

# Curriculum Planning Year 5/6 - Cycle B

Updated Summer 2022



## Curriculum Intent Statement

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

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

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

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

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

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

## Curriculum Planning Year 5/6 - Cycle B

Updated Summer 2022



	AUTUMN	SPRING	SUMMER
English	<p><u>Please use alongside 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 CGP as part of our English homework. See the genre progression grid and corresponding writing KOs (knowledge organisers) within the English drive.</p>		
	<p><u>Autumn 1</u></p> <ul style="list-style-type: none"> <li>- SPaG focus</li> <li>- Playscript</li> <li>- Setting description</li> </ul>	<p><u>Spring 1</u></p> <ul style="list-style-type: none"> <li>- SPaG focus</li> <li>- Diary</li> <li>- Non-chronological report</li> </ul>	<p><u>Summer 1</u></p> <ul style="list-style-type: none"> <li>- SPaG focus (extended for SATs practise)</li> <li>- Instructions</li> </ul>
	<p><u>Autumn 2</u></p> <ul style="list-style-type: none"> <li>- Character description</li> <li>- Advert</li> <li>- Newspaper</li> </ul>	<p><u>Spring 2</u></p> <ul style="list-style-type: none"> <li>- Narrative poem</li> <li>- Story (adventure)</li> <li>- Biography/ autobiography</li> </ul>	<p><u>Summer 2</u></p> <ul style="list-style-type: none"> <li>- A persuasive letter</li> <li>- A balanced argument</li> <li>- Story (thriller)</li> </ul>

## Curriculum Planning Year 5/6 - Cycle B

Updated Summer 2022



Maths

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.

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 use TTRS (Times Tables Rock Stars) 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.

Overviews of planning and calculation approaches are provided on the school's webpage and a link is available below.



White Rose Maths  
Hub yearly overviews.

Teachers plan their Geography medium term plans from a variety of sources to take account of the objectives as our curriculum is bespoke to us and does not fit easily within a purchased scheme of work.

Please use alongside Geography progression and assessment grids.

# Curriculum Planning Year 5/6 - Cycle B

Updated Summer 2022



Whittingham  
C of E PRIMARY SCHOOL

Geography

## Natural Disasters

### Human and Physical Geography

- Describe and understand key aspects of physical geography, including climate zones, biomes, earthquakes and volcanoes.
- Physical features of coasts and begin to understand erosion and deposition.

### Geographical Skills and Fieldwork

- understand and use a range of geographical terms eg. Specific topic vocabulary - climate zones, earthquakes, volcanoes and the water cycle.
- a volcano
- What active, dormant and extinct are
- Where you can find volcanoes
- What an earthquake is
- What causes earthquakes
- Where earthquakes are worse
- What a tsunami is
- What causes tsunamis
- Where tsunamis are worse
- What a tornado is
- What causes tornadoes
- Where tornadoes occur

Physical geography including volcanoes and earthquakes •Locate the world's countries •Use maps, atlases, globes and digital/ computer mapping to locate countries.

Locate extinct local volcanoes (Cheviot) and magma extrusions (Bamburgh) linking back to rocks in LKS2

### Key questions/ learning points:

- What is a natural disaster?
- Do natural disasters happen everywhere?
- Can we protect against natural disasters?

## Countries in Europe

### Place knowledge

To understand geographical similarities and differences in European countries. Firstly, they will learn about the countries of Europe. They will then look in more detail at some of the contrasting areas of eastern Europe, finding out about the landscape, climate and locations in each area. Children will bring together their learning about one area of eastern Europe and create information booklets to share what they have found out. In the final lesson of the unit, children will find out more about Chernobyl and its impact on eastern Europe and the rest of the world.

Linked to History - The River Nile

### Key questions/ learning points:

- How were the locations of major cities decided?
- Why is Europe a popular place for people to live?
- What influence does Europe have across the world?

## Local Geography Study

### Geographical Skills and fieldwork

Use fieldwork to observe, measure, record and present the human and physical features in the local area, using a range of methods; including sketch maps, plans and graphs, and digital technologies. Explore the range of maps available to geographers and to develop their understanding of the key features of maps. They will study a range of maps and atlases, including digital maps, and compare their features. They will learn to use the eight compass points to give directions and give grid references to locate places on a map. By comparing maps of the same place, children will learn about the way that places have changed over time.

