

Curriculum Planning Year 5/6 - Cycle A

Updated Autumn 2024



Curriculum Intent Statement

The aim at Whittingham C of E Primary School is to provide curriculum opportunities which help children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider world. There is a focus on developing children's moral, spiritual, social and cultural understanding. At Whittingham C of E Primary school we aim to ensure that children are well prepared for life in modern Britain.

Our broad and balanced curriculum provides pupils with the skills, knowledge and understanding, across all subjects, needed to become resilient, respectful and responsible individuals, who are well rounded and able to make well informed decisions and choices.

The curriculum is language rich and provides pupils with the opportunity to read and write in a range of contexts, for different purposes and in response to a wide and varied range of exciting first hand experiences, including well planned educational visits, visitors and theme days which make the most of our geographical location, historical importance and cultural heritage. Through these experiences pupils explore people and events which have influenced our local area, the UK and the wider world so providing them with inspirational examples which they can aspire to. The curriculum is also flexible enough to take into account the interests and needs of all children and important local, national and international events and developments. It provides pupils with memorable experiences, in addition to diverse and rich opportunities from which they can learn and develop a range of transferable skills. An important focus of our curriculum is to raise aspirations, encourage a sense of personal pride in achievement, provide a purpose and relevance for learning and ultimately to help every child to find their strengths and interests.


The cross curricular approach which we have developed enables our pupils to apply their Maths, English and Science skills across the whole curriculum and reinforces mastery in these subjects as children appreciate the importance of these skills and how they apply to real life situations.

Our curriculum is planned in a two year cycle which allows for in-depth study and progression through a well-planned sequence of skills and knowledge and ensures that we have full coverage of the national Curriculum.

Subject leaders play an important part in the success of the curriculum by leading a programme of monitoring, evaluation and review. The curriculum design ensures that the needs of individual and small groups of children can be met within the environment of quality teaching, supported by targeted, proven interventions where appropriate. Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things.

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	AUTUMN	SPRING	SUMMER
English	<p>Please use alongside <u>English progression and assessment grids</u>. In Years 5 and 6, we set a focus on a certain spelling pattern each week that the children recall, explore and investigate. In addition to this we use Accelerated Reader to enhance our reading curriculum as well as the grammar and spelling area of the Sumdog online learning platform.</p> <p>See the genre progression grid and corresponding writing KOs (knowledge organisers) within the English drive.</p>		
	<u>Autumn 1</u>	<u>Spring 1</u>	<u>Summer 1</u>
	<ul style="list-style-type: none"> - SPaG focus - Playscript - Setting description 	<ul style="list-style-type: none"> - SPaG focus - Diary - Non-chronological report 	<ul style="list-style-type: none"> - SPaG focus - Instructions
	<u>Autumn 2</u>	<u>Spring 2</u>	<u>Summer 2</u>
	<ul style="list-style-type: none"> - Character description - Advert - Newspaper 	<ul style="list-style-type: none"> - Narrative poems - Story - Auto/biography 	<ul style="list-style-type: none"> - Persuasive letter - Balanced argument - Story (thriller)
Maths	<p>We follow the White Rose Maths Hub mixed classes sequencing of units and lessons, supplementing the teaching input with the WRMH resources as well as others such as CGP and NFER resources. Teachers also ensure that their practice is updated and effective through links with The Great North Maths Hub and national focuses as they occur. We have been involved with the Maths Mastery training with the maths hub since 2019.</p> <p>We also use CGP maths workbooks to provide responsive and effective weekly homework and consolidation tasks for Y1 -Y6 that are directly linked to the work being done for each year group. In addition to this, we also are able to use the Sumdog online adaptive learning programme to enhance our curriculum further and help pupils with their times tables and other areas of the maths curriculum. Through these resources, teachers can set work that is appropriate to each child and provides parents/ carers the ability to engage and assist their child(ren) in their learning in a collaborative manner.</p> <p>Overviews of planning and calculation approaches are provided on the school's webpage and a link is available below.</p> <div style="text-align: center;">  <p>White Rose Maths Hub yearly overviews.</p> </div>		

