

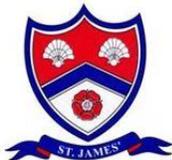


Haslingden St. James' C. E. Primary School

Year 1 Curriculum Map 2019-2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Family Album	Fire! Fire!	Penguins, Possums and Pigs	Growth and Green Fingers	The Great Outdoors	Robots
Lead Subjects	History Changes within living memory	History Events beyond living memory - Great Fire of London	Geography Hot and cold areas of the world	Science Plants - basic structure and observing growth over time	Science Everyday materials - naming of materials and their properties	Science Human body and senses
	Art and Design Self-portraits - drawing and painting in charcoal, chalk, pastels and watercolours developed into digital art	DT Mechanisms - pop ups and simple card levers	Science Common animals other than humans and their basic structure	DT Food - preparing and combining foods	Geography Fieldwork in the school grounds	Music Experimenting with and creating musical patterns
	Geography UK countries and capital cities	Music Using voices expressively - singing songs, speaking chants and rhymes	Art and Design Drawing in pastel developed into 3D using clay	Art and Design Observational drawings and paintings developed into printmaking	DT Structures - stability and strength	
					PE Outdoor and adventurous activities - developing trails	
Add Science	1- Plants 2- Seasonal Change 3- Weather (See additional advice for Year 1 Teachers)					
Computing	IT / DL - recognise common uses of IT beyond school / hardware	IT - digital research	IT - text and images	CS / IT - computational thinking	IT - digital research	CS - programming
PSHE	(Life Education Van)					
	Healthy Lifestyles - What helps keep bodies healthy; hygiene routines Growing and Changing - Recognising what they are good at; setting goals. Change and loss and how it feels Keeping Safe - Keeping safe around household products; how to ask for help if worried about something Anti-Bullying Week (12-16 Nov) NSPCC Speak out, Stay Safe- 28th Nov		Feeling and Emotions - Recognising feelings in self and others; sharing feelings Healthy Relationships - Secrets and keeping safe; special people in their lives Valuing Difference - Respecting similarities and differences in others; sharing views and ideas		Rights and Responsibilities - Group and class rules; everybody is unique in some ways and the same in others Environment - Looking after the local environment (CROSS YEAR-GROUP PROJECT WITH YEAR 2) Money - Where money comes from; how to use money - saving and spending money	

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Maths	Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire Mathematics Planning should be used for discrete mathematics lessons.					
English	Traditional Tales Recount	Repetitive Patterned stories Poems on a theme Range of non-fiction texts	Stories by the same author Non-chronological reports (Integrate poems within creating interest of narrative units)	Classic Stories Instructions Traditional rhymes	Stories with familiar settings Non-fiction texts: booklets	Stories with fantasy settings Recounts Poems for learning by heart
Ongoing	<p>Science: NB: In y1 Science is taught through a main theme for four half terms during the year. It is advised that science be taught in the additional half terms as a discrete subject when it is not included in the main theme. It is also advised that children should be using the outdoor setting to explore seasonal change, plants, weather and length of day throughout every half term in addition to any science linked to a main theme. It is important that science is taught every half term to ensure full coverage of all key learning, to ensure regular working scientifically opportunities which support skill progression and to ensure the status of science as a core subject is raised.</p> <p>Nature journals: Recording observations over time for seasonal changes, plants, weather and length of day (linked to GROWTH AND GREEN FINGERS theme in Spring 1 and SEASONAL CHANGES ongoing unit plans).</p> <p>Once or twice per month children should visit an outdoor setting and record their observations linked to plants, weather and/or seasonal change. A nature journal can be used for this (see advice in the 'Growth and Green Fingers' theme booklet and the 'Seasonal Changes' ongoing unit plans). A suggestion for how this might be organised throughout the year has been included below.</p> <p>Geography: Y1: Nature and field journals focusing on sunlight, weather and seasonal changes, weather patterns. Y2: Nature and field journals focusing on plants and animals in their local environment throughout the year.</p> <p>P.E. - Master Fundamental Movement Skills and begin to apply these in a range of activities. These activities must include team games and performing dances. Lancashire KS1 PE scheme of work would support children's learning in PE.</p> <p>Computing: Online safety will be start in the first topic lesson each half term. (see separate scheme)</p> <p>History - Black History Month (Rosa Parks/Mary Seacole)</p> <p>English - Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance.</p>					

