and identifying the basic structure of plants and trees, such as roots, bulbs, stem, leaf, flower, fruits, trunk, branch and crown knowing and identifying the common names of wild and garden plants 		
Plants <i>Biology</i>	<ul style="list-style-type: none"> knowing and identifying explaining different trees in the locality, such as oak or Scots Pine... knowing and explaining the difference between evergreen and deciduous trees, including the influence of seasons 		

Examples of Cumulative End Goals – By the end LKS2 Cycle 1 (Year 4 content)

	BIOLOGY	PHYSICS	CHEMISTRY
	Pupils develop an understanding of the concept of BIOLOGY through:	Pupils develop an understanding of the concept of PHYSICS through:	Pupils develop an understanding of the concept of CHEMISTRY through:
Living things and their habitats <i>Biology</i>	<ul style="list-style-type: none"> knowing and explaining that living things can be grouped in a variety of ways, such as vertebrate or invertebrate and flowering and non-flowering plants knowing, using and explaining the classification of vertebrates, such as fish, amphibians, reptiles, birds and mammals 	<ul style="list-style-type: none"> knowing and explaining that household appliances run on electricity from mains or batteries knowing, identifying and explaining what a simple single loop circuit is (also known as a simple series electrical circuit) knowing, identifying and explaining the component of a single loop circuit, such as cells, wires, bulbs, switches and buzzers 	<ul style="list-style-type: none"> knowing and explaining what matter and state means being introduced to simple models that explain what particles are
States of matter <i>Chemistry</i>	<ul style="list-style-type: none"> knowing, using and explaining the classification of invertebrates, such as snails and slugs, worms, spiders and insects knowing and use classification keys to group, identify and name a variety of living things in their local environment knowing and explaining the impact on living things if their habitat changes 	<ul style="list-style-type: none"> knowing and explaining whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery knowing and explaining that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a single loop circuit knowing and identifying that some common conductors and insulators as well as associating metals with being good conductors. knowing and explaining that current is the flow of electricity through a circuit 	<ul style="list-style-type: none"> knowing and explaining the difference between solids, liquids and gases, such as solids hold their shape, liquids form a pool not a pile and gases escape from an unsealed container observing and knowing that some materials change state when they are heated or cooled, such as water evaporating or butter melting knowing and using Celsius as a measure of temperature
Animals, including humans <i>Biology</i>	<ul style="list-style-type: none"> knowing and identifying the parts of the human digestive system, such as the mouth, tongue, teeth, oesophagus, stomach, small and large intestine 	<ul style="list-style-type: none"> knowing and explaining how sounds are made through vibrations and travel as waves knowing and explaining how sounds travel through a medium, such as a solid (wood), a liquid (water) or gas (air) 	<ul style="list-style-type: none"> knowing and explaining the part played by evaporation and condensation in the water cycle observing, knowing and explaining how the rate of evaporation is associated with temperature
Electricity <i>Physics</i>	<ul style="list-style-type: none"> knowing and explaining the functions of the parts of the human digestive system, such as the mouth, tongue, teeth, oesophagus, stomach, small and large intestine knowing and explaining the different teeth that carnivores and herbivores have and why this is important for their diet 	<ul style="list-style-type: none"> knowing and explaining how sounds travel through a medium to the ear as vibrations knowing and explaining that sound is the transfer of energy knowing and explaining what pitch means – frequency of the sound wave knowing and explaining what loudness means – the size of the sound wave 	
Sound <i>Physics</i>	<ul style="list-style-type: none"> knowing, constructing and explaining food chains knowing and identifying producers, predators and prey in a food chain 	<ul style="list-style-type: none"> knowing, identifying and explaining patterns between the pitch of a sound and the features of the object that produced it, such as the length of an elastic band knowing, identifying and explaining patterns between the volume of a sound and the strength of the vibrations that produced it, such as the bang of a drum knowing and explaining that sounds get fainter as the distance from the sound source increases 	

Examples of Cumulative End Goals – By the end LKS2 Cycle 2 (Year 3 content)

	BIOLOGY	PHYSICS	CHEMISTRY
	Pupils develop an understanding of the concept of BIOLOGY through:	Pupils develop an understanding of the concept of PHYSICS through:	Pupils develop an understanding of the concept of CHEMISTRY through:
Rocks <i>Chemistry</i>	<ul style="list-style-type: none"> knowing and explaining that animals, including humans, need the right types and amounts of nutrition knowing and explaining that animals only get nutrition from the food they eat – they cannot make their own food like plants 	<ul style="list-style-type: none"> knowing how objects move on different surfaces using friction and resistance to explain why knowing and explaining the difference between contact and non-contact forces knowing and explaining how magnets attract and repel each other 	<ul style="list-style-type: none"> knowing and explaining that rocks can be grouped together on the basis of their appearance and properties knowing and explaining how rocks are formed knowing and explaining what a rock is and what is not a rock
Animals, including humans <i>Biology</i>	<ul style="list-style-type: none"> knowing, identifying and explaining the purpose and function of the human skeleton, such as supporting the body, protecting the lungs and helping joints move knowing, identifying and explaining the purpose and function of the muscles, such as skeletal, cardiac or smooth muscles 	<ul style="list-style-type: none"> knowing and explaining how magnets attract some materials and not others using what they know about the properties of materials from KS1 to group everyday materials that are attracted to a magnet 	<ul style="list-style-type: none"> knowing and explaining different types of rock, such as igneous, sedimentary and metamorphic rock knowing and explaining how fossils of animals and plants are formed knowing and explaining the different types of fossils, including body and trace fossil
Forces and magnets <i>Physics</i>	<ul style="list-style-type: none"> knowing and explaining the difference between vertebrates and invertebrates knowing and identifying the structure of the different parts of flowering plants 	<ul style="list-style-type: none"> knowing and identifying magnetic materials knowing and explaining that a magnet has two poles, and predicting whether they will attract or repel each other 	<ul style="list-style-type: none"> knowing and explaining what soil is made from knowing and explaining the different types of material that make up soil, including rocks and organic matter
Plants <i>Biology</i>	<ul style="list-style-type: none"> knowing and explaining the function of the parts of flowering plants knowing and explaining what plants need to live and grow, such as air, light, water, nutrients from soil and space to grow 	<ul style="list-style-type: none"> knowing and explaining that light is needed to see things knowing and explaining that dark is the absence of light knowing and explaining that light is reflected from surfaces and enters our eyes 	
Light <i>Physics</i>	<ul style="list-style-type: none"> knowing how water is transported within plants and explaining the process of transpiration knowing and explaining the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal 	<ul style="list-style-type: none"> knowing that the light of the sun can be dangerous and how to protect their eyes knowing and explaining that shadows are formed when light from a source is blocked by an opaque object knowing and explaining how shadows change size 	

PE EYFS Curriculum Map

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	How to catch a Star	Hungry Caterpillar	Jack and the Beanstalk	Elmer	Seaside	Space
Character Values	<i>Self-Belief, Determination</i>	<i>Self-Belief, Determination</i>	<i>Self-Belief, Determination</i>	<i>Self-Belief, Determination</i>	<i>Self-Belief, Determination</i>	<i>Self-Belief, Determination</i>
Aims of the unit	Children will be assessed and develop basic FMS skills. A baseline will be completed at the start of every unit.	Children will be assessed and develop basic FMS skills. A baseline will be completed at the start of every unit.	Children will be assessed and develop basic FMS skills. A baseline will be completed at the start of every unit.	Children will be assessed and develop basic FMS skills. A baseline will be completed at the start of every unit.	Children will be assessed and develop basic FMS skills. A baseline will be completed at the start of every unit.	Children will be assessed and develop basic FMS skills. A baseline will be completed at the start of every unit.

PE Year 1&2 Curriculum Map - Year A - Lesson 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Baseline Assessment KS1 -Y1 Athletics	Jack and the Beanstalk - Gym	Y1 - Toy Story -Dance	Y1 FMS - Overarm Throw Lessons	FMS- Bouncing and Catching	Games - Piggy in the Middle
Character Values	<i>Co-operation, Encouragement, Honesty, Self-Belief</i>	<i>Confidence, Self-Belief, Determination</i>	<i>Collaboration, Imagination, Self-Belief</i>	<i>Concentration, Co-operation, Determination</i>	<i>Co-operation, Determination, Self-Belief</i>	<i>Co-operation, Self-Belief, Honesty</i>
Aims of the unit	Children will be assessed and develop basic FMS skills. A baseline will be completed at the start of every unit.	Children will investigate movement and explore gymnastics actions on the floor and apparatus. They copy and create short movement phrases of linked actions.	Children will explore basic body actions and use different parts of their body to create and repeat short dances.	Children will develop basic game-playing skills, in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games.	Children will develop basic game-playing skills, in particular the FMS of throwing and catching. They play games based on net games and striking and fielding.	Children will improve and apply their basic FMS. They play games that demand simple choices and decisions. They continue to practice and refine their FMS and techniques, using them to outwit their opponent's.

PE Year 1&2 Curriculum Map - Year A - Lesson 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	FMS - Rolling	FMS - Throwing underarm	Y1 - Athletics	Games - Striking and Fielding	Invasion Games - Bounce Ball	Y2 - Athletics
Character Values	<i>Co-operation, Concentration, Self-Belief</i>	<i>Concentration, Determination</i>	<i>Co-operation, Self-Belief, Honesty, Encouragement</i>	<i>Communication, Self-Belief</i>	<i>Courage, Self-Belief</i>	<i>Resilience, Self-Belief</i>
Aims of the unit	Children will develop basic game-playing skills, in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games.	Children will develop basic game-playing skills, in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games.	Children will develop basic game-playing skills, in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games.	Children will improve and apply their basic FMS. They play games that demand simple choices and decisions. They continue to practice and refine their FMS and techniques, using them to outwit their opponent's.	Children will perform 10 FMS skills running, and take part in challenges.	Children will explore running, jumping and throwing activities, and take part in challenges and competitions. They experiment with different ways of travelling, throwing and jumping.