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<p>Geography</p> <p>Teachers plan their Geography units and lessons from the Collins scheme and have had training regarding this from industry expert David Weatherley.</p>	<p>'Why are mountains so important?'</p> <p>This unit of work will include map reading and plotting skills. We will also revise the continents of the world as well as understand the physical formation of mountains. Research and study will also be done on the effects that mountains have on the way of life of living things, including humans.</p> <p><u>Key questions/ learning points:</u></p> <ul style="list-style-type: none">➤ Identify the locations of the world's mountains.➤ Understand how mountains form.➤ How do mountains influence the area around them?	<p>'What is a river?'</p> <p>Within this unit, we will study the physical aspects of a river as well as the influences that they have, on both physical and human geography. This will again develop map-reading skills further, including 4- and 6-figure grid references. We will also be analysing data associated with rivers.</p> <p><u>Key questions/ learning points:</u></p> <ul style="list-style-type: none">➤ The physical aspects of a river.➤ What influence do rivers have on physical geography around it/ them?➤ What influence do rivers have on human geography?	<p>Why is fairtrade fair?'</p> <p>As well as looking at the locations and distribution of resources across the world, we will look more at the human geography that is linked to trade, understanding the multiple influences that this entails and thus how the concept of 'fairtrade' arose.</p> <p><u>Key questions/ learning points:</u></p> <ul style="list-style-type: none">➤ Identify both where natural resources are prominent and the distribution of populations.➤ To understand what sustainability is.➤ To understand trade and the influence that politics and economics have.
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	Teachers use resources from Collins, linked to recent expert training from David Weatherley.		
History	<p style="text-align: center;"><u>The Olympics</u></p> <p>This unit will look at how, where and why the Olympics came to be. This will also show why the Olympics changed and why, looking at the influence of other cultures (the Romans). We will also celebrate how the Olympics returned and the influence that these games have on the world in terms of legacy, honour and world relations.</p> <p><u>Key questions/ learning points:</u></p> <ul style="list-style-type: none">➤ Where, when and why did the Olympics start?➤ How has the Olympics changed over time?➤ What influence have the Olympics had?	<p style="text-align: center;"><u>The British Empire.</u></p> <p style="text-align: center;"><u>Why did Britain once rule the largest empire the world has ever seen?</u></p> <p>The British Empire was known across the world and still has influence as a Commonwealth today. This unit will study how the British Empire came to be as well as its influences, both positive and negative. We will also see how the legacy of the British Empire affects populations today.</p> <p><u>Key questions/ learning points:</u></p> <ul style="list-style-type: none">➤ What is an Empire?➤ Why did Empires exist?➤ What influence did the British Empire have in different regions of the world?	<p style="text-align: center;"><u>Mining:</u></p> <p style="text-align: center;"><u>What historical influence did mining have in the region?</u></p> <p>Mining communities were highly significant in the North East region. Within this unit, we will study how it began and then consequently affected the population and land around us.</p> <p><u>Key questions/ learning points:</u></p> <ul style="list-style-type: none">➤ Identify the timeline of when mining was used in the area.➤ Understand the effect that mining had in the region (physical).➤ Understand how society changed because of mining.

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Science

Teachers plan their Science medium term plans from the PLAN primary science resources. This provides the basis and direction that lessons should take as well as suggested resources, vocabulary and investigation ideas.

An overview of the planning can be found on the science section of the school's webpage as well as below.



