| **Curriculum Intent Statement**  The aim at Whittingham C of E Primary School is to provide curriculum opportunities which help children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider world. There is a focus on developing children’s moral, spiritual, social and cultural understanding. At Whittingham C of E Primary school we aim to ensure that children are well prepared for life in modern Britain.  Our broad and balanced curriculum provides pupils with the skills, knowledge and understanding, across all subjects, needed to become resilient, respectful and responsible individuals, who are well rounded and able to make well informed decisions and choices.  The curriculum is language rich and provides pupils with the opportunity to read and write in a range of contexts, for different purposes and in response to a wide and varied range of exciting first hand experiences, including well planned educational visits, visitors and theme days which make the most of our geographical location, historical importance and cultural heritage. Through these experiences pupils explore people and events which have influenced our local area, the UK and the wider world so providing them with inspirational examples which they can aspire to. The curriculum is also flexible enough to take into account the interests and needs of all children and important local, national and international events and developments**.** It provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. An important focus of our curriculum is to raise aspirations, encourage a sense of personal pride in achievement, provide a purpose and relevance for learning and ultimately to help every child to find their strengths and interests.  The cross curricular approach which we have developed enables our pupils to apply their Maths, English and Science skills across the whole curriculum and reinforces mastery in these subjects as children appreciate the importance of these skills and how they apply to real life situations.  Our curriculum is planned in a two year cycle which allows for in-depth study and progression through a well-planned sequence of skills and knowledge and ensures that we have full coverage of the national Curriculum.  Subject leaders play an important part in the success of the curriculum by leading a programme of monitoring, evaluation and review. The curriculum design ensures that the needs of individual and small groups of children can be met within the environment of quality teaching, supported by targeted, proven interventions where appropriate. Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. | | | |
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|  | AUTUMN | SPRING | SUMMER |
| **Following on from KS1, in Year 3 and 4 we also use the Read,Write Inc. spelling programme.We plan lessons from a variety of high-quality resources such as CLPE and Literacy Shed and ensure that plans and resources cover all aspects of English, including SPaG. We use a wide range of fiction, non-fiction and poetry genres; these are identified on our genre progression grid and supported by knowledge organisers. In addition to this we use Accelerated Reader to enhance our reading curriculum. We also ensure that a high quality story/poem is shared with the children daily. We use book lists such as Pie Corbett’s Book Spine to ensure quality and progression.**  **NB All planning should be used alongside English progression and assessment grids.** | | |
|  | **Genres to be covered this term:**  **SPaG focus for 2 weeks.**  **Character description**  Text used will be:  The Firework Maker's Daughter by Phillip Pullman  **Diary**  Text used will be:  a variety of different examples.  **Instructions**  Text used will be:  The Iron Man by Ted Hughes  **Senses Poem (Y3) Repetitive Poem (Y4)**  Text used will be:  Various Poetry Books  Nonsense Poems by Edward Leir  **Information text**  Text used will be:  Various books linked to topic  Viking Voyages by Jack Tite | **Genres to be covered this term:**  **SPaG focus for 2 weeks.**  **Story (fantasy)**  Text used will be:  The BFG by Roald Dahl  The Lion, the witch and the wardrobe by C.S. Lewis  **Formal report (e.g. review/ crime report)**  Text used will be:  Solve your own mystery by Gareth P. Jones  **Balanced argument**  Text used will be:  No text used - will link to  **Letter**  Text used will be:  The Lion, the witch and the wardrobe by C.S. Lewis  **Newspaper**  Text used will be:  The Lion, the witch and the wardrobe by C.S. Lewis  The Abominables by Dick King-Smith | **Genres to be covered this term:**  **SPaG focus for 2 weeks.**  **Playscript**  Text used will be:  Various texts  **Humorous poem (Y3) Performance Poetry (Y4)**  Text used will be:  Various poetry books  **Persuasive writing** (advert, speech, etc.)  Text used will be:  The BFG by Roald Dahl  Libba: The magnificent musical life of Elizabeth Cotten  **Non-chronological report**  Text used will be:  The Kid who came from Space by Ross Welford  **Biography/ autobiography**  Text used will be:  Libba: The magnificent musical life of Elizabeth Cotten |

|  | **We follow White Rose Maths as our main programme of study. Teachers also ensure that their practice is updated and effective through links with The Great North Maths Hub and national focuses as they occur.**  **We also use CGP Maths to provide responsive and effective weekly homework and consolidation tasks that are directly linked to current learning. In addition to this, we also are able to use the Times Tables Rock Stars online adaptive learning programme to enhance our curriculum further and help pupils with their times tables and other areas of the maths curriculum. Through these sites, teachers can set work which is appropriate to individual learners as well as setting goals and challenges.** | | |