PE Year 3&4 Curriculum Map - Year A - Lesson 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Invasion Games - Handball	Dance - Superheros	Dance - Rock and Roll	Year 3 Gymnastics activities	Y3/4 Net and Wall Core Task 1	Y3/4 Striking and fielding - cricket
Character Values	Honesty,	Communication	Co-operation	Trust, Collaboration, Evaluation	Co-operation, Determination, Self-Belief	Communication, Evaluation
Aims of the unit	Children will learn to apply their understanding and skills from Key Stage 1. Children will improve their accuracy in throwing and catching, and will learn new invasion game sport specific techniques.	Children perform dances, focusing on creating, adapting and linking a range of dance actions. These are inspired by a variety of subjects, including some traditional, social and/or historical dances.	Children perform dances, focusing on creating, adapting and linking a range of dance actions. These are inspired by a variety of subjects, including some traditional, social and/or historical dances.	Children will focus on the quality of improving their movements. They will learn how to perform actions and sequences, and develop flow by linking actions smoothly.	Children will learn to develop the skills they need for net/wall games and on how to use these skills to make the game difficult for their opponent.	Children will learn how to hit or strike a ball into different spaces, so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters' score down.

PE Year 3&4 Curriculum Map - Year A - Lesson 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Athletics Activities	Boccia	OAA - Trust and Trails	Netball	Swimming	Net & Wall - Tennis
Character Values	<i>Resilience, Evaluation</i>	<i>Self-discipline, Respect</i>	<i>Communication, trust, self-discipline</i>	<i>Honesty, Collaboration, Evaluation</i>	<i>Responsibility, Determination, Self-Belief</i>	<i>Decision-making, Evaluation</i>
Aims of the unit	Children should concentrate on developing a good basic running, jumping and throwing techniques. Children will develop their technical understanding across all areas of athletics.	Children will continue to learn simple attacking tactics through playing a target game.	Children will take part in a range of trust and trail activities. The task they will tackle will require trust, cooperation and self-discipline.	Children will learn to apply their understanding and skills from Key Stage 1. Children will improve their accuracy in throwing and catching, and will learn new invasion game sport specific techniques.	Children will learn to swim competently and confidently over a minimum distance of 25m, using a range of strokes effectively. They will learn how to perform safe self-rescue in different water-based situations.	Children will learn to develop the skills they need for net/wall games and on how to use these skills to make the game difficult for their opponent.

PE Year 5&6 Curriculum Map - Year A - Lesson 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	OAA Teambuilding	Dance -Food, Glorious Food	Y6 Gymnastic Activities 1	Y5/6 Athletics	Net and Wall Tennis	Striking and fielding - cricket
Character Values	<i>Problem-solving, Communication, Decision-making</i>	<i>Co-operation</i>	<i>Resourcefulness, Responsibility, Evaluation</i>	<i>Co-operation, Determination, Self-Belief</i>	<i>Decision-making, Evaluation</i>	<i>Communication, Encouragement, Decision-making Evaluation</i>
Aims of the unit	Children will take part in more complex orienteering events and teamwork challenges. They will learn to read maps more accurately and to adapt their skills to meet challenges set.	Children perform dances, focusing on creating, adapting and linking a range of dance actions. These are inspired by a variety of subjects, including some traditional, social and/or historical dances.	Children will develop a wider range of actions and abilities individually, and in a sequence with a partner. Children will create longer sequences with a partner to perform paired balances for an audience.	Children will focus on the quality of improving their skills.	Children will learn to develop the range and quality of their skills when using rackets. They will also learn specific tactics and skills for Net/Wall games.	Children will learn to develop the range and quality of their skills when using rackets. They learn how to play different roles of bowler, batter, backstop and fielder.

PE Year 5&6 Curriculum Map - Year A - Lesson 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Y5 Gymnastics Activities 1	Invasion games - Netball	Y 5/6 Dance - Earthlings	Striking and fielding - Rounder's	Creative Games	Y5/6 Badminton
Character Values	<i>Resourcefulness, Responsibility, Evaluation</i>	<i>Co-operation</i>	<i>Empathy, Self-Discipline</i>	<i>Communication, Encouragement, Decision-making, Evaluation</i>	<i>Decision-making, Problem-solving, Cooperation, Evaluation</i>	<i>Decision-making, Evaluation</i>
Aims of the unit	Children will develop a wider range of actions and abilities individually, and in a sequence with a partner. Children will create longer sequences with a partner to perform paired balances for an audience.	Children will learn how to work well as a team and apply attacking and defending skills through modified versions of 4V4 & 5V5 games. Children will also learn a wider range of sport specific techniques.	Children use their knowledge of compositional principles to develop sequences that show awareness of their audience. Children will plan and perform a sequence with a partner.	Children will learn to develop the range and quality of their skills when using rackets. They learn how to play different roles of bowler, batter, backstop and fielder.	Children will apply their knowledge and understanding of invasion games to create their own game which follows the principles of invasion games.	Children will learn to develop the range and quality of their skills when using rackets. They will also learn specific tactics and skills for Net/Wall games.

Half term/Key Question	Topic	In this unit of work, students learn...	Quality assured resources to support planning
Autumn 1 – What is the same and different about us?	<p>Relationships</p> <p>Ourselves and others; similarities and differences; individuality; our bodies</p> <p>PoS refs: H21, H22, H23, H25, R13, R23, L6, L14</p>	<ul style="list-style-type: none"> • what they like/dislike and are good at • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common • to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private 	<p><u>SCARF linked lessons-</u> Same or different Thinking about feelings Pass on the praise Good friends Why we have classroom rules Our feelings Feelings and bodies Our special people balloon Good or bad touches Secrets or surprise</p> <p><u>Activities linked to learning</u> Medway resource lesson 3 'Everybody's body' – on download Nspcc – The underwear rules resource Scholastic – Health and Wellbeing book 5-7</p>
Autumn 2 – Who is special to us?	<p>Relationships</p> <p>Ourselves and others; people who care for us; groups we belong to; families</p> <p>PoS refs: L4, R1, R2, R3, R4, R5</p>	<ul style="list-style-type: none"> • that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do/ enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	<p><u>SCARF linked lessons-</u> Our special people balloon Who are our special people?</p> <p><u>Activities linked to topic</u> Medway resource lesson 1 'My special people' – on download Metro Charity KS1 –'Love and respectful relationships' – on download Family tree List of out of school clubs and celebrations of these – display? Family photos – notice features that are the same and different Christmas gifts for special people Scholastic – Health and Wellbeing book 5-7</p>

Half term/Key Question	Topic	In this unit of work, students learn...	Quality assured resources to support planning
Spring 1 – What helps us stay healthy?	Health and wellbeing Being healthy; hygiene; medicines; people who help us with health PoS refs: H1, H5, H6, H7, H10, H39	<ul style="list-style-type: none"> • what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • that things people put into or onto their bodies can affect how they feel • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing 	<p><u>SCARF linked lessons –</u> Eat well Harold's wash and brush up Catch it! Bin it! Kill it! I can eat a rainbow Healthy me Super sleep</p> <p><u>Activities linked to learning-</u> Glitter handwashing lesson Teeth brushing- on download Scholastic – Health and Wellbeing book 5-7</p>
Spring 2 – What can we do with money?	Living in the wider world Money; making choices; needs and wants PoS refs: L10, L11, L12, L13	<p>what money is - that money comes in different forms</p> <ul style="list-style-type: none"> • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this 	<p><u>SCARF linked lessons</u> Harold's money How should we look after money?</p> <p><u>Activities linked to learning-</u> List of needs and wants How could we keep money safe? Making a piggy bank Collecting pennies in a jar for something special in school Virtual shop as class rewards Scholastic – Health and Wellbeing book 5-7</p>
Half term/Key Question	Topic	In this unit of work, students learn...	Quality assured resources to support planning

<p>Summer 1 -</p> <p>Who keeps us safe?</p>	<p>Health and wellbeing</p> <p>Keeping safe; people who help us</p> <p>PoS refs: H33, H35, H36, R15, R20, L5</p>	<p>that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</p> <ul style="list-style-type: none"> • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say 	<p><u>SCARF linked lessons-</u> Harold loses Geoffrey Who could help? 1 & 2 Harold's school rules What could Harold do?</p> <p><u>Activities linking to learning-</u> Road safety Emergency services visitors Writing instructions for dialling 999 Scholastic – Health and Wellbeing book 5-7 https://lancashire.minifirstaid.co.uk/classes/classes-for-children book classes for the children</p>
<p>Summer 2 –</p> <p>How can we look after each other and the world?</p>	<p>Living in the wider world</p> <p>Ourselves and others; the world around us; caring for others; growing and changing</p> <p>PoS refs: H26, H27, R21, R22, R24, R25, L2, L3</p>	<p>how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</p> <ul style="list-style-type: none"> • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group 	<p><u>SCARF linked lessons</u> Around and about the school Taking care of something Then and now Keeping privates private Inside my wonderful body Taking care of a baby</p> <p><u>Activities linking to learning-</u> Monitor jobs ready for year 2 Looking after an area in the school grounds Pet project Medway resource lesson 2 'Growing up the human lifecycle' – on download Scholastic – Health and Wellbeing book 5-7</p>

Half term/Key Question	Topic	In this unit of work, students learn...	Quality assured resources to support planning
Autumn 1 What makes a good friend?	<p>Relationships</p> <p>Friendship; feeling lonely; managing Arguments</p> <p>PoS refs: R6, R7, R8, R9, R25</p>	<p>how to make friends with others</p> <ul style="list-style-type: none"> • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy 	<p><u>SCARF linked lessons-</u> My special people Being a good friend Let's all be happy Fun or Not? Activities linking to learning- Emotion graphs Worry monster Friendship recipe Design a friendship stop for the playground Random acts of kindness Scholastic – Health and Wellbeing book 5-7</p>
Autumn 2 What is bullying?	<p>Relationships</p> <p>Behaviour; bullying; words and actions; respect for others</p> <p>PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25</p>	<p>how words and actions can affect how people feel</p> <ul style="list-style-type: none"> • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 	<p><u>SCARF linked lessons-</u> Should I tell? Solve the problem A helping hand I don't like that! Bullying or teasing? Don't do that! Types of bullying Some secrets should never be kept Feeling safe</p> <p>Activities linking to learning- Worry monster The Bad seed Can you fill a bucket? Scholastic – Health and Wellbeing book 5-7</p>