Science Knowledge
Matrices Y1-6 FV.pdf

Ongoing Science Objectives

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

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

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P S S	<p><u>Evolution and Inheritance: Survival of the Fittest (Y6)</u></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p><u>Forces (Y5)</u></p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Research Isaac Newton and his discoveries.</p> <p><u>Properties of Materials (Y5)</u></p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p>	<p><u>All living things (Y5/6)</u></p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p>(Growing up talk)</p>
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		<p>- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	
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We use the Northumberland County Council Agreed Syllabus with Understanding Christianity. The units are taught on a two-year rolling cycle to ensure a broad coverage. The units taught are shown below.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>EFYS</u>	F4: Being special: where do we belong?	F2: Why is Christmas special for Christians? (UC: Incarnation)	F1: Why is the word 'God' so important to us? (UC: God)	F3: Why is Easter special to Christians? (UC: salvation)	F6: what times/stories are special and why?	F5: What places are special and why?
KS1 (A)	1.2: Who do Christians say made the world? (UC: creation)	1.3: Why does Christmas matter to Christians? (UC: Incarnation)	1.6: Who is Muslim and how do they live? (Part one)	1.7: Who is Jewish and how do they live? (Part one)	1.4: what is the 'Good News' Christians believe Jesus brings? (UC: Gospel)	1.8: What makes some places sacred to believers?
KS1 (B)	1.1: What do Christians believe God is like? (UC: God)	1.7: Who is Jewish and how do they live? (Part two)	1.10: What does it mean to belong to a faith community?	1.5: Why does Easter matter to Christians? (UC: Salvation)	1.6: Who is Muslim and how do they live? (Part two)	1.9: How should we care for the world and for others and why does it matter?
LKS2 (A)	L2.1: What do Christians learn from the creation story? (UC : Creation/fall)	L2.3: What is the 'Trinity' and why is it important for Christians? (UC: Incarnation/God)	L2.9: How do festivals and worship show what matters to Muslim people?	L2.10: How do festivals and worship show what matters to Jewish people?	L2.4: What kind of world did Jesus want? (Christians: UC: Gospel)	L2.11: How and why do people mark the significant events of life?
LKS2 (B)	L2.2: What is it like for someone to follow god? (Christians: UC: People of God)	L2.7: What do Hindus believe God is like?	L2.8: What does it mean to be a Hindu in Britain today?	L2.5: Why do Christians call the day Jesus died 'Good Friday'? (UC: Salvation)	L2.6: For Christians, when Jesus left, what was the impact of Pentecost? (UC: K of G)	L2.12: How and why do people try to make the world a better place?
UKS2 (A)	U2.2: Creation and Science: Conflicting or complementary? (Christians:UC:Creation/fall)	U2.3: Why do Christians believe Jesus was the Messiah? (UC: Incarnation)	U2.8: What does it mean to be a Muslim in Britain today?	U2.9: Why is the Torah so important to Jewish people?	U2.4: Christians and how to live: 'What would Jesus do?' (UC: Gospel)	U2.12: Who does faith help when life gets hard?
UKS2 (B)	U2.1: What does it mean if Christians believe God is Holy? (UC: God)	U2.11: Why do some people believe in God and some not?	U2.7: Why do Hindu's want to be good?	U2.5: What do Christians believe Jesus did to 'save' people? (UC: Salvation)	U2.6: For Christians, what kind of king is Jesus? (UC: Kingdom of god)	U2.10: What matters most to Humanists and Christians?

KEY: Christian Units – (using Understanding Christianity units)

Hindu units

Muslim Units


Jewish Units

Multi-faith comparative Units

Non- religious Worldviews Units

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E-Safety	Networks and communication/e-Safety <u>The computing curriculum will be updated in Autumn 2020 in line with new plans from NCC and NACE</u>		
	<p style="color: red; font-size: small;">All 3 areas will be ongoing throughout the year and have been placed in termly boxes to ensure coverage.</p> <p style="text-align: center;"><u>Talking Safely Online</u></p> <p style="font-size: x-small;">Children will learn not to reveal private information while using the Internet for example; on games; in chat rooms or on social media.</p>	<p style="color: red; font-size: small;">All 3 areas will be ongoing throughout the year and have been placed in termly boxes to ensure coverage.</p> <p style="text-align: center;"><u>Privacy Rules</u></p> <p style="font-size: x-small;">Children will learn that children's websites must protect their private information. They learn to identify these secure sites by looking for their privacy policies and privacy seals of approval.</p>	<p style="color: red; font-size: small;">All 3 areas will be ongoing throughout the year and have been placed in termly boxes to ensure coverage.</p> <p style="text-align: center;"><u>What's Cyberbullying?</u></p> <p style="font-size: x-small;">Children will explore how it feels to be cyber-bullied, how cyber-bullying is similar to or different than in-person bullying, and learn strategies for handling cyber-bullying when it arises.</p>
Computing	As a school, we follow the Computing curriculum as researched and created by Northumberland County Council. This can be viewed by following this link: <div style="text-align: center;">  NCE & School360 Curriculum Overview </div>		
Design and Technology	We are currently developing our Design Technology curriculum, including Food Technology. This is being done in Autumn 1 half-term in preparation for Autumn 2 half-term when DT will be delivered.		
Food and Nutrition			

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Across school, we follow the Kapow scheme of learning for Art & Design.