### Key questions/ learning points:

- How were the physical features of our region formed?
- How does human geography correlate to the physical geography in our region?
- What makes our region special?

# Curriculum Planning Year 5/6 - Cycle B

Updated Summer 2022



## History

Teachers plan their History medium term plans from a variety of sources to take account of the objectives and key questions we want the children to answer, using the great history of our local area and beyond. Please use this document alongside History progression and assessment grids.

Term:	EYFS:	KS1:	LKS2:	UKS2:			
THE GREAT FIRE OF LONDON							
Autumn 1:	Why and where did it start?	How did the fire spread so quickly?	Was the Great Fire of London a blessing?	What impact did the Great Fire of London have?			
SIGNIFICANT OTHERS							
Spring 1:	George Stephenson: Who was George Stephenson?	Florence Nightingale: What was it like working in hospitals during a time of war? Why Florence Nightingale was called The Lady of the Lamp?	Ancient Egypt. Who were the Ancient Egyptians?	Greeks: Can we believe a myth/legend?			
HOW WE USED TO LIVE							
Summer 1:	Seaside Holidays:	Toys/Houses: How can I decide if a toy is from the past or a modern toy? What are some of the differences between the past and my toys?	The Romans: What did The Romans ever do for me?	The Mayans: Why have great civilisations fallen?			
<b>Substantive knowledge:</b> What the pupils will know		Flo Night: The lives of significant individuals who have contributed to national and international achievements.	Toys: Changes within living memory.	Egyptians: The achievements of earliest civilisations.	Romans: The Roman empire and its impact on Britain.	Greeks: A study of Greek life and achievements on the western world	Mayans: A non-European society that provides contrasts with British history
<b>Disciplinary knowledge:</b> Thinking skills the pupils will use to understand what they know.	Recognise Identify Describe Observe Select Categorise Classify Sequence Compare and Contrast Recall Reason/Speculate	Recognise Identify Describe Observe Select Categorise Classify Sequence Compare and Contrast Recall Reason/Speculate Summarise	Summarise Synthesise Explain Demonstrate Understanding Empathise	Reach Informed Conclusions Make reasoned Judgements Justify Apply Evaluate Critique Hypothesise			

# Curriculum Planning Year 5/6 - Cycle B

Updated Summer 2022



## 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

# Curriculum Planning Year 5/6 - Cycle B

Updated Summer 2022



**Whittingham**  
C of E PRIMARY SCHOOL

## Animals including humans (Y5/6)

Explain how humans change from birth to old.  
Understand the circulatory system.  
Explain and understand the importance of a healthy balanced diet.  
Understand the dangers of drugs including tobacco and alcohol.  
Describe the way in which nutrients and water are transported within animals.

## Light (Y6)

Recognise that light appears to travel in straight lines  
Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye  
Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes  
Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

## Electricity

Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit  
Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches  
Use recognised symbols when representing a simple circuit in a diagram.

## Earth and Space (Y5)

Describe the movement of the Earth, and other planets, relative to the Sun in the solar system  
Describe the movement of the Moon relative to the Earth  
Describe the Sun, Earth and Moon as approximately spherical bodies  
Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

# Curriculum Planning Year 5/6 - Cycle B

Updated Summer 2022



RE

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



# Curriculum Planning Year 5/6 - Cycle B

Updated Summer 2022



<b>E-Safety</b>	Networks and communication/e-Safety <b>The computing curriculum will be updated in Autumn 2020 in line with new plans from NCC and NACE</b>		
	<p style="color: red;">All 3 areas will be ongoing throughout the year and have been placed in termly boxes to ensure coverage.</p> <p><b><u>Digital Citizenship Pledge</u></b></p> <p>Children to collaborate to outline common expectations in order to build a strong digital citizenship community. Each member of the class will sign a 'We the Digital Citizens Pledge'.</p>	<p style="color: red;">All 3 areas will be ongoing throughout the year and have been placed in termly boxes to ensure coverage.</p> <p><b><u>Strong Passwords</u></b></p> <p>Children will learn how to create secure passwords in order to protect their private information and accounts online.</p>	<p style="color: red;">All 3 areas will be ongoing throughout the year and have been placed in termly boxes to ensure coverage.</p> <p><b><u>Picture Perfect</u></b></p> <p>Children will learn how photos can be altered digitally. They will consider the creative upsides of photo alteration, as well as its power to distort our perceptions of what we see online.</p>
<b>Computing</b>	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;">                       NCC &amp; School360 Curriculum Overview                 </div>		
<b>Design &amp; Technology</b>	<p><b><u>Make WW2 Anderson Shelters</u></b></p> <p>To design and make an Anderson shelter considering construction techniques and suitable materials.</p>	<p>Light Boxes - making kaleidoscopes.</p> <p>Pyramids from clay</p>	<p>Create and test rockets (air pressure propelled)</p> <p>Constructing castles (mixed media)</p>