Half term/Key Question	Topic	In this unit of work, students learn...	Quality assured resources to support planning
Spring 1 What jobs do people do?	Living in the wider world People and jobs; money; role of the internet PoS refs: L15, L16, L17, L7, L8	how jobs help people earn money to pay for things they need and want <ul style="list-style-type: none"> • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life 	<u>SCARF linked lessons-</u> Harold saves for something special Harold goes camping <u>Activities linking to learning-</u> Find out different job roles Look at jobs the parents do – home learning task to gather information Make a money box Make a savings challenge for class – pennies in a jar Scholastic – Health and Wellbeing book 5-7 https://www.valuesmoneyandme.co.uk/teachers/charity-job-week-ks1
Spring 2 What can help us stay safe?	Health and wellbeing Keeping safe; recognising risk; rules PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9	how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/household products and online) <ul style="list-style-type: none"> • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them 	<u>SCARF linked lessons-</u> How safe would you feel? What should Harold say? Harold's picnic Respecting privacy <u>Activities linking to learning-</u> Bike ability Water safety posters Online safety Nspcc Scholastic – Health and Wellbeing book 5-7 https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends https://lifeliveit.redcross.org.uk/ https://www.bbc.co.uk/bitesize/topics/z4pp34j/resources/1

Half term/Key Question	Topic	In this unit of work, students learn...	Quality assured resources to support planning
Summer 1 What helps us grow and stay healthy?	Health and wellbeing Being healthy: eating, drinking, playing and sleeping PoS refs: H1, H2, H3, H4, H8, H9	that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest <ul style="list-style-type: none"> • that eating and drinking too much sugar can affect their health, including dental health • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun 	<u>SCARF linked lessons-</u> My Day Harold's Bathroom Harold's postcard – keeping us clean and healthy My body needs...? What does my body do? <u>Activities linking to learning-</u> Scholastic – Health and Wellbeing book 5-7 https://www.nhs.uk/change4life/food-facts/sugar/sugar-swaps-for-kids www.childrenshandwashing.co.uk/a/Glitter_Experiment.pdf https://www.bbcgoodfood.com/recipes/collection/snacks-kids https://www.twinkl.co.uk/resource/cfe-p-197-germs-and-ladders-board-game https://www.youtube.com/watch?v=jd3bWUAa9qM
Summer 2 How do we recognise feelings?	Health and wellbeing Feelings; mood; times of change; loss and bereavement; growing up PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H27	how to recognise, name and describe a range of feelings <ul style="list-style-type: none"> • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it 	<u>SCARF linked lessons-</u> How are you feeling today? How do we make others feel? Who makes us what we are? Haven't you grown! My body, your body. <u>Activities linking to learning-</u> Emotions graph Worry monster Mental Health Resources – on download Dealing with Grief – On download https://www.bbc.co.uk/bitesize/topics/zxccwmn/resources/1 https://www.elsa-support.co.uk/max-a-story-about-hurt-feelings/

Half term/Key Question	Topic	In this unit of work, students learn...	Quality assured resources to support planning
Autumn 1 How can we be a good friend?	<p>Relationships</p> <p>Friendship; making positive friendships, managing loneliness, dealing with arguments</p> <p>PoS refs: R10, R11, R13, R14, R17, R18</p>	<p>how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</p> <ul style="list-style-type: none"> • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support 	<p><u>SCARF linked lessons-</u> Friends are special Relationship Tree Secret or surprise? Dan's dare Family and friends</p> <p><u>Activities linking to learning-</u> Medway resource lesson 1-2 'friendship – on download Feelings folder – on download Friendship folder – on download Acts of kindness for children Have you filled a bucket today? – book Scholastic – Health and Wellbeing book 7-9</p>
Half term/Key Question	Topic	In this unit of work, students learn...	Quality assured resources to support planning
Autumn 2	<p>Health and wellbeing</p>	<p>how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or</p>	<p><u>SCARF linked lessons-</u> Danger or Risk?</p>

What keeps us safe?	<p>Keeping safe; at home and school; our bodies; hygiene; medicines and household products</p> <p>PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29</p>	<p>others) safe</p> <ul style="list-style-type: none"> • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including calling for help and speaking to the emergency services 	<p>The risk robot Safe or unsafe? Helping each other stay safe Getting on with your nerves Alcohol and cigarettes – the facts Help or harm? None of your business! Basic First aid</p> <p><u>Activities linked to learning –</u> https://www.educationquizzes.com/ks2/personal-social-and-health-education/keeping-safe/ https://lifeliveit.redcross.org.uk/ NSPCC – PANTS underwear rule Bike ability Scholastic – Health and Wellbeing book 7-9</p>
Half term/Key Question	Topic	In this unit of work, students learn...	Quality assured resources to support planning
Spring 1	Relationships		<u>SCARF linked lessons-</u> Friends and family

<p>What are families like?</p>	<p>Families; family life; caring for each other</p> <p>PoS refs: R5, R6, R7, R8, R9</p>	<p>how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</p> <ul style="list-style-type: none"> • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 	<p>Looking after our special people My special pet</p> <p>Activities linked to learning- Families folder on download Family celebrations Family Tree display NSPCC – Speak Out. Stay Safe Scholastic – Health and Wellbeing book 7-9</p>
<p>Spring 2</p> <p>What makes a community?</p>	<p>Living in the wider world</p> <p>Community; belonging to groups; similarities and differences; respect for others</p> <p>PoS refs: R32, R33, L6, L7, L8</p>	<p>how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</p> <ul style="list-style-type: none"> • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them 	<p>SCARF linked lessons- Respect and challenge Let's celebrate our differences Zeb</p> <p>Activities linked to learning- Spring 2 Year 3 – on download Scholastic – Health and Wellbeing book 7-9</p>
<p>Half term/Key Question</p>	<p>Topic</p>	<p>In this unit of work, students learn...</p>	<p>Quality assured resources to support planning</p>
<p>Summer 1</p> <p>Why should we eat well</p>	<p>Health and wellbeing</p> <p>Being healthy: eating well, dental care</p>	<p>how to eat a healthy diet and the benefits of nutritionally rich foods</p>	<p>SCARF linked lessons- Derek cooks dinner Poorly Harold Body team work</p>

<p>and look after our teeth?</p>	<p>PoS refs: H1, H2, H3, H4, H5, H6, H11, H14</p>	<ul style="list-style-type: none"> • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care 	<p>Activities linked to learning- Summer 1 year 3 folder – On download Scholastic – Health and Wellbeing book 7-9</p>
<p>Summer 2</p> <p>Why should we keep active and sleep well?</p>	<p>Health and wellbeing</p> <p>Being healthy: keeping active, taking rest</p> <p>PoS refs: H1, H2, H3, H4, H7, H8, H13, H14</p>	<p>how regular physical activity benefits bodies and feelings</p> <ul style="list-style-type: none"> • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried 	<p>SCARF linked lessons- My changing body</p> <p>Activities linked to learning- Summer 2 Year 3 folder – On download Scholastic – Health and Wellbeing book 7-9</p>

Half term/Key Question	Topic	In this unit of work, students learn...	Quality assured resources to support planning
<p>Autumn 1</p> <p>What strengths, skills and interests do we have?</p>	<p>Health and wellbeing</p> <p>Self-esteem: self-worth; personal qualities; goal setting; managing set backs</p> <p>PoS refs: H27, H28, H29, L25</p>	<p>how to recognise personal qualities and individuality</p> <ul style="list-style-type: none"> • to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking 	<p><u>SCARF linked lessons-</u> What makes me ME! Friends or acquaintances</p> <p><u>Activities linked to learning-</u> Autumn 1 Year 4 folder – On download Scholastic – Health and Wellbeing book 7-9</p>
<p>Autumn 2</p> <p>How do we treat each other with respect?</p>	<p>Relationships</p> <p>Respect for self and others; courteous behaviour; safety; human rights</p> <p>PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10</p>	<p>how people’s behaviour affects themselves and others, including online</p> <ul style="list-style-type: none"> • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* • the rights that children have and why it is important to protect these* • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns 	<p><u>SCARF linked lessons-</u> Ok or not Ok? Part 1 & 2 Human machines Can you sort it? Secret or surprise? What would I do? Under pressure</p> <p><u>Activities linked to learning-</u> Autumn 2 folder – On download Scholastic – Health and Wellbeing book 7-9</p>

Half term/Key Question	Topic	In this unit of work, students learn...	Quality assured resources to support planning
Spring 1 How can we manage our feelings?	Health and wellbeing Feelings and emotions; expression of feelings; behaviour PoS refs: H17, H18, H19, H20, H23	<p>how everyday things can affect feelings</p> <ul style="list-style-type: none"> • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or others' feelings 	<p><u>SCARF linked lessons-</u> Different feelings An email from Harold When feelings change</p> <p><u>Activities linked to learning-</u> Mental Health lks2 folder – On download Feeling folder – On download Acts of kindness Dealing with grief – on download https://www.educationquizzes.com/ks2/personal-social-and-health-education/emotions-1/ https://www.bbc.co.uk/bitesize/clips/zd2w2hv</p>
Half term/Key Question	Topic	In this unit of work, students learn...	Quality assured resources to support planning
Spring 2 How will we grow and change?	Health and wellbeing Growing and changing; puberty PoS refs: H31, H32, H34	<p>about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</p> <ul style="list-style-type: none"> • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty 	<p><u>SCARF linked lessons-</u> Period positive My feelings are all over the Place All change! Together</p> <p><u>Activities linked to learning-</u> Scholastic – Health and Wellbeing book 7-9 Medway resource lesson years 4 & 5 – on download https://bettyforschools.co.uk/resources/8-11-year-olds</p>
Half term/Key Question	Topic	In this unit of work, students learn...	Quality assured resources to support planning
Summer 1		how people have a shared responsibility to help protect the world around them	<u>SCARF linked lesson-</u>