Year groups	Cycle	Autumn	Spring	Summer
EYFS	A	Drawing: <u>Marvellous</u> marks	Painting and mixed media: Paint my world	Sculpture and 3D: Creation station
	B	Drawing: <u>Marvellous</u> marks	Painting and mixed media: Paint my world	Craft and design: Woven wonder
KS1	A (Y1 units)	Drawing: Making your Mark	Painting and mixed media: Colour Splash	(Year 2 Unit) Sculpture & 3D: Clay Houses
	B (Y2 units)	Drawing: Tell a Story	Painting and mixed media: Life in Colour	Craft and Design: Map it out
LKS2	A (Y3 units)	Drawing: Growing artists	Painting and mixed media: Prehistoric painting	Craft and design: Fabric of nature
	B (Y4 units)	Drawing: Power prints	Craft and design: Ancient Egyptian Scrolls	Sculpture and 3D: Mega materials
UKS2	A (Y5 units)	Drawing: I Need Space	Painting & mixed media: portraits	Sculpture & 3D: Interactive Installation
	B (Y6 units)	Drawing: Making My Voice Heard	Painting & mixed media: Artistic Study	Craft & Design: Photo Opportunity

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Music	Music planning (updated August 2024)							
	Cycle	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	
	EYFS	Nursery rhymes and songs (Charanga & other quality sources)		Nursery rhymes and songs (Charanga & other quality sources)	Nursery rhymes and songs (Charanga & other quality sources)	Nursery rhymes and songs (Charanga & other quality sources)		
	Y1/2	Pulse & tempo -Identifying and explaining both pulse and tempo -Appraising and performing songs to demonstrate pulse and tempo	Carols & hymns + Christmas productions	Dynamics -Explaining dynamics. -Appraising and labelling/identifying songs with changing dynamics. - <u>Creating own</u> dynamics with a given piece of music.	Pitch & duration -Explaining duration: Frog, tadpole, butterfly, caterpillar images to show differences in types of notes/ duration. -Pitch: learning scales (singing/ playing notes that go together melodically).	Rhythm & texture -Explaining texture in music with examples. -Explain Rhythm (different to pulse). -Create own rhythms then lead to polyrhythms to create thicker/ greater texture. Learn <u>rounds</u> songs to perform rhythms and create texture (can be either/ both singing or playing instruments).		End of Year Service songs and practise
	Y3/4	Pop Focus: pitch & following musical direction		Rap Focus: pulse, composition (ABAB) & rhythm	African drumming Focus: rhythm, polyrhythms & texture	Jazz Focus: syncopated rhythms, call & response and improvising		
		R&B Focus: pitch & following musical direction		Blues Focus: pulse, composition (12-bar blues) & rhythm	Bhangra Focus: rhythm, polyrhythms & texture	Swing Focus: syncopated rhythms, call & response and improvising		
	Y5/6	Classical music Focus: Identifying instruments and understanding timbre in varied contexts as well as dynamics.		Hip-hop Focus: pulse, composition (ABAB) & rhythm	Reggae Focus: syncopated rhythms & texture	Funk Focus: syncopated rhythms, polyrhythms & structure/ composition (ABABCAB)		
		Gospel Focus: pitch & performing in both unison and harmony		Rock Focus: pulse, composition (ABAB) & rhythm	Samba Focus: syncopated rhythms & texture	Soul Focus: syncopated rhythms, polyrhythms & structure/ composition (ABABCAB)		
MFL	At Whittingham, we not only teach to meet and surpass the standards of the National Curriculum for MFL, but to also prepare the children for transition into high school, equipping them with both a sound understanding and use of language but also an enthusiasm for it too. We use the Language Angels resources to teach French.							
	<u>Autumn Term units:</u>		<u>Spring Term units:</u>			<u>Summer Term units</u>		
	'Do you have a pet?'		'At the Café'			'The Olympics'		
	'Family'		'What is the weather'			'Planets'		