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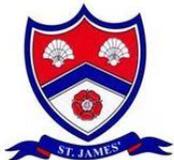


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Year 2 Curriculum Map 2019-2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Place Where I Live	Fighting Fit	Explorers	The Farm Shop	Wind in the Willows	Buckets and Spades
Lead Subjects	History Significant places in their own locality (including schools and playgrounds)	Science Humans - what humans need to survive, human growth and exercise	History Significant people - Neil Armstrong and Christopher Columbus	Science Human health and nutrition; requirements for plant growth	Science Living things and habitats	Science Uses of everyday materials - suitability of different materials for particular uses
	Geography Small area of the UK - where I live and play	PE Master basic movements and begin to apply these in a range of activities.	Geography Small area in a contrasting non-European country	DT Food - the eatwell plate, where food comes from, principles of a healthy diet	Geography Seasonal and daily weather	History Events beyond living memory <i>or</i> places in their locality - the seaside then and now
	Art and Design Drawings and paintings of local area developed into printmaking	Music Rehearse and perform with others, starting and finishing together and keeping a steady pulse	DT Mechanisms - wheels and axles		DT Textiles - using a template, simple joining, choice of stitches, choice of materials	Art and Design Collage using papers, fabric materials, drift wood
	Music Listening - experiencing how sounds can be made in different ways	Art and Design Figure drawing with proportions using wooden figures developed into clay			Music Listening - know how music is used descriptively for a particular purpose	
Additional Science (click here for more information)	No Science is included in the main theme this half term but it is advised that science is taught every half term to ensure skill progression. This half term, begin with the field journal advice below. Use opportunities from the 'Wind	Science included in main theme. Plant bulbs from advice given in 'The Farm Shop' theme.	No Science is included in the main theme this half term but it is advised that science is taught every half term to ensure skill progression. Continue to teach science from the 'Fighting Fit' theme if more time required.	Science included in main theme.	The content in this theme can be spread throughout y2 (see nature journal advice below). This term concentrate on these concepts: <ul style="list-style-type: none">Introducing habitats and animals from Wind in the Willows story.	Science included in main theme.

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	<p>in the Willows' theme linked to exploring minibeasts and plants in a local habitat e.g:</p> <ul style="list-style-type: none"> A habitat walk. Minibeast safaris (exploring soil, under rocks/logs, in cracks/holes). Plants in my habitat. Recording observations. What is a/Features of a minibeast (wings, no of legs, etc.) Introducing identification charts. 		<p>Begin growth and temperature diaries for bulbs grown as part of 'The Farm Shop' theme.</p> <p>Taken part in the BBC Birdwatch campaign.</p>		<ul style="list-style-type: none"> Features of a good homes/habitats. Alive / not alive Comparing real and not real animals. Designing their own minibeast. Improving the environment for minibeasts. Visit to another habitat e.g. pond, wetland centre, nature reserve. Exploring other habitats further afield. Food chains. Observing first-hand how animals change as they grow. 	
Computing	IT - sound / multimedia	DL - electronic communication	CS - computational thinking / programming	IT - data handling	IT - presenting information	CS - programming
PSHE	(Life Education Van)					
	<p>Healthy Lifestyles - Healthy choices; different feelings; managing feelings</p> <p>Growing and Changing- Recognising what they are good at; setting goals. Growing; changing and being more independent; correct names for body parts (including external genitalia)</p> <p>Keeping Safe- Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts</p> <p>Anti-Bullying Week (12-16 Nov)</p> <p>NSPCC Speak out, Stay Safe- 28th Nov</p>		<p>Feeling and Emotions - Behaviour; bodies and feelings can be hurt</p> <p>Valuing Difference- Respecting similarities and differences in others; sharing views and ideas</p> <p>Rights and Responsibilities- Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency</p>		<p>Environment- Looking after the local environment (CROSS YEAR-GROUP PROJECT WITH YEAR 1)</p> <p>Money- Where money comes from; saving and spending money; making choices; keeping track of money spent/saved</p> <p>Healthy Relationships- Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying</p>	
Maths	Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire mathematics planning should be used for discrete mathematics lessons.					
English	<p>Stories with familiar settings</p> <p>Non-chronological reports</p>	<p>Poems on a theme</p> <p>Traditional tales with a twist</p> <p>Instructions</p>	<p>Stories by the same author</p> <p>Non-chronological reports</p>	<p>Stories with familiar settings</p> <p>Persuasion</p>	<p>Animal adventure stories</p> <p>Classic poems</p> <p>Recount: letters</p>	<p>Story as a theme</p> <p>Explanations</p> <p>Poems on a theme</p>