<p>How can our choices make a difference to others and the environment?</p>	<p>Living in the wider world</p> <p>Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions</p> <p>PoS refs: L4, L5, L19, R34</p>	<ul style="list-style-type: none"> • how everyday choices can affect the environment • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way 	<p>Logo Quiz Volunteering is so cool My school community (1) Harold's Seven Rs</p> <p><u>Activities linked to learning-</u> Scholastic – Health and Wellbeing book 7-9</p> <p>https://plprimarystars.com/resources/tackling-plastic-pollution?utm_source=PSHEAssoc https://education.rspca.org.uk/education/teachers/primary/compassionateclass http://givingtohelpothers.org/#teachers</p>
<p>Half term/Key Question</p>	<p>Topic</p>	<p>In this unit of work, students learn...</p>	<p>Quality assured resources to support planning</p>
<p>Summer 2</p> <p>How can we manage risk in different places?</p>	<p>Health and wellbeing</p> <p>Keeping safe; out and about; recognising and managing risk</p> <p>PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15</p>	<p>how to recognise, predict, assess and manage risk in different situations</p> <ul style="list-style-type: none"> • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • how people's online actions can impact on other people • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • how to report concerns, including about inappropriate online content and contact 	<p><u>SCARF linked lesson-</u> Danger, Risk or Hazard? Who helps us stay healthy and safe? Know the norms Check the label Keeping ourselves safe Under pressure</p> <p><u>Activities linked to learning-</u> Bike ability Swimming lessons Internet safety week Bully Awareness week Scholastic – Health and Wellbeing book 7-9</p> <p>https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching/</p>

		<ul style="list-style-type: none">• that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law	
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Half term/Key Question	Topic	In this unit of work, students learn...	Quality assured resources to support planning
<p>Autumn 1</p> <p>What makes up our identity?</p>	<p>Health and wellbeing</p> <p>Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes</p> <p>PoS refs: H25, H26, H27, R32, L9</p>	<p>how to recognise and respect similarities and differences between people and what they have in common with others</p> <ul style="list-style-type: none"> • that there are a range of factors that contribute to a person’s identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • how individuality and personal qualities make up someone’s identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others 	<p><u>SCARF linked lesson-</u> It could happen to anyone Stop, start, stereotypes Happy being me!</p> <p><u>Activities linked lessons-</u> Autumn 1 year 5 folder – on download Scholastic – Health and Wellbeing book 9-11</p>
<p>Half term/Key Question</p>	<p>Topic</p>	<p>In this unit of work, students learn...</p>	<p>Quality assured resources to support planning</p>
<p>Autumn 2</p>			<p><u>SCARF linked lesson-</u></p>

<p>What decisions can people make with money?</p>	<p>Living in the wider world</p> <p>Money; making decisions; spending and saving</p> <p>PoS refs: R34, L17, L18, L20, L21, L22, L24</p>	<p>how people make decisions about spending and saving money and what influences them</p> <ul style="list-style-type: none"> • how to keep track of money so people know how much they have to spend or save • how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) • how to recognise what makes something 'value for money' and what this means to them • that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions 	<p>Spending wisely Lend us a fiver</p> <p><u>Activities linked lessons-</u> https://natwest.mymoneysense.com/teachers/resources-8-12s/ Debt Aware – Southlands High School Scholastic – Health and Wellbeing book 9-11</p>
<p>Spring 1</p> <p>How can we help in an accident or emergency?</p>	<p>Health and wellbeing</p> <p>Basic first aid, accidents, dealing with emergencies</p> <p>PoS refs: H43, H44</p>	<p>how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</p> <ul style="list-style-type: none"> • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help Red Cross - Life. Live it Help save lives / Emergency action • the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services 	<p><u>SCARF linked lesson-</u> Independence and Responsibility</p> <p><u>Activities linked lessons-</u> Spring 1 Year 5 on download https://firstaidchampions.redcross.org.uk/primary/quizzes/ https://lancashire.minifirstaid.co.uk/classes/classes-for-children - book first aid classes</p>
<p>Half term/Key Question</p>	<p>Topic</p>	<p>In this unit of work, students learn...</p>	<p>Quality assured resources to support planning</p>
<p>Spring 2</p>	<p>Relationships</p>		<p><u>SCARF linked lesson-</u></p>

<p>How can friends communicate safely?</p>	<p>Friendships; relationships; becoming independent; online safety</p> <p>PoS refs: R1, R18, R24, R26, R29, L11, L15</p>	<p>about the different types of relationships people have in their lives</p> <ul style="list-style-type: none"> • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	<p>Qualities of friendships Is it true? How good a friend are you? Relationship cake recipe Kind conversations Dear Ash Islands Decision dilemmas</p> <p><u>Activities linked lessons-</u> Friendships folder All years – on download NSPCC – Share Aware Spring 2 Year 5 folder – on download Road safety revisit Scholastic – Health and Wellbeing book 9-11</p> <p>https://www.thinkuknow.co.uk/professionals/resources/play-like-share/ https://beinternetlegends.withgoogle.com/en_uk/toolkit</p>
<p>Half term/Key Question</p>	<p>Topic</p>	<p>In this unit of work, students learn...</p>	<p>Quality assured resources to support planning</p>
<p>Summer 1</p> <p>How can drugs common to everyday life affect health?</p>	<p>Health and wellbeing</p> <p>Drugs, alcohol and tobacco; healthy habits</p> <p>PoS refs: H1, H3, H4, H46, H47, H48, H50</p>	<p>how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and Wellbeing</p> <ul style="list-style-type: none"> • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal 	<p><u>SCARF linked lesson-</u> Smoking, is that normal? Thinking about habits Drugs: True or False?</p> <p><u>Activities linked lessons-</u> PHSE association to release more https://www.bbc.co.uk/bitesize/topics/zrffr82/articles/zg982nb Scholastic – Health and Wellbeing book 9-11</p>

		<ul style="list-style-type: none"> • how laws surrounding the use of drugs exist to protect them and others • why people choose to use or not use different drugs • how people can prevent or reduce the risks associated with them • that for some people, drug use can become a habit which is difficult to break • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • how to ask for help from a trusted adult if they have any worries or concerns about drugs 	
Half term/Key Question	Topic	In this unit of work, students learn...	Quality assured resources to support planning
<p>Summer 2</p> <p>What jobs would we like?</p>	<p>Living in the wider world</p> <p>Careers; aspirations; role models; the future</p> <p>PoS refs: L26, L27, L28, L29, L30, L31, L32</p>	<p>that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</p> <ul style="list-style-type: none"> • that some jobs are paid more than others and some may be voluntary (unpaid) • about the skills, attributes, qualifications and training needed for different jobs • that there are different ways into jobs and careers, including college, apprenticeships and university 	<p>Research jobs that they would like to do.</p> <p>Visitors in school</p> <p>Careers fair</p> <p>High school visits</p>

		<ul style="list-style-type: none">• how people choose a career/job and what influences their decision, including skills, interests and pay• how to question and challenge stereotypes about the types of jobs people can do• how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions	
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Half term/Key Question	Topic	In this unit of work, students learn...	Quality assured resources to support planning
<p>Autumn 1 & 2</p> <p>How can we keep healthy as we grow?</p>	<p>Health and wellbeing</p> <p>Looking after ourselves; growing up; becoming independent; taking more responsibility</p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10</p>	<p>how mental and physical health are linked</p> <ul style="list-style-type: none"> • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> » how to plan a healthy meal » how to stay physically active » how to maintain good dental health, including oral hygiene, food and drink choices » how to benefit from and stay safe in the sun » how and why to balance time spent online with other activities » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep » how to manage the influence of friends and family on health choices • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on 	<p><u>SCARF linked lesson-</u> Five ways to wellbeing project What sort of drug is? Think before you click What's the risk? Drugs: it's the law Alcohol: what is normal Traffic lights Acting appropriately</p> <p><u>Activities linked lessons-</u> Mental Health folder UKs2 – on download Autumn 1 & 2 Folder – on download Road safety Revisit Bike Ability Scholastic – Health and Wellbeing book 9-11</p> <p>https://www.bbc.co.uk/bitesize/topics/zrfff82</p>

		<ul style="list-style-type: none"> • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or managed with the right strategies and support • that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else 	
Half term/Key Question	Topic	In this unit of work, students learn...	Quality assured resources to support planning
<p>Spring 1 & 2</p> <p>How can the media influence people?</p>	<p>Living the wider world</p> <p>Media literacy and digital resilience; influences and decision-making; online safety</p> <p>PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23</p>	<p>how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions</p> <ul style="list-style-type: none"> • that not everything should be shared online or social media and that there are rules about this, including the distribution of Images • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • how text and images can be manipulated or invented; strategies to recognise this • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts 	<p><u>SCARF linked lesson-</u></p> <p>I look great!</p> <p>To share or not to share?</p> <p>Pressure online</p> <p>Media manipulation</p> <p>Boys will be boys?</p> <p>Assertiveness skills</p> <p>Ok to be different</p> <p>Fakebook friends</p> <p>Star qualities</p>

		<ul style="list-style-type: none"> • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • to discuss and debate what influences people's decisions, taking into consideration different viewpoints 	<p>Activities linked lessons-</p> <p>Online safety week</p> <p>Visitors in e safety</p> <p>Spring 1 & 2 folder – on download</p> <p>https://www.theguardian.com/newswise-unit-of-work/</p> <p>https://www.childnet.com/resources/trust-me</p>
Half term/Key Question	Topic	In this unit of work, students learn...	Quality assured resources to support planning
<p>Summer 1 & 2</p> <p>What will change as we become more independent?</p> <p>How do friendships change as we grow?</p>	<p>Relationships</p> <p>Different relationships, changing and growing, adulthood, independence, moving to secondary school</p> <p>PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16</p>	<p>that people have different kinds of relationships in their lives, including romantic or intimate relationships</p> <ul style="list-style-type: none"> • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another that adults can choose to be part of a committed relationship or not, including marriage or civil partnership • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • how puberty relates to growing from childhood to adulthood • about the reproductive organs and process - how babies are conceived and born and how they need to be cared for • that there are ways to prevent a baby being made 	<p><u>SCARF linked lesson-</u></p> <p>Solve the friendship</p> <p>We have more in common than not</p> <p>Advertising friendships</p> <p>Is this normal?</p> <p>Making Babies</p> <p>What is HIV?</p> <p>Growing and changing bodies</p> <p>Changing bodies and feelings</p> <p>Help I'm a teenager, get me out of here!</p> <p>Don't force me!</p> <p><u>Activities linked to learning –</u></p> <p>Mental Health Uks2 – on download</p> <p>Summer 1 & 2 Year 6 folder – on download</p> <p>Scholastic – Health and Wellbeing book 9-11</p>