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Whittingham C of E Key Stage 2 – PE Year 5 and 6 Cycle A School Year 2024-5
Using Get Set 4 PE planning and assessment grids unless stated differently.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Daily Mile	Daily Mile	Daily Mile	Daily Mile	Daily Mile Additional Forest Schools/ collapsed curriculum day(s) to be arranged on calendar - Possible week before half term (following SATs) and to be scheduled with all of KS 2 (see email sent by BA last term)	Daily Mile *Also prep for annual Cross Country Competition Outdoor and Adventurous Activities - Residential
Football – Get Set 4 PE Year 6 6 lessons 7 th lesson an intra competition with wherever possible an inter competition against the other alliance schools. CC	Hockey – Get Set 4 PE Year 6 planning - CC	Dance - Get Set 4 PE Year 6 planning or Meta 4 Dance (or other company) Dance Day– CC	Dodgeball – Get Set 4 PE Year 6 planning - CC	Athletics – Get Set 4 PE- prep for Sports Day. CC	Netball and Rounders – Get Set 4 PE Year 6 planning CC
Rugby – Get Set 4 PE Year 6 planning Possible School Games Festival - CC	Multiskills – using school games <u>multiskills</u> competition pack and if needed – Get Set 4 PE Year 6 planning - CC	Yoga – Get Set 4 PE Year 6 planning – CC	Cricket – Get Set 4 PE Year 6 Planning - CC	Swimming	Swimming

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PS H E / R H E	<p>From September 2020, the Health Education and Relationships Education (primary) and the secondary Relationships and Sex Education (RSE) (secondary) aspects of PSHE education will be compulsory in all schools. https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</p> <p>KS 2 Learning opportunities in Health and Wellbeing - Pupils learn...</p> <p><u>Core Theme 1: Healthy Lifestyles (Physical Health and Wellbeing) -Healthy Choices - Nutrition and Exercise</u></p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g.walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p><u>Mental health -</u></p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p><u>Ourselves, growing and changing</u></p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p>	<p><u>Healthy Lifestyles (Physical Health and Wellbeing) - Sleep Hygiene</u></p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p><u>Mental health -</u> https://youngminds.org.uk/resources/school-resources</p> <p>H16. about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p><u>Ourselves, growing and changing -</u></p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p><u>Drugs, alcohol and tobacco</u></p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p>	<p><u>Healthy Lifestyles (Physical Health and Wellbeing) - Marvellous Medicines</u></p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p><u>Mental Health -</u></p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p><u>Ourselves, growing and changing -</u></p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p><u>Keeping Safe -</u></p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</p>
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	<p>H26. that for some people gender identity does not correspond with their biological sex</p> <p><u>Keeping Safe -</u> H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>	<p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>	
	<p>Core Theme 2: Relationships <u>KS 2 Learning Opportunities in Relationships Pupils learn: Friendships</u></p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p><u>Managing hurtful behaviour and bullying -</u> R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p>	<p>Core Theme 2: Relationships <u>Families and close positive relationships -</u> Also Stonewall resources in cupboard outside Class3</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p><u>Friendships -</u></p> <p><u>Safe Relationships - cover in E Safety topic</u></p> <p><u>Respecting self and others - ongoing</u></p>	<p>Core Theme 2: Relationships <u>Families and close positive relationships</u></p> <p><u>Friendships -The 3 F's - FORGIVE, FORGET, FRESH START</u></p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p><u>Safe Relationships</u> <u>Respecting self and others -</u> R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>

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	<p>R21. about discrimination: what it means and how to challenge it</p> <p><u>Safe Relationships - covered in E Safety and Anti Bullying topics</u></p>		
	<p>Core Theme 3: Living in the wider world <u>KS 1 Learning Opportunities in Living in the Wider World.</u> <u>Pupils learn:</u> <u>Shared responsibilities - Class Charter</u> <u>Economic wellbeing: Money -</u></p>	<p>Core Theme 3: Living in the wider world <u>Shared responsibilities - School Pets</u> <u>Media literacy and digital resilience - Link to E Safety Topic</u> positively and negatively L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation <u>Economic wellbeing: Aspirations work and career - bring your 'parent' to school week (different jobs)</u> L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L31. to identify the kind of job that they might like to do when they are older</p>	<p>Core Theme 3: Living in the wider world <u>Shared responsibilities -</u> L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities <u>Communities</u> L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced <u>Economic wellbeing: Money-</u> L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p>

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		<p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	<p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p>
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