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|  | **Place value**  **Addition and subtraction**  **Multiplication and division**  **Area** | **Multiplication and Division**  **Length and perimeter**  **Fractions**  **Mass and capacity** | **Time**  **Decimals**  **Money**  **Shape**  **Position and direction**  **Statistics** |
|  | **Teachers plan their Geography using the Collins Primary Connected Geography scheme.** | | |
|  | **How and why is my local area changing?**   1. Why do places change? 2. How has my local area changed in the past? 3. How did my local area change as a result of WW1? 4. How and why does the quality of my environment change? 5. How do NASA satellites inform us of environmental change on a global scale? | **Why do some earthquakes cause more damage than others?**   1. Why won’t Paula and Richard forget 22 February 2011? 2. How has New Zealand been affected by earthquakes in the past? 3. Why does New Zealand have so many earthquakes? 4. Why don’t the largest earthquakes always cause the most death and destruction? 5. Why do most volcanoes happen in the same places as earthquakes? | **Why are jungles so wet and deserts so dry?**   1. Why is climate different across the United Kingdom? 2. What are the world’s climates? 3. How do climate graphs help geographers compare the climate of one place with another? 4. How does the climate affect the plants and animals living in a place? 5. Why is the jungle of the Amazon Rainforest so wet and humid? |
|  | **Teachers plan their History medium term plans from a variety of sources to take account of the objectives as our curriculum is bespoke to us and does not fit easily within a purchased scheme of work.**  **Please use alongside History progression and assessment grids.** | | |
|  | **WW2 - How did it all begin?**   * Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. * Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this. | **Kings and Queens - The Monarchy**  **How has the influence of the monarchy changed?**  Look at case studies of King John, Queen Anne and Queen Victoria | **Local Study**  **The Vikings: ruthless killers or peaceful settlers?**  Trip ideas: Holy Island/Bede's World   * Viking raids and invasion - To understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. * What did the Vikings want and how did Alfred help to stop them getting it? * What was the ‘terror’ that appeared in Britain on June 8th 793? * Why was the design of their longships so important to the Vikings? * Understand the role of archaeologists in uncovering remains and how the past can be pieced together |
|  | **Teachers plan their Science medium term plans from a variety of sources and supplemented with PLAN Primary Science. Please use alongside Science progression and assessment grids.** | | |
|  | **Light and Sound**   * recognise that they need light in order to see things and that dark is the absence of light * notice that light is reflected from surfaces * recognise that light from the sun can be dangerous and that there are ways to protect their eyes * recognise that shadows are formed when the light from a light source is blocked by an opaque object * find patterns in the way that the size of shadows change. * identify how sounds are made, associating some of them with something vibrating * recognise that vibrations from sounds travel through a medium to the ear * find patterns between the pitch of a sound and features of the object that produced it * find patterns between the volume of a sound and the strength of the vibrations that produced it * recognise that sounds get fainter as the distance from the sound source increases. * work scientifically | **Forces and Magnets**   * Compare how things move on different surfaces. * Notice that some forces need contact between two objects, but magnetic forces can act at a distance. * Observe how magnets attract or repel each other and attract some materials and not others. * Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. * Describe magnets as having two poles. * Predict whether two magnets will attract or repel each other, depending on which poles are facing. * work scientifically   **Rocks**   * Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties * Describe in simple terms how fossils are formed when things that have lived are trapped within rock * Recognise that soils are made from rocks and organic matter * work scientifically   **During rocks study, visit Bamburgh and explore the rock formation at the castle and along the beach. See notes on ANOB website (on staff share)** | **Plants and Living Things**   * Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. * Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. * Investigate the way in which water is transported within plants. * Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. * Identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups. * Recognise that environments can change throughout the year and that this can sometimes pose dangers to living things. * Begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects. * Explore examples of human impact (both positive and negative) on environments. * work scientifically |
|  | We use the Northumberland County Council Agreed Syllabus  **What do Christians learn from the creation story?**  **What is the ‘Trinity’ and why is it important to Christians?** | We use the Northumberland County Council Agreed Syllabus  **How do festivals and worship show what matters to Muslim people?**  **How do festivals and worship show what matters to Jewish people?** | We use the Northumberland County Council Agreed Syllabus  **What kind of world did Jesus want?**  **How and why do people mark the significant events of life?** |