		<ul style="list-style-type: none">• how growing up and becoming more independent comes with increased opportunities and responsibilities• how friendships may change as they grow and how to manage this• how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing	<p>Sex and Relationship Education – Molly Potter 9-11</p> <p>https://bettyforschools.co.uk/resources</p>
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EYFS Area	Key Questions to assess skills and outcomes	Quality assured resources to support planning
<p><u>PSED</u> • To develop a positive sense of themselves and others • To form positive relationships and develop respect for others • To develop social skills and learn how to manage their feelings • To understand appropriate behaviour in groups • To have confidence in their own abilities</p> <p>UtW</p>	<ul style="list-style-type: none"> •Can they try new activities and say why they like some more than others? •Can they talk confidently in a familiar group? •Can they talk about their ideas and collect the resources they need? •Can they say when they do and do not need help? •Can they discuss how they and others show their feelings? •Can they talk about their own and other’s behaviour and know which behaviour is unacceptable? •Can they work as part of a group or class and follow the rules? •Can they adjust their behaviour to the situation and take a change of routine in their stride? •Can they play co-operatively and take turns with others? •Can they take other’s ideas into account when organising an activity? •Can they show sensitivity towards others and their feelings? •Can they build positive relationships with adults and children? 	<p>Me and My Relationships > All about me N1.1 Marvellous me! N1.2 I'm special</p> <p>Valuing Difference > Same and Different N2.1 Me and my friends</p> <p>Valuing Difference > Different Families and Homes N2.2 Friends and family</p> <p>Valuing Difference > Kindness and Caring N2.3 Including everyone</p> <p>Keeping Myself Safe > Keeping my Body Safe N3.2 Safety Indoors and Outdoors N3.3 What's safe to go into my body</p> <p>Keeping Myself Safe > People who Help Keep me Safe People who help to keep me safe (including Listening to my feelings)</p> <p>Rights & Responsibilities > Looking after Myself and my Friends N4.1 Looking after myself N4.2 Looking after others</p> <p>Rights & Responsibilities > Caring for my Environment N4.3 Looking after my environment</p> <p>Being my Best > Bouncing Back (growth mindset) I can keep trying I can do it!</p>

<ul style="list-style-type: none"> • To make sense of their physical world • To make sense of their community • To use opportunities to observe and explore • To find out about people, places, technology and the environment 	<ul style="list-style-type: none"> •Can they talk about past and present events in their own lives and in the lives of family members? •Can they understand that other children do not always like the same ways? •Can they understand the similarities and difference between themselves and others, among families, communities and traditions? •Can they talk about the features of their own immediate environment and how environments vary from one another? •Can they make observations of animals and plants and explain why some things occur, and talk about changes? •Can they recognise that a range of technology is used in places such as school and home? •Can they select and use technology for particular purposes? 	<p>Being my Best > Exercise and Sleep <u>What does my body need?</u></p> <p>Growing & Changing > Changes – new resources due shortly</p>
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EYFS Area	Key Questions to assess skills and outcomes	Quality assured resources to support planning
<p><u>PSED</u></p> <ul style="list-style-type: none"> • To develop a positive sense of themselves and others • To form positive relationships and develop respect for others • To develop social skills and learn how to manage their feelings • To understand appropriate behaviour in groups • To have confidence in their own abilities 	<ul style="list-style-type: none"> • Can they try new activities and say why they like some more than others? • Can they talk confidently in a familiar group? • Can they talk about their ideas and collect the resources they need? • Can they say when they do and do not need help? • Can they discuss how they and others show their feelings? • Can they talk about their own and other's behaviour and know which behaviour is unacceptable? • Can they work as part of a group or class and follow the rules? • Can they adjust their behaviour to the situation and take a change of routine in their stride? • Can they play co-operatively and take turns with others? • Can they take other's ideas into account when organising an activity? • Can they show sensitivity towards others and their feelings? • Can they build positive relationships with adults and children? 	<p>Me and My Relationships > All about me <u>All about me</u></p> <p><u>What makes me special</u></p> <p>Me and My Relationships > My Special People <u>Me and my special people</u></p> <p><u>Who can help me?</u></p> <p>Me and My Relationships > My Feelings <u>My feelings</u></p> <p><u>My feelings (2)</u></p> <p>Valuing Difference > Same and Different <u>I'm special, you're special</u></p> <p><u>Same and different</u></p> <p>Valuing Difference > Different Families and Homes <u>Same and different families</u></p> <p><u>Same and different homes</u></p> <p>Valuing Difference > Kindness and Caring <u>Kind and caring (1)</u></p> <p><u>Kind and caring (2)</u></p> <p>Keeping Myself Safe > Keeping my Body Safe <u>What's safe to go onto my body</u></p> <p><u>Keeping Myself Safe - What's safe to go into my body (including medicines)</u></p> <p><u>Safe indoors and outdoors</u></p>

<p><u>UtW</u></p> <ul style="list-style-type: none"> • To make sense of their physical world • To make sense of their community • To use opportunities to observe and explore • To find out about people, places, technology and the environment 	<ul style="list-style-type: none"> • Can they talk about past and present events in their own lives and in the lives of family members? • Can they understand that other children do not always like the same ways? • Can they understand the similarities and difference between themselves and others, among families, communities and traditions? • Can they talk about the features of their own immediate environment and how environments vary from one another? • Can they make observations of animals and plants and explain why some things occur, and talk about changes? • Can they recognise that a range of technology is used in places such as school and home? • Can they select and use technology for particular purposes? 	<p>Keeping Myself Safe > Listening to my Feelings Listening to my feelings (1)</p> <p>Keeping Myself Safe > People who Help Keep me Safe Keeping safe online People who help to keep me safe</p> <p>Rights & Responsibilities > Looking after Myself and my Friends Looking after my special people Looking after my friends</p> <p>Rights & Responsibilities > Caring for my Environment Being helpful at home and caring for our classroom Caring for our world</p> <p>Rights & Responsibilities > Looking after Money Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe</p> <p>Being my Best > Bouncing Back (growth mindset) Bouncing back when things go wrong Yes, I can!</p> <p>Being my Best > Healthy eating Healthy eating (1) Healthy eating (2)</p> <p>Being my Best > Exercise and Sleep Move your body A good night's sleep</p> <p>Growing & Changing > Changes Seasons</p>
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		<p><u>Life stages - plants, animals, humans</u></p> <p>Growing & Changing > Life Stages <u>Life Stages: Human life stage - who will I be?</u></p> <p><u>Where do babies come from?</u></p> <p>Growing & Changing > Changing bodies <u>Getting bigger</u></p> <p><u>Me and my body - girls and boys</u></p>
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Key Vocabulary – All Years

EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
Like Not like Love Happy Sad Angry Upset Scared Rules Friend Share Sorry Family Same Different See Hear Smell Taste Feel	Family Similar Different Polite Rules Privacy Environment Healthy Hygiene Unique Special Feelings Love Friendship Roles Permission Bullying Lonely Secret Co-operate Respect Courteous Belong Responsibility Money Earned Won Borrowed Male Female Penis Vagina Vulva Body part Emergency Vaccinations Immunisations Online Grief	Relationship Single parent Same sex parent Step-parents Blended families Foster Adoptive Privacy Personal boundaries Gender Stereotypes Disrespect Discrimination Anti-social Body part Penis Erection Wet dream Vagina Positive Confidentiality Sensitive Community Data Balanced Puberty Menstruation Period Male Female Medicine Drug Alcohol Cigarettes	Friendship Peer influence Social media Nicotine Caffeine Prejudice Discrimination Compassion Aspiration Store card/credit card Loans Current account/savings Stereotypes Males Female Sex Gender Individuality Emergency FGM Attraction Marriage Civil partnership Pressure Diversity Bereavement Human reproduction Birth Penis Vagina Womb Egg Sperm Fertilisation
Rolling Programme	Key Question	Autumn Term	Spring Term
			Summer Term

		Investigation and focus questions		Investigation and focus questions		Investigation and focus questions			
2023-24 2022-2023		Investigation and focus questions		Investigation and focus questions		Investigation and focus questions			
Year 1	What do people say about God?	Christianity (God) Why do Christians say that God is a 'Father'?	Christianity (Jesus) Why is Jesus special to Christians?	Islam How might beliefs about creation affect the way people treat the world?	Judaism Why might some people put their trust in God?	Hindu dharma What do Hindus believe about God?	Christianity (Church) How might some people show that they 'belong' to God?		
Progression of knowledge		God the Father Prayer	The Nativity Story Beliefs about Jesus as God incarnate Christmas	God as creator Care for the planet	God's promise Noah Abraham Trusting in God	One God in many forms God in all things Expressing ideas about God	Baptism Belonging		
Progression of skills		Beliefs and Values		Living Religious Traditions		Shared Human Experience		Search for Personal Meaning	
		Knowing about and understanding religions and world views				Expressing and communicating ideas related to religious and world views			
		<ul style="list-style-type: none"> •Give an example of a key belief and/or a religious story •Give an example of a core value or commitment 		<ul style="list-style-type: none"> •Use some religious words and phrases to recognise and name features of religious traditions •Talk about the way that religious beliefs might influence the way a person behaves 		<ul style="list-style-type: none"> • Notice and show curiosity about people and how they live their lives 		<ul style="list-style-type: none"> • Ask questions 	
Rolling Programme	Key Question	Autumn Term			Spring Term			Summer Term	

2023-24 2022-2023		Investigation and focus questions		Investigation and focus questions		Investigation and focus questions		
Year 2	How do we respond to things that really matter?	Christianity (God) Does how we treat the world really matter?	Christianity (Jesus) Why do Christians say Jesus is the light of the world?	Hindu dharma How might people express their devotion?	Islam Why do Muslims believe it is important to obey God?	Christianity (Church) What unites the Christian community?	Judaism What aspects of life really matter?	
Progression of knowledge		Creation Care for the planet Harvest	Jesus as the light of the world Symbolism of light Advent and Christmas celebration	Devotion Worship in the home and temple	Submission and gratitude Prayer	Worship The church Use of symbol	Moses Ten Commandments The Sabbath	
Progression of skills		Beliefs and Values	Living Religious Traditions	Shared Human Experience		Search for Personal Meaning		
		Knowing about and understanding religions and world views			Expressing and communicating ideas related to religious and world views			
		•Retell and suggest meanings for religious stories and/or beliefs •Use some religious words and phrases when talking about beliefs and values	•Identify and describe how religion is expressed in different ways •Suggest the symbolic meaning of imagery and actions	• Identify things that influence a person's sense of identity and belonging		•Ask relevant questions •Talk about their own identity and values		
Rolling Programme	Key Question	Autumn Term		Spring Term		Summer Term		
2023-24		Investigation and focus questions		Investigation and focus questions		Investigation and focus questions		