## Curriculum Planning Year 5/6 - Cycle B

Updated Summer 2022



Food & Nutrition	Use British Nutrition Foundation for Scheme of Work and Risk Assessments  Rationing - the importance of a healthy diet during WW2.	Use British Nutrition Foundation for Scheme of Work and Risk Assessments	Use British Nutrition Foundation for Scheme of Work and Risk Assessments  Prepare and cook a range of food using different techniques
Art & Design	<b><u>Henry Moore - War Artist</u></b> Sketches and paintings of natural disasters. (perspective focus via drawings of earthquakes scenes; paint brush techniques through tsunami paintings as well as landscape paintings)  Sketches of WW2 items/ scenes. WW2 propaganda posters and images.	<b><u>Paul Klee - Hieroglyphics</u></b> Egypt in Ruins Recreate designing own symbols.	<b><u>Peter Podmore</u></b> Cold Breeze, Dark Fire - paintings and sketches of Northumberland. Develop pastel and shade and tone work.
Music	New scheme covers all aspects of the National Curriculum for music and each year group's skills and knowledge builds upon prior learning. Further information and resources can be found in the subject leader drive for music.		
	Rock  Traditional hymns & Christmas production	Hip-hop  Reggae	Samba  Funk

## Curriculum Planning Year 5/6 - Cycle B

Updated Summer 2022



PE

**Daily Mile** - The aim of The **Daily Mile** is to improve the physical, social, emotional and mental health and wellbeing of our children - regardless of age, ability or personal circumstances. The **Daily Mile** is a social physical activity, with children running or jogging - at their own pace - in the fresh air with friends. (32 weeks).

**Netball: 7 weeks** We previously taught High 5 netball across the whole of KS 2. After working with our feeder Secondary School who requested that we deliver netball according to England Netball Rules. Planning in file in planning resources cupboard.

<https://www.englishnetball.co.uk/support/support-for-organisations/teachers/primary/>

**Skills learnt:**

**Passing, throwing, defending, catching, positional play, attacking and shooting.**

**Football: Resources in yellow file -14 weeks.**

<https://www.tes.com/teaching-resource/ks2-football-planning-6119288>

**Skills learnt:**

*Passing skills;* passing and running with the ball, passing and shooting, defending and marking, positions, goalkeeper training.

**Hockey -7 weeks**

Once again, in order to develop progression in PE from Primary to Secondary we do not continue Quicksticks Hockey in Y5 and 6 and follow rules and guidance from

<http://www.englishhockey.co.uk/page.asp?section=>

Planning in file in planning resources cupboard

<https://www.tes.com/teaching-resource/year-6-hockey-scheme-6451060>

**Daily Mile** - The aim of The **Daily Mile** is to improve the physical, social, emotional and mental health and wellbeing of our children - regardless of age, ability or personal circumstances. The **Daily Mile** is a social physical activity, with children running or jogging - at their own pace - in the fresh air with friends. (32 weeks).

**Gymnastics - (4 weeks to include a mini individual competition for the final week)** see Val Sabin Teaching Manual for Gymnastics

**Skills learnt:**

Time. Space. Weight. Flow. Balance/Weight bearing. Sequences. Demonstration. Review and Improve.

**Cycling and Yoga (4 weeks)** -See Cycle A for planning  $\frac{1}{2}$  class while other half of the class complete

<https://www.youtube.com/watch?v=7kgZnJqzNaU>

**Games - Tag Rugby (7 weeks )-see most up to date planning from Callum Lawn, Newcastle Falcons schools' coach. (7 weeks to include a mini competition for the final week)**

**Daily Mile** - The aim of The **Daily Mile** is to improve the physical, social, emotional and mental health and wellbeing of our children - regardless of age, ability or personal circumstances. The **Daily Mile** is a social physical activity, with children running or jogging - at their own pace - in the fresh air with friends (32 weeks).

**Cricket -Chance to Shine programme**

**(7 weeks with mini festival for last lesson).**

<https://www.chancetoshine.org/teaching-resources> .