|  | E safety - Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.  **The computing curriculum will be updated in Autumn 2020 in line with new plans from NCC and NACE** | | |
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| Adventures of Kara, Winston and the SMART Crew | Adventures of Kara, Winston and the SMART Crew | Adventures of Kara, Winston and the SMART Crew |
|  | **Create a presentation about Greece**   * To be able to use search technologies effectively. * To be able to save and retrieve images and information * Select, use and combine a variety of information to create a presentation. Include slide transitions, sound and animation * Import video clips | **Create an animated game using Scratch**   * Design simple algorithms using repeats with count control * Correct mistakes in simple program * Create sound effects and graphics for sprites and backdrops | **Make your own musical instrument**  Use Makey Makey |
|  | **Electrical systems: Torches**   1. Electrical products 2. Evaluating torches 3. Torch design 4. Torch assembly | **Structures: Constructing a castle**   1. Features of a castle 2. Designing a castle 3. Nets and structures 4. Building a castle | **Mechanical systems: Pneumatic toys**   1. Exploring pneumatics 2. Designing a pneumatic toy 3. Making a pneumatic toy 4. Decorating and assembling a pneumatic toy |
|  | **Drawing - Growing Artists**   1. See like an artist 2. Shading 3. Texture pictures 4. Botanical drawing 5. Abstract flowers | **Painting and Mixed media -**  **prehistoric painting**   1. Exploring prehistoric art 2. Charcoal animals 3. Prehistoric palette 4. Painting on a cave wall 5. Hands on a cave wall | **Craft and Design - fabric of nature**   1. Inspired by the rainforest 2. one picture four ways 3. Creating patterns 4. Repeating patterns 5. Fabric design |

|  | **Pop**  Focus: pitch & following musical direction  Carols & hymns + Christmas productions |  | **Rap**  Focus: pulse, composition (ABAB) & rhythm  **African drumming**  Focus: rhythm, polyrhythms & texture |  | **Jazz**  Focus: syncopated rhythms, call & response and improvising  End of Year Service songs and practise |
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|  | **Daily Mile** - The aim of The **Daily Mile** is to improve the physical, social, emotional and mental health and wellbeing of our children – regardless of age, ability or personal circumstances. The **Daily Mile** is a social physical activity, with children running or jogging – at their own pace – in the fresh air with friends. (32 weeks).   1. Football 2. Tag rugby 3. Hockey 4. Multi-skills | | **Daily Mile** - The aim of The **Daily Mile** is to improve the physical, social, emotional and mental health and wellbeing of our children – regardless of age, ability or personal circumstances. The **Daily Mile** is a social physical activity, with children running or jogging – at their own pace – in the fresh air with friends. (32 weeks).   1. Gymnastics 2. Yoga 3. Dance 4. Golf 5. Netball | **Daily Mile** - The aim of The **Daily Mile** is to improve the physical, social, emotional and mental health and wellbeing of our children – regardless of age, ability or personal circumstances. The **Daily Mile** is a social physical activity, with children running or jogging – at their own pace – in the fresh air with friends (32 weeks).   1. Athletics 2. Rounders 3. Swimming | |
|  | Listen attentively to spoken language and show understanding by joining in and responding  Present ideas and information orally to a range of audiences\*  Appreciate stories, songs, poems and rhymes in the language | | | | |
| **I am learning French**  By the end of the unit pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where the foreign language is spoken.  **Animals**  In this unit pupils will learn 10 familiar animals and be introduced to the 1st person singular high frequency verb ‘I am’ in the foreign language. By the end of the unit pupils will be able to recognise, recall, remember and spell up to 10 animals with their indefinite article. This is one of the first sentence building units where pupils will have the knowledge and skills to be able create short phrases with the verb ‘I am’ plus the animal nouns and determiners | **Instruments**  In this unit pupils will learn 10 familiar instruments and be introduced to the 1st person singular high frequency verb ‘I play’ in the foreign language. By the end of the unit pupils will be able to recognise, recall, remember and spell up to 10 instruments with their definite article. This is one of the first sentence building units where pupils will have the knowledge and skills to create short phrases with the verb ‘I play’ plus the instrument nouns and determiners.  **Shapes**  In this unit pupils will learn 10 common shapes and also the numbers 1-5. By the end of the unit pupils will be able to recognise, recall, remember and spell up to ten shape nouns with their indefinite article. | | | **Seasons**  In this unit pupils will learn the 4 seasons of the year along with a key feature for each season in French. By the end of the unit pupils will have the skills and knowledge to say which is their favourite season and why  **Little Red Riding Hood**  In this unit pupils will learn to listen carefully to able to understand a familiar fairy tale recounted in the foreign language using picture and word cards. Pupils will be exposed to more language and be encouraged to use mind-mapping activities to support their learning. This unit links strongly to literacy skills. |