2022-2023								
Year 3	Who should we follow?	Christianity (God) How (and why) have some people served God?	Islam Why is the Prophet Muhammad (pbuh) an example for Muslims?	Christianity (Jesus) What does it mean to be a disciple of Jesus?	Christianity (Church) What do Christians mean by the 'Holy Spirit'?	Sikhism Why are the Gurus important to Sikhs?	Hindu dharma Why is family an important part of Hindu life?	
Progression of Knowledge		Prophets Service to God Inspirational people	The Prophet Muhammed (pbuh) Zakah	Discipleship following the example of Jesus helping others	The Holy Spirit Gifts of the spirit Pentecost	Guru Nanak The 10 gurus Baisakhi	Religious duty Hindu scriptures (the Ramayana) Raksha Bandhan	
Progression of Skills		Beliefs and Values	Living Religious Traditions	Shared Human Experience	Search for Personal Meaning			
		Knowing about and understanding religions and world views			Expressing and communicating ideas related to religious and world views			
		<ul style="list-style-type: none"> Show awareness of similarities in religions Identify beliefs and values contained within a story/teaching Identify the impact religion has on a believer 	<ul style="list-style-type: none"> Identify how religion is expressed in different ways Use religious terms to describe how people might express their beliefs 	<ul style="list-style-type: none"> Describe how some people, events and sources of wisdom have influenced and inspired others 	<ul style="list-style-type: none"> In relation to matters of right and wrong, recognise their own and others' values Discuss own questions and responses related to the question 'who should we follow – and why?' 			
Rolling Programme	Key Question	Autumn Term		Spring Term		Summer Term		
2023-24 2022-2023		Investigation and focus questions		Investigation and focus questions		Investigation and focus questions		

Year 4	How should we live our lives?	Hindu dharma What might a Hindu learn through celebrating Diwali?	Christianity (God) What lights our way? How do religious families and communities practice their faith?	Sikhism How do Sikhs express their beliefs and values?	Christianity (Jesus) Is sacrifice an important part of religious life?	Islam Why do Muslims fast during Ramadan?	Christianity (Church) What does 'love your neighbour' really mean?	
Progression of knowledge		Vishnu Rama and Sita Diwali	The Bible Christian life – guided by wisdom, teachings and authority	the 5 Ks equality the Gurdwara	Jesus in the wilderness Lent Sacrifice	The Five Pillars of Islam Ramadan	Parables love for all	
Progression of Skills		Beliefs and Values	Living Religious Traditions		Shared Human Experience		Search for Personal Meaning	
		Knowing about and understanding religions and world views				Expressing and communicating ideas related to religious and world views		
		•Describe what a believer might learn from a religious teaching/story •Make links between ideas about morality and sources of authority	•Describe the impact religion has on believers' lives •Explain the deeper meaning and symbolism for specific religious practices	•Consider the range of beliefs, values and lifestyles that exist in society •Discuss how people make decisions about how to live their lives		•Reflect on their own personal sources of wisdom and authority		
Rolling Programme	Key Question	Autumn Term		Spring Term		Summer Term		
2023-24 2022-2023		Investigation and focus questions		Investigation and focus questions		Investigation and focus questions		

Year 5	Where can people find guidance on how to live our lives?	Christianity (God) Why is it sometimes difficult to do the right thing?	Islam Why is the Qur'an so important to Muslims?	Hindu Dharma What might Hindus learn from stories about Krishna?	Christianity (Jesus) What do we mean by a miracle?	Christianity (Church) How do people decide what to believe?	Judaism Do people need laws to guide them?	
Progression of Knowledge		Sin Adam and Eve's disobedience Temptation and morality	The Qur'an The Night of Power	Krishna Holi	Miracles of Jesus Pilgrimage	The Trinity Use of symbols and metaphors The Worldwide Church	The Torah The synagogue	
Progression of Skills		Beliefs and Values	Living Religious Traditions		Shared Human Experience		Search for Personal Meaning	
		Knowing about and understanding religions and world views				Expressing and communicating ideas related to religious and world views		
		<ul style="list-style-type: none"> •Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers •Explain the impact of beliefs and values – including reasons for diversity 	<ul style="list-style-type: none"> •Explain differing forms of expression and why these might be used •Describe diversity of religious practices and lifestyle within the religious tradition •Interpret the deeper meaning of symbolism – contained in stories, images and actions 	<ul style="list-style-type: none"> •Explain (with appropriate examples) where people might seek wisdom and guidance •Consider the role of rules and guidance in uniting communities 	<ul style="list-style-type: none"> •Discuss and debate the sources of guidance available to them •Consider the value of differing sources of guidance 			
Rolling Programme	Key Question	Autumn Term		Spring Term		Summer Term		
2023-24 2022-2023		Investigation and focus questions		Investigation and focus questions		Investigation and focus questions		

Year 6	In what way is life like a journey?	Christianity (God) How do Christians mark the 'turning points' on the journey of life?	Hindu dharma Is there one journey or many?	Islam What is Hajj and why is it important to Muslims?	Christianity (Jesus) Why do Christians believe Good Friday is 'good'?	Buddhism What do we mean by a 'good life'?	Christianity (Church) If life is like a journey, what's the destination?	
Progression of Knowledge		Christian rites of passage Denominational difference	Hindu dharma Reincarnation Karma The 4 ashramas	The Ummah Hajj	Christianity (Jesus) Holy Week The Eucharist denominational differences	The Buddha The Four Noble Truths The Eightfold path	Salvation Forgiveness	
Progression of Skills		Beliefs and Values	Living Religious Traditions		Shared Human Experience		Search for Personal Meaning	
		Knowing about and understanding religions and world views				Expressing and communicating ideas related to religious and world views		
		<ul style="list-style-type: none"> Analyse beliefs, teachings and values and how they are linked Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life Explain the impact of beliefs, values and practices – including differences between and within religious traditions 	<ul style="list-style-type: none"> Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences Explain differing ideas about religious expression 		<ul style="list-style-type: none"> Consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging Discuss how people change during the journey of life 		<ul style="list-style-type: none"> Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments Develop own views and ideas in response to learning Demonstrate increasing self-awareness in their own personal development 	

Rolling Programme	Key Question	Autumn Term	Spring Term	Summer Term
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2019 -2020 2020 -2021		Investigation and focus questions	Investigation and focus questions	Investigation and focus questions
EYFS	<i>Why are some things special?</i>	<i>How and why do we celebrate?</i>	<i>Why are some stories special? What special messages can we learn from stories?</i>	<i>What is special about our world? What buildings and places are special to different people?</i>
Progression of Knowledge		<i>In this unit pupils will learn about different celebrations across three of the worlds major religions – Christianity, Hinduism and Islam. They will begin to understand the important religious events for these religions. They will have the opportunity to reflect on celebrations that they have been a part of, as well as what they would like to celebrate in the future.</i>	<i>In this unit pupils will become familiar with the idea that some books are sacred and holy. They will learn stories from the Bible and Qur'an and know that they are special to Christians and Muslims. Children will be given the opportunity to retell stories and respond in a variety of ways. There will be strong links between this unit and age appropriate communication, language and literacy skills.</i>	<i>In this unit pupils will become familiar with the idea that some places are special and significant to different people. They will learn that a church is a holy place for a Christian, a mosque is a holy place for a Muslim and a mandir is a holy place for a Hindu. They will have opportunities to visit places of worship or undertake virtual tours. Features and significant similarities and differences will be identified and vocabulary shared.</i>
Progression of Skills				

Rivington Foundation Primary School Mental Health Curriculum 2023-24

	<p>Counselling Children's health and Well-Being Service Children and Young People's Counselling is for any young person who's having problems with any area of their life. Honeys Counselling Service</p>		<p>4Rs These are the key learning attributes which are built into our everyday curriculum: Resilience, resourcefulness, reflectiveness and reciprocity.</p>
<p>Nurture club We use the research of Boxall about Attachment and early childhood trauma and base our nurture groups on that. We then base our intervention on this. Identified pupils can come in school from 8:00. They are given a free breakfast and time to talk.</p>	<p>Busy Bees Pupils in KS1 who find it difficult to manage their emotions and friendships attends this craft and friendship club that is run twice a week.</p>	<p>Therapy Dog Both of our schools benefit from the provision of a therapy dog.</p> <ul style="list-style-type: none"> • reluctant readers • autistic pupils • nurture pupils 	<p>Learning Mentors SEMH support for pupils that need extra on a daily basis.</p> <p>Tender Shoots This is a service provided by the local Reverend (mentioned below). He is able to provide parenting coaching and support for those families who are struggling.</p>
<p>Behaviour Support We use the behaviour support service for identified pupils. This entails weekly 1:1 sessions.</p> <p>Parental Guidance Minded Resource</p>	<p>School Nurse We work closely with the school nurse. She attends both schools fortnightly for parent drop-in's, attends care plan meetings and will give any necessary training associated with this. She is always available to give advice as needed.</p>	<p>Sports camps This is half term support for vulnerable pupils. We fund pupils on CP plans and other vulnerable children to ensure they have outdoor experiences and remain active during the holidays.</p>	<p>CAMHS We use CAMHS referral system and also the drop in's to discuss cases</p>