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Ongoing	<p>Science: Nature journals: Observing and recording a variety of living things in their habitats (WIND IN THE WILLOWS theme in Summer 1) It is useful to introduce the nature journal work from the 'Wind in the Willows' theme at the beginning of the school year to allow children to more opportunities for observing a wider variety of plants and animals than could be achieved within a half term. Once per month children should revisit a habitat or visit an alternative habitat and record their observations. A nature journal can be used for this (see advice in the 'Wind in the Willows' theme booklet).</p> <p>Geography: Map Skills P.E. - Master Fundamental Movement Skills and begin to apply these in a range of activities. These activities must include team games and performing dances. Lancashire KS1 PE scheme of work would support children's learning in PE.</p> <p>Computing: Online safety will be start in the first topic lesson each half term. (see separate scheme) History - Black History Month (Rosa Parks/Mary Seacole)</p> <p>English - Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance.</p>
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Year 3 Curriculum Map: 2019-2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	There's No Place Like Home	Healthy Humans	Rock and Roll	The Iron Man	What the Romans Did For Us	How Does Your Garden Grow
Lead Subjects	Geography The region where I live (UK); OS mapwork plus fieldwork in the local area	Science Nutrition, diet and movement and the skeleton	Science Rocks and fossils	DT Mechanical systems - levers and linkages	History Roman Britain	Science Plants – functions or parts and plant growth
	History Local history	DT Food - simple dish - the eatwell plate	History Ancient Britain - Stonehenge	Science Forces and magnets	Geography A region in the UK - Lake District	DT Structures – shell/frame structures and strengthening
		Music Creating - experiment with and create musical patterns for dance	Geography Key aspects of volcanoes and earthquakes	Music Performing - practise, rehearse and present a performance	Art and Design Painting on plaster, mosaics and digital mosaics	
		Art & Design 3D clay or textile sculpture	Art and Design Observational drawing of fossils developed into print		PE Games - performing in an athletic event (Gladiator games)	
Additional Science	No science is included in the main theme this half term. It is advised that science is taught every half term to ensure its core subject status and to provide enough opportunity to teach working scientifically skills regularly to support progression.	Science is included in the main theme.	Science is included in the main theme.	Science is included in the main theme.	Do the standalone 'Light' unit in this half term to ensure science is being taught regularly.	Science is included in the main theme.