**Skills learnt:**

**Not just cricket** - Students will bat, bowl, throw, catch, run and jump, but through the Chance to Shine's partnership with [Marylebone Cricket Club](#) and the MCC Spirit of Cricket message, they'll also learn key life skills such as teamwork, communication, respect and inclusion.

**A tool to teach the National Curriculum; NOT extra work!** - Developed in partnership with the [Youth Sport Trust](#), every 'Play' session plan focuses on fundamental movement skills, while 'Learn' activities use cricket to enliven and help teach core curriculum subjects.

**Athletics/ Quadkids ( 8 weeks) - See planning files**

[www.sasp.co.uk](http://www.sasp.co.uk) <https://www.yourschoolgames.com/taking-part/our-sports/athletics/>

**Skills learnt:**

Athletics is a collection of sporting events that involve competitive running, jumping, throwing, and walking. The most common type of athletics competition is track and

## Curriculum Planning Year 5/6 - Cycle B

Updated Summer 2022



	<p><a href="https://www.tes.com/teaching-resource/year-5-6-hockey-planning-6424259">https://www.tes.com/teaching-resource/year-5-6-hockey-planning-6424259</a></p> <p><b>Skills learnt:</b> Using a stick safely, dribbling, passing, passing and running with the ball, passing and shooting.</p>		<p>field, but also includes road running and cross country events.</p> <p><b>British Cycling</b></p> <p><b>Swim England Learn to Swim Programme at Willowburn Leisure Centre for Programme for children who have not reached the minimum expected standard by reachingUKS2.</b></p> <p><b>Skills learnt:</b></p> <p>To make sure our children can swim to the standard required by the national curriculum, we follow the Swim England School Swimming and Water Safety Charter - completing all eight Awards enabling the children to be competent and confident.</p>
Forest School		To follow the FSC for Spring term.	
MFL	We use the Language Angels scheme (which covers all MFL national curriculum points and more for Primary MFL from EYFS to Y6) across school with the first half of the year being French lessons and then switching to Spanish at the start of Spring 2 half-term.		

## Curriculum Planning Year 5/6 - Cycle B

Updated Summer 2022



	<p><u>French:</u> Phonics 'I Am Learning...' (greetings &amp; emotions)</p> <p>'Animals'</p>	<p>'I Am Able...' (activities and interactions within varied setting, e.g. school, in a town, etc.)</p> <p><u>Spanish:</u> Spanish phonics &amp; greetings</p>	<p>'I Am Able...' (activities and interactions within varied setting, e.g. school, in a town, etc.)</p>
SRE	<p>Talking about Puberty (Y5) Puberty (Y6) Growing and changing (Y5) Relationships (Y6)</p>	<p>Puberty and Hygiene (Y5) Building Good Relationships (Y5) Relationships (Y6) Parenthood (Y6)</p>	<p>Keeping Ourselves Safe Body Changes</p>

<p>There are 3 Core Themes in the new 'HERE' aspects of PSHE</p> <p>CORE THEME 1:</p> <p><b>Health and Wellbeing - Healthy Lifestyles (physical wellbeing)</b></p> <p>Also link to Thrive (BA Thrive Practitioner)</p> <p>Link to Science DT and PE</p>	<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.</p> <p><a href="https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education">https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</a></p> <p><b>KS 2 Learning opportunities in Health and Wellbeing - Pupils learn...</b></p> <p><b><u>Healthy Lifestyles (Physical Health and Wellbeing) -Healthy Choices - Nutrition and Exercise</u></b></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);</p>	<p><b><u>Healthy Lifestyles (Physical Health and Wellbeing) - Sleep Hygiene</u></b></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><b><u>Mental health -</u></b></p> <p><a href="https://youngminds.org.uk/resources/school-resources">https://youngminds.org.uk/resources/school-resources</a></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><b><u>Ourselves, growing and changing -</u></b></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</p>	<p><b><u>Healthy Lifestyles (Physical Health and Wellbeing) - Marvellous Medicines</u></b></p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can how allergies can be managed</p> <p><b><u>Mental Health -</u></b></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><b><u>Ourselves, growing and changing -</u></b></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</p>
---	--	--	--