<p>Social Club Pupils who find it difficult to make and sustain friendships - Based on social Skillstreaming programme. Pupils who find the playground environment difficult for whatever reason can go to a designated area to socialise in small groups. This is an intervention-not a long term solution.</p>	<p><u>Forest Schools</u> Our Forest Schools provision makes a difference in the following ways: Confidence: children had the freedom, time and space to learn and demonstrate independence</p> <ul style="list-style-type: none"> • Social skills: children gain increased awareness of consequences of their actions on peers through team activities such as sharing tools and participating in play • Communication: language development prompted by the children's sensory experiences • Motivation: woodland fascinates the children and they develop a keenness to participate and the ability to concentrate over longer periods of time 	<p>Staff Training & Development</p> <ul style="list-style-type: none"> • Updating staff on the Boxall Profile assessments and progress made • Highlighting pupil needs through the cohort overview • Sharing the EHWB recommendations with all staff • Use of Pupil & Sports Premium funding to help support specific pupils and initiatives - all staff get the opportunity to contribute to this • Strong commitment to EHWB with specialist PE provision and full time non contact SENCo 	<p>Pupil Voice Use of pupil led groups to ensure that their needs are communicated effectively and responded to:</p> <ul style="list-style-type: none"> • Class councils • School council • Worry Box • Open door policy with SLT • High visibility around school and on main gate in the morning <p>Pupil Leaders</p> <ul style="list-style-type: none"> • Play leaders • School Council • House Captains • Spinebreakers
	<p>Visits Pupils who need extra SEMH support have opportunity to thrive in a different environment.</p>	<p>EAP Programme Staff benefit from the Employee Assistance Programme which Mead buy into.</p>	<p>Staff Fitness The school provides free to access Zumba and Pilates classes weekly for all staff. This is to make it easier for them to access fitness classes and encourage a better work/life balance.</p>

Rivington Foundation Primary School Mental Health Curriculum 2023-24

Design Technology 2023-2025









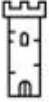
CUSP DT Long term sequence




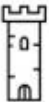

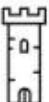


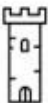



CUSP Design & Technology Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
YB Y1/2	Mechanisms	Structures	Food and Nutrition	Understanding Materials	Textiles	Food and Nutrition
YA Y1/2	Textiles	Food and Nutrition	Mechanisms	Understanding Materials	Food and Nutrition	Structures
YB Y3/4	Textiles	Food and Nutrition	Mechanisms	Food and Nutrition	Systems	Structures
YA Y3/4	Food and Nutrition	Mechanisms	Textiles	Structures	Electrical Systems	Food and Nutrition
YB Y5/6	Food and Nutrition	Systems	Textiles	Food and Nutrition	Structures	Mechanisms
YA Y5/6	Food and Nutrition	Mechanisms	Food and Nutrition	Structures	Electrical Systems	Textiles









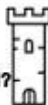



Year	Block A	Block B
1	<p>Core discipline: Mechanisms</p> <p>Key concept: Sliders and levers How can you make a picture move?</p> 	<p>Core discipline: Structures</p> <p>Key concept: Freestanding structures How can you stop a tower from toppling over?</p> 
2	<p>Core discipline: Textiles</p> <p>Key concept: Exploring shape using a template How can you repurpose an item of clothing?</p> 	<p>Core discipline: Food and Nutrition</p> <p>Key concept: Nutrients and the body What does healthy mean?</p> 
3	<p>Core discipline: Textiles</p> <p>Key concept: Stiffening and strengthening fabric How can you make a box out of cloth?</p> 	<p>Core discipline: Food and Nutrition</p> <p>Key concept: Individual diets What do we mean by a balanced diet?</p> 
4	<p>Core discipline: Food and Nutrition</p> <p>Key concept: Ultra-processed food What's really in your food?</p> 	<p>Core discipline: Mechanisms</p> <p>Key concept: Hinges How many ways are there to open a door?</p> 
5	<p>Core discipline: Food and Nutrition</p> <p>Key concept: Food choices Why are our diets so different?</p> 	<p>Core discipline: Systems</p> <p>Key concept: Using technology to design and control How can we keep ourselves safe on the road?</p> 
6	<p>Core discipline: Food and Nutrition</p> <p>Key concept: Multicultural influences on food Can street foods save us?</p> 	<p>Core discipline: Mechanisms</p> <p>Key concept: Pulleys and gears - rotary and linear movement How do pulleys and gears let you see the world?</p> 

Year	Block A	Block B
1	<p>Mechanisms Sliders and levers How can you make a picture move?</p> <p>Know common uses of sliders Know different methods to create card sliders Know how sliders can create simple mechanisms Be able to design and make a slider product Be able to evaluate the success of their outcomes and recommend improvements</p> 	<p>Structures Freestanding structures How can you stop a tower from toppling over?</p> <p>Know a freestanding structure is a structure that stands on its own foundation or base without attachment to anything else Be able to build structures that are freestanding using a range of different materials</p> 
2	<p>Textiles Exploring shape using a template How can you repurpose an item of clothing?</p> <p>Know how to cut out shapes which have been created by using a template Know how to use a range of basic sewing skills Be able to use a template to transfer a pattern Be able to cut out and join fabric shapes using a template</p> 	<p>Food and Nutrition Nutrients and the body What does healthy mean?</p> <p>Know why vegetables are so important to our health Know what processed foods are Be able to prepare a range of salad vegetables Be able to shape and season a bread snack</p> 
3	<p>Textiles Stiffening and strengthening fabric How can you make a box out of cloth?</p> <p>Know fabric can be stiffened Know stiffened fabric can hold a form Be able to select and apply solutions to stiffen fabric Be able to make a box using stiffened fabric</p> 	<p>Food and Nutrition Individual diets What do we mean by a balanced diet?</p> <p>Know what is meant by the term balanced Know why fresh foods are better Be able to make a fruit and yoghurt dessert Be able to make homemade chips Be able to flavour foods to increase their sensory qualities</p> 
4	<p>Food and Nutrition Ultra-processed food What's really in your food?</p> <p>Know processed foods have many added ingredients Be able to make, roll and shape bread dough Be able to make a soup</p> 	<p>Mechanisms Hinges How many ways are there to open a door?</p> <p>Know types of hinges and the related terminology Know common uses for hinges Be able to make a variety of model hinges Be able to make and evaluate hinged products using modelling materials</p> 
5	<p>Food and Nutrition Food choices Why are our diets so different?</p> <p>Know some foods and key ingredients from other cultures Know how other cultures' food can be nutritious Be able to make, roll and cook a flatbread Be able to prepare a range of vegetables Be able to present foods to a high standard</p> 	<p>Systems Using technology to design and control How can we keep ourselves safe on the road?</p> <p>Know technology can be used to program and control a product Be able to combine elements of their design knowledge to fulfil a brief</p> 
6	<p>Food and Nutrition Multicultural influences on food Can street foods save us?</p> <p>Know what street foods are Know how snacks can be good foods to eat Be able to make a burrito Be able to make and roll bread dough Be able to make a savoury pastry</p> 	<p>Mechanisms Pulleys and gears - rotary and linear movement How do pulleys and gears let you see the world?</p> <p>Know types of pulley systems and gears Know common uses of pulleys and gears Know how pulleys and gears can create simple mechanisms and change direction of movement Be able to design and make a model Ferris wheel powered by gears Be able to evaluate the success of their outcomes and recommend improvements</p> 

Year	Block C	Block D
1	<p>Core discipline: Food and Nutrition</p> <p>Key concept: Exploring food senses How does food affect your senses? CUSP link: Animals, including humans</p> 	<p>Core discipline: Understanding Materials</p> <p>Key concept: Selecting materials Can you build with bread? CUSP link: Everyday materials</p> 
2	<p>Core discipline: Mechanisms</p> <p>Key concept: Axles and wheels Are bigger wheels always better?</p> 	<p>Core discipline: Understanding Materials</p> <p>Key concept: Manipulating materials How can you waterproof a hat? CUSP link: Uses of everyday materials</p> 
3	<p>Core discipline: Mechanisms</p> <p>Key concept: Levers and linkages - mechanical advantage How can you do a lot of work with little effort? CUSP link: Forces and magnets</p> 	<p>Core discipline: Food and Nutrition</p> <p>Key concept: Food as medicine How does food affect your body and mind? CUSP link: Animals, including humans</p> 
4	<p>Core discipline: Textiles</p> <p>Key concept: Fixings and fastenings How do you keep a tea towel from slipping off a hook?</p> 	<p>Core discipline: Structures</p> <p>Key concept: Designing structures using a frame to make them stronger and sturdier Which shapes will give a structure stability?</p> 
5	<p>Core discipline: Textiles</p> <p>Key concept: Durability of fabric Which fabric is ideal for creating a functional and hardwearing lunch bag?</p> 	<p>Core discipline: Food and Nutrition</p> <p>Key concept: Cultural influences on diet What can you learn from different cultures' diets? CUSP link: World countries</p> 
6	<p>Core discipline: Food and Nutrition</p> <p>Key concept: Food and mood Does food affect the way you feel?</p> 	<p>Core discipline: Structures</p> <p>Key concept: Designing structures revisited - combining skills and knowledge How strong is a piece of spaghetti?</p> 