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	It makes sense to teach the 'Skeleton' part of the 'Healthy Humans' theme this half term to provide more time to deliver the 'Nutrition and Diet' key learning next half term.					
Computing	IT - movies / multimedia	CS - programming / hardware	IT - digital research	CS - programming/ hardware	DL / CS - communication and collaboration/ networking	IT - presenting information
PSHE	(Life Education Van)					
	Healthy Lifestyles - What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits Growing and Changing - Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings Keeping Safe - School rules on health and safety; basic emergency aid; people who help them stay healthy and safe Anti-Bullying Week (12-16 Nov) NSPCC Speak out, Stay Safe- 28th Nov		Feeling and Emotions - Recognising feelings in others; responding to how others are feeling Healthy Relationships - Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively Valuing Difference - Recognising and responding to bullying		Rights and Responsibilities - Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community Environment - Responsibilities; rights and duties Money - Enterprise; what it means; developing skills in enterprise (CROSS YEAR-GROUP PROJECT WITH YEAR 6)	
Maths	Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire Mathematics Planning should be used for discrete mathematics lessons.					
English	Folk tales Recount: biographies	Fables Poems with a structure Persuasion: letters	Story as a theme (Use The Dry Stone Wall Poem for creating interest phase) Discussion	Novel as a theme Recount: diaries	Playscripts Non-chronological reports	Classic poetry - The Spider and The Fly 3-4weeks. Mystery/ Adventure/ Fantasy stories Explanations - Through Science and DT.
Ongoing	Science: Nature journals: Observing a variety of plants (HOW DOES YOUR GARDEN GROW theme in Summer 2) <ul style="list-style-type: none"> Although it is not statutory at this age phase, children could continue to record in a nature journal throughout the year (as done in y1 and 2) to look at plants growing in the classroom, in the school grounds and beyond and to observe plant structures and functions. (See advice in the Summer 2 theme booklet). Select one activity each half term from the 'How Does Your Garden Grow?' learning opportunities to support using the outdoors and to link with school gardening initiatives. This will also provide more time to deliver the numerous opportunities within the Summer 2 theme and ensure outdoor learning is developed throughout the school. 					
	Geography: Map Skills					

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Computing: Online safety will be start in the first topic lesson each half term. ([see separate scheme](#))

P.E. - Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Lancashire KS2 PE scheme would support children's learning in PE.

English - Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance.

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Year 4 Curriculum Map: 2018-2019

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Sparks Might Fly!	The Great Plague	The Art of Food	Passport to Europe	Water, Water Everywhere	Hunted
Lead Subjects	Science Electricity - series circuits, switches, conductors, insulators	History A theme in British history beyond 1066 - The Great Plague of 1665	Science Teeth and the digestive system.	Geography Contrasting region in a European country	Science States of matter	DT - Hunted Food - simple savoury food and cooking techniques
	DT ICT and electrical systems - control and electrical components	Geography Rubbish and recycling - environmental study	Art and Design Drawing and painting of still life into 3D sculpture	DT Textiles - seams, stiffening and strengthening, materials and fastenings.	Geography Key Aspects of Rivers	Science - Hunted Habitats - grouping and classifying plants and animals
	Music Creating - explore, choose, combine and organise musical ideas using an electronic sound source	Art and Design Drawing developed into printmaking, rotating and translating images		Music Listening to music from different cultures; experience how music is produced in different ways	History Ancient Egypt (including the River Nile)	
					Art and Design Abstract painting; relief paintings, large and small scale with texture	
<u>Additional Science</u>	Science included in main theme.	Do the standalone 'Sound' unit in this half term to ensure science is being taught regularly.	Science included in main theme.	No science is included in the 'Passport to Europe' theme this half term. It would make sense to teach some science and begin some aspects of the solids, liquids, gases (SLG) work from 'Water, Water Everywhere'. Focus on:	This term focuses on the following from the 'Water, Water Everywhere' Science. <ul style="list-style-type: none"> Introducing freezing and melting. Introducing Evaporation and condensation. Investigating Evaporation. Modelling Change of state. 	Science included in main theme.