|  | From September 2020, the Health Education and Relationships Education (primary) and the secondary Relationships and Sex Education (RSE) (secondary) aspects of PSHE education will be compulsory in all schools.  <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>  **KS 2 Learning opportunities in Health and Wellbeing -**  Pupils learn...  **Healthy Lifestyles (Physical Health and Wellbeing) -Healthy Choices**  [**https://campaignresources.phe.gov.uk/schools/resources/keeping-our-teeth-healthy-lesson-plans?utm\_source=subscriber\_phe&utm\_medium=email&utm\_campaign=march\_edcoms&utm\_content=downloadcta1**](https://campaignresources.phe.gov.uk/schools/resources/keeping-our-teeth-healthy-lesson-plans?utm_source=subscriber_phe&utm_medium=email&utm_campaign=march_edcoms&utm_content=downloadcta1)  [**www.change4life.co.uk**](http://www.change4life.co.uk)  **H1.** how to make informed decisions about health  **H2.** about the elements of a balanced, healthy lifestyle  H3. about choices that support a healthy lifestyle, and recognise what might influence these  H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle  **Mental health -Take care of yourself**  H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health  **Ourselves, growing and changing -We are the Champions**  H27. to recognise their individuality and personal qualities  **H28.** to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth  **Keeping Safe –**  **H38.** how to predict, assess and manage risk in different situations **H39.** about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep sa | **Core Theme 1:**  [**http://northumberlandeducation.co.uk/PSHE/**](http://northumberlandeducation.co.uk/PSHE/)  **Healthy Lifestyles (Physical Health and Wellbeing) – Bug Busters**  **H9.** that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it  **H40. Keeping Safe** about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)  **Mental health –** **Express Yourself** [**https://youngminds.org.uk/resources/school-resources/?f3=10151#listing**](https://youngminds.org.uk/resources/school-resources/?f3=10151#listing)  H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;  H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement  **Ourselves, growing and changing – Challenging negative thinking**  H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking  **Keeping Safe – Link with E and Digital Safety**  H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact  **H37.** reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming | | | **Core Theme 1:**  **Mental Health – Signs to look for**  See also NCC Padlets  **H18.** about everyday things that affect feelings and the importance of expressing  feelings  **H21.** to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others  **Ourselves, growing and changing – Embracing Change**  **H36.** strategies to manage transitions between classes and key stages  **Keeping Safe – First Aiders**  **H44.** how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say  **Drugs, alcohol and tobacco - TITLE?????**  **Focus on this in Year 5 and 6?** |
|  | **Core Theme 2 : Relationships**  **KS 2 Learning Opportunities in Relationships Pupils learn:**  **Families and close positive relationships –**  **R1.** to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)  **Friendships –**  **R10.** about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing  **R11.** what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships  **Managing hurtful behaviour and bullying –**  R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour  **Safe Relationships –** | **Core Theme 2: Relationships**  **Families and close positive relationships –**  **R5.** that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart  **R6.** that a feature of positive family life is caring relationships; about the different ways in which people care for one another  **R3.** about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong  **Friendships – (Link to E Safety)**  R12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face  **R18.** to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary  **Safe Relationships – cover in E Safety topic**  R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)  **Respecting self and others - E safety link**  **R30.** that personal behaviour can affect other people; to recognise and model respectful behaviour online | | | **Core Theme 2: Relationships**  **Friendships -The 3 F’s – FORGIVE, FORGET, FRESH START** |
|  | **Core Theme 3: Living in the Wider World**  **KS 2 Learning Opportunities in Living in the Wider World. Pupils learn:**  **Shared responsibilities – Class Charter**  **Economic wellbeing: Money –** | **Core Theme 3: Living in the Wider World**  **Shared responsibilities – School Pets**  **Media literacy and digital resilience – Link to E Safety Topic**  **L12.** how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results  **L13.** about some of the different ways information and data is shared and used online, including for commercial purposes  **Economic wellbeing: Aspirations work and career – bring your ‘parent’ to school week (different jobs)**  **25.** to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes  **L26.** that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life  **L27.** about stereotypes in the workplace and that a person’s career aspirations should not be limited by them  **L28.** about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) | | | **Core Theme 3: Living in the Wider World**  **Shared responsibilities –**  L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others  L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)  **Communities**  **L6.** about the different groups that make up their community; what living in a community means  **L7.** to value the different contributions that people and groups make to the community  **Economic wellbeing: Money –**  **L17.** about the different ways to pay for things and the choices people have about this  **L18.** to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’  L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) |