## Curriculum Planning Year 5/6 - Cycle B

Updated Summer 2022



	<p>recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p><b><u>Mental health -</u></b></p> <p><b>H17.</b> to recognise that feelings can change over time and range in intensity</p> <p><b>H22.</b> 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>discuss feelings with a trusted adult</p> <p><b><u>Ourselves, growing and changing</u></b></p> <p><b>H25.</b> about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p><b>H26.</b> that for some people gender identity does not correspond with their biological sex</p> <p><b><u>Keeping Safe -</u></b></p> <p><b>H41.</b> 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>menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p><b>H32.</b> about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p><b><u>Drugs, alcohol and tobacco - TITLE?????</u></b></p> <p><b>H46.</b> 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><b>H47.</b> 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><b>H48.</b> about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p><b>H49.</b> about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p><b>H50.</b> 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>prevent a baby being made); how babies need to be cared for</p> <p><b>H34.</b> about where to get more information, help and advice about growing and changing, especially about puberty</p> <p><b>H35.</b> about the new opportunities and responsibilities that increasing independence may bring</p> <p><b>H36.</b> strategies to manage transitions between classes and key stages</p> <p><b><u>Keeping Safe -</u></b></p> <p><b>H45.</b> 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>
--	---	---	--

# Curriculum Planning Year 5/6 - Cycle B

Updated Summer 2022



<p>CORE THEME 2: Relationships</p>	<p><b><u>KS 2 Learning Opportunities in Relationships Pupils learn:</u></b></p> <p><b><u>Friendships</u></b>  <b>R13.</b> the importance of seeking support if feeling lonely or excluded  <b>R14.</b> that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them  <b>R15.</b> strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others  <b>R16.</b> how friendships can change over time, about making new friends and the benefits of having different types of friends  <b>R17.</b> that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p><b><u>Managing hurtful behaviour and bullying -</u></b>  <b>R20.</b> 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  <b>R21.</b> about discrimination: what it means and how to challenge it</p> <p><b><u>Safe Relationships -</u></b></p>	<p><b><u>Families and close positive relationships -</u></b>                  Also Stonewall resources in cupboard outside Class3  <b>R2.</b> 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  <b>R7.</b> 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  <b>R8.</b> to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty  <b>R9.</b> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p><b><u>Friendships -</u></b></p> <p><b><u>Safe Relationships - cover in E Safety topic</u></b></p> <p><b><u>Respecting self and others -</u></b></p>	<p><b><u>Families and close positive relationships</u></b></p> <p><b><u>Friendships -The 3 F's - FORGIVE, FORGET, FRESH START</u></b>  <b>R19.</b> about the impact of bullying, including offline and online, and the consequences of hurtful behaviour  <b>R20.</b> 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  <b>R21.</b> about discrimination: what it means and how to challenge it</p> <p><b><u>Safe Relationships</u></b>  <b><u>Respecting self and others -</u></b>  <b>R31.</b> 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>
--	---	--	--

# Curriculum Planning Year 5/6 - Cycle B

Updated Summer 2022



<p>CORE THEME 3: Living in the Wider World</p>	<p><u>KS 1 Learning Opportunities in Living in the Wider World. Pupils learn:</u> <u>Shared responsibilities - Class Charter</u> <u>Economic wellbeing: Money -</u></p>	<p><u>Shared responsibilities - School Pets</u> <u>Media literacy and digital resilience - Link to E Safety</u> <u>Topic</u> positively and negatively <b>L14.</b> about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information <b>L15.</b> recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images <b>L16.</b> 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> <b>L29.</b> 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 <b>L30.</b> about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation <b>L31.</b> to identify the kind of job that they might like to do when they are older <b>L32.</b> to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	<p><u>Shared responsibilities -</u> <b>L1.</b> to recognise reasons for rules and laws; consequences of not adhering to rules and laws <b>L2.</b> to recognise there are human rights, that are there to protect everyone <b>L3.</b> about the relationship between rights and responsibilities <u>Communities</u> <b>L8.</b> about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities <b>L9.</b> about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes <b>L10.</b> 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> <b>L20.</b> to recognise that people make spending decisions based on priorities, needs and wants <b>L21.</b> different ways to keep track of money  <b>L22.</b> about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe <b>L23.</b> 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 <b>L24.</b> to identify the ways that money can impact on people's feelings and emotions</p>
--	---	---	--



# Curriculum Planning Year 5/6 - Cycle B

Updated Summer 2022



			<p><b>L23.</b> 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><b>L24.</b> to identify the ways that money can impact on people's feelings and emotions</p>
--	--	--	---