Year	Block C	Block D
1	<p>Food and Nutrition Exploring food senses How does food affect your senses?</p> <p>Know why colourful food can be healthier Know how different foods can affect senses Be able to peel, chop and grate a selection of vegetables Be able to modify food to suit food senses</p> 	<p>Understanding Materials Selecting materials Can you build with bread?</p> <p>Know building materials have different properties which enable them to be used for different purposes Be able to identify, sort and select materials that can be used in construction Be able to combine materials</p> 
2	<p>Mechanisms Axles and wheels Are bigger wheels always better?</p> <p>Know how wheels and axles work together Know the size and position of wheels affects how they move Be able to create a simple wheel mechanism Be able to use wheel mechanisms to propel a simple vehicle</p> 	<p>Understanding Materials Manipulating materials How can you waterproof a hat?</p> <p>Know materials can be modified to become waterproof Know origami comes from the Japanese words: ori - folding and kami - paper Be able to make paper waterproof Be able to transform flat paper by folding and creasing to form a hat</p> 
3	<p>Mechanisms Levers and linkages - mechanical advantage How can you do a lot of work with little effort?</p> <p>Know types of levers and linkages Know key terminology relating to levers and linkages Know how levers and linkages can change the direction of movement Be able to design and make simplistic lever and linkage products Be able to evaluate the success of outcomes and recommend improvements</p> 	<p>Food and Nutrition Food as medicine How does food affect your body and mind?</p> <p>Know food can help body and mind Know how to prepare and cook a range of vegetables Be able to peel and grate a range of vegetables Be able to add flavour and texture to foods</p> 
4	<p>Textiles Fixings and fastenings How do you keep a tea towel from slipping off a hook?</p> <p>Know fastenings have different functions Know a shank provides a small amount of space between the button and fabric Be able to select appropriate fastenings and attach them to fabric Be able to make a shank for a button</p> 	<p>Structures Designing structures using a frame to make them stronger and sturdier Which shapes will give a structure stability?</p> <p>Know triangles provide stability in a structure Know structural engineers work with architects to ensure structures withstand forces Be able to make triangles to form and join trusses Be able to identify the forces that affect structures</p> 
5	<p>Textiles Durability of fabric Which fabric is ideal for creating a functional and hardwearing lunch bag?</p> <p>Know how to waterproof cotton fabric Know which fabrics are both functional and hardwearing Be able to use beeswax to waterproof cotton fabric Be able to repurpose a pair of jeans</p> 	<p>Food and Nutrition Cultural influences on diet What can you learn from different cultures' diets?</p> <p>Know how foods can be used as medicines Know how eating food from different countries can help us be healthy Be able to roll and shape ingredients Be able to slice and ribbon a range of vegetables Be able to stir-fry vegetables</p> 
6	<p>Food and Nutrition Food and mood Does food affect the way you feel?</p> <p>Know the difference between slow release and quick release carbohydrates Know how food can improve mood and energy levels Be able to dice, slice, peel, grate and cook a range of vegetables Be able to make a sauce and a stock Be able to use height and colour to improve the visual appeal of food</p> 	<p>Structures Designing structures revisited - combining skills and knowledge How strong is a piece of spaghetti?</p> <p>Know structures can be supported with guy lines and flying buttresses Know the shorter the piece of spaghetti, the stronger it will be Be able to construct a flying buttress to support a tower Be able to use appropriate lengths of spaghetti to increase strength and stability</p> 

Year	Block E	Block F
1	<p>Core discipline: Textiles</p> <p>Key concept: Joining techniques</p> <p>How can two squares of fabric keep you warm?</p> <p>CUSP link: Hot and cold places</p> 	<p>Core discipline: Food and Nutrition</p> <p>Key concept: Vitamins in food</p> <p>Why are vegetables the best?</p> 
2	<p>Core discipline: Food and Nutrition</p> <p>Key concept: Processed food</p> <p>How healthy is your food?</p> 	<p>Core discipline: Structures</p> <p>Key concept: Developing strength in structures</p> <p>How strong is a piece of paper?</p> 
3	<p>Core discipline: Systems</p> <p>Key concept: How things are powered</p> <p>How are things powered?</p> 	<p>Core discipline: Structures</p> <p>Key concept: Spanning gaps</p> <p>What makes a bridge strong?</p> 
4	<p>Core discipline: Electrical Systems</p> <p>Key concept: Switches and circuits revisited</p> <p>How useful are switches?</p> <p>CUSP link: Electricity</p> 	<p>Core discipline: Food and Nutrition</p> <p>Key concept: Benefits of fresh food</p> <p>Is cheap food always worse for you?</p> <p>CUSP link: Animals, including humans</p> 
5	<p>Core discipline: Structures</p> <p>Key concept: Developing structures that are fit for purpose</p> <p>How are frames strengthened, reinforced and made rigid?</p> 	<p>Core discipline: Mechanisms</p> <p>Key concept: Pulleys and gears - transferring rotational force</p> <p>How can you lift a car onto a roof?</p> <p>CUSP link: Forces</p> 
6	<p>Core discipline: Electrical Systems</p> <p>Key concept: Complex switches and circuits</p> <p>Can switches perform more than one function?</p> <p>CUSP link: Electricity</p> 	<p>Core discipline: Textiles</p> <p>Key concept: Sustainable materials</p> <p>How can you reduce, recycle, repurpose?</p> 

Year	Block E	Block F
1	<p>Textiles Joining techniques How can two squares of fabric keep you warm?</p> <p>Know fabric can be joined together using a running stitch Know the types and names of tools needed for sewing Be able to create a running stitch Be able to select tools for sewing Be able to thread a needle</p> 	<p>Food and Nutrition Vitamins in food Why are vegetables the best?</p> <p>Know the importance of including a range of vegetables in a diet Be able to peel, grate, season and breadcrumb a range of vegetables</p> 
2	<p>Food and Nutrition Processed food How healthy is your food?</p> <p>Know the difference between fresh food and ultra-processed foods Be able to shape and form ingredients to make delicious food Be able to use a range of culinary techniques</p> 	<p>Structures Developing strength in structures How strong is a piece of paper?</p> <p>Know paper becomes stronger when it is folded Know a load is the amount of weight a structure must carry Be able to fold paper to increase strength and stability Be able to test and record how much weight paper can hold</p> 
3	<p>Systems How things are powered How are things powered?</p> <p>Know different types of energy Know why designers need to carefully consider energy sources Be able to identify how things are powered Be able to suggest appropriate energy sources for design problems</p> 	<p>Structures Spanning gaps What makes a bridge strong?</p> <p>Know bridges are structures that allow people and vehicles to cross over an open space Know towers, piers and arches provide strength to a bridge Be able to design and build a beam bridge that can hold the weight of 100 pennies Be able to identify and name parts of a bridge</p> 
4	<p>Electrical Systems Switches and circuits revisited How useful are switches?</p> <p>Know a switch is an interruption in a circuit Know switches are widely used in a range of products Be able to incorporate different types of switches into circuits to perform a function</p> 	<p>Food and Nutrition Benefits of fresh food Is cheap food always worse for you?</p> <p>Know that cheap processed food often contains additives, salt and sugar, which makes it less healthy than unprocessed food Be able to peel, grate and chop vegetables to make economical, tasty and healthy food</p> 
5	<p>Structures Developing structures that are fit for purpose How are frames strengthened, reinforced and made rigid?</p> <p>Know engineers use a range of methods to strengthen and reinforce structures Be able to identify and describe ways that frames are strengthened and reinforced</p> 	<p>Mechanisms Pulleys and gears - transferring rotational force How can you lift a car onto a roof?</p> <p>Know types of gears and terminology relating to gears Know common uses of pulleys and gears Know how pulleys and gears can change the direction of movement Be able to design and make products that use pulleys and gears to lift loads Be able to evaluate the success of outcomes and recommend improvements</p> 
6	<p>Electrical Systems Complex switches and circuits Can switches perform more than one function?</p> <p>Know more than one switch can be used to change the functionality of a product Be able to use switches to adapt a product in response to a design brief</p> 	<p>Textiles Sustainable materials How can you reduce, recycle, repurpose?</p> <p>Know plastic waste can be recycled and repurposed into practical, useful items Be able to make a crochet hook out of a chopstick Be able to use plastic bags and snack packets to create practical items</p> 

Music 2023-25

Year	Block A	Block B	Block C	Block D	Block E	Block F
1 Tuned and untuned percussion	Singing	Untuned percussion	Singing	Untuned percussion	Singing	Tuned percussion
	Singing focus: Being together in music	Untuned focus: Introducing rhythm and pulse	Singing focus: Introducing pitch	Untuned focus: Introducing tempo and dynamic	Singing focus: Exploring emotions through music	Tuned focus: Experimenting with sounds (duration)
	Control the voice – nursery rhymes	Representing sounds pictorially	Identify changes in sounds (high / low)	Identify changes in sounds (fast / slow, loud / soft)	Responding to music	Representing sounds pictorially
2 Tuned and untuned percussion	Untuned percussion	Singing	Untuned percussion	Singing	Tuned percussion	Singing
	Untuned focus: Experimenting with sounds 2	Singing focus: Being together in music 2	Untuned focus: Introducing rhythm and pulse 2	Singing focus: Introducing pitch 2	Tuned focus: Introducing tempo and dynamic 2	Singing focus: Exploring emotions through music 2
	Exploring ostinato	Control the voice – sing as a choir	Compose short patterns	Control and describe pitch	Control and describe tempo and dynamic	Choose sounds to create an effect
3 Mastering the glockenspiel	Singing	Untuned percussion	Singing	Glockenspiel	Glockenspiel	Range of instruments studied
	Singing focus: Introducing texture	Untuned focus: Mastering rhythm	Singing focus: The history of singing	Tuned focus: Musical notation	Tuned focus: Composition	Performance focus: Introducing timbre
	Sing parts in an ensemble (e.g. rounds)	Recognise beats in a bar (time signatures / metre)	Singing for togetherness e.g. folk songs, war chants, hymns	Introduce the staff	Compose in pairs	Perform as an ensemble (range of instruments)
4 Mastering the glockenspiel	Untuned percussion	Singing	Glockenspiel	Singing	Glockenspiel	Range of instruments studied
	Untuned focus: Mastering rhythm 2	Singing focus: Introducing texture 2	Tuned focus: Musical notation 2	Singing focus: The history of singing 2	Performance focus: Composition 2	Tuned focus: Introducing timbre 2
	Follow beats in a bar (time signatures / metre)	Sing parts in an ensemble (harmony)	Revisit the staff	Singing for entertainment, e.g. opera, theatrical, modernism	Perform including an element of composition	Identify and describe how sounds are combined
5 Mastering the keyboard	Untuned percussion	Singing	Keyboard	Singing	Range of instruments studied	Keyboard
	Untuned focus: Musical stories	Singing focus: Introducing structure	Tuned focus: Musical notation 3	Singing focus: Music technology	Performance focus: Composition 3	Tuned focus: Improvisation
	One piece, different performers	Identify parts of a song	Follow musical notation	Alter pitch and dynamic to create effects	Perform including an element of composition	Improvise using repeated patterns
6 Mastering the keyboard	Singing	Untuned percussion	Singing	Keyboard	Keyboard	Range of instruments studied
	Singing focus: Musical stories 2	Untuned focus: Music technology 2	Singing focus: Introducing structure 2	Tuned focus: Musical notation 4	Tuned focus: Composition 4	Performance focus: Improvisation 2
	Cultural and social – lyrics	Alter tempo and rhythm to create effects	Identify cyclic patterns inc. verse / chorus, coda	Create simple notation	Improvise using melodic phrases	Perform including an element of improvisation