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				<ul style="list-style-type: none"> Introducing and observing SLG. Describing SLG. Introducing temp. <p>The children will then be ready to begin the concepts linked to 'changes related to water'. This will make the large content in 'Water, Water Everywhere' more manageable and ensure science is being taught each half term to support skill progression.</p>	<ul style="list-style-type: none"> The effect of temperature on other materials besides water. Introducing the water cycle. 	
Computing	CS – programming / hardware	IT – data handling	IT – graphics and images / modelling and simulation	IT – Sound and Multimedia	IT / DL – digital research	CS - computational thinking
PSHE	(Life Education Van)					
	<p>Healthy Lifestyles – What makes a balanced lifestyle and making choices; drugs common to everyday life; hygiene and germs</p> <p>Feeling and Emotions – Keeping something confidential or secret; when to break a confidence; recognise and manage dares</p> <p>Keeping Safe- How to keep safe in local area and online; people who help them stay healthy and safe</p> <p>Anti-Bullying Week (12-16 Nov)</p> <p>NSPCC Speak out, Stay Safe- 28th Nov</p>	<p>Healthy Relationships- Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers</p> <p>Rights and Responsibilities- Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world</p> <p>Valuing Difference- Listen and respond effectively to people; share points of view</p>	<p>Growing and Changing – Recognising what they are good at; setting goals. Changes at puberty. Changes that happen in life and feelings associated with change</p> <p>Environment- Sustainability of the environment across the world</p> <p>Money- Role of money; managing money (saving and budgeting); what is meant by interest and loan</p>			
Maths	Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire Mathematics Planning should be used for discrete mathematics lessons.					
English Year 4	Stories with fantasy settings Explanations Film and playscripts	Fairy tales Classic poetry Recount: newspapers	Stories with issues and dilemmas Persuasion	Novel as a theme Non-chronological reports	Stories with a theme Poems with a structure Information booklets	Folk tales Debate Poems on a theme (optional)

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Ongoing

Science: *Field journals: Observing a variety of living things in their habitats (see Lancs 'HUNTED' theme in Summer 2)*

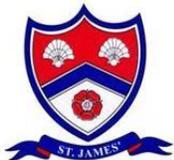
- It is useful to introduce field journal work from the 'Living Things and Their Habitats' theme at the beginning of the school year to allow children to continue to make observations within their habitat throughout the year (once per month / twice per term would be a guide). This provides more time for considering a variety of habitats, plants and animals than just in the summer months .
- 'Bug of the Month' can be used as a theme for observing a habitat throughout the year and to practise observational drawing, identifying a variety of species and practise using classification keys and charts. Links can also be made with Geography to consider the human effects on an environment within and also beyond the UK.
- Consider the animals within a habitat and their place within the food chain of that particular habitat ('who eats it and what it eats' could be part of a fact sheet linked to the living thing they have found, identified and recorded each month).
- Consider classifying and observing the variety of plants in a habitat as well as the animals and bugs.

Computing: *Online safety will be start in the first topic lesson each half term. (see separate scheme)*

P.E. - Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Lancashire KS2 PE scheme would support children's learning in PE.

English - Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance.

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Year 5 Curriculum Map: 2019-2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	A Kingdon United	Food, Glorious Food!	Earthlings	Inventors and Inventions	Amazon Adventure	Faster, Higher, Stronger
Lead Subjects	Geography Uk Cities, countries and key features - research	Geography World Food - where does food come from?	Science Earth and Space	History Early Islamic civilization - Baghdad c AD900	Geography Contrasting region – Amazon Basin, rainforest, biomes.	History Ancient Greece (including sport)
	Music Listening to and performing a range of music from around the UK including anthems	DT Food - food from another culture, variety of cooking techniques	Music Listening to high quality recorded music and how musical elements can be used to create effects, i.e. film music	DT Mechanical systems - cams, pulleys and gears	Science Life cycle changes in animals and plants; naturalists (e.g. David Attenborough)	Science Animals including humans - growth and development of humans PLUS exercise and the circulatory system
	History Britain's settlement by Anglo-Saxons and Scots (including place names)	Science Materials - reversible and irreversible changes	Art and Design Drawing and painting developed into abstract textured paintings	Science Forces and Falling Objects	DT 3D Textiles, using gussets, using patterns, joining with seam allowance combining fabrics.	Art and Design Figure drawing developed into 3D sculpture
	P.E. Dance - perform a traditional dance from the UK or abroad.				Art and Design Painting developed into print making/ collage and digital art.	Music Creating - improvise, develop and perform rhythmic compositions using graph notation.
<u>Additional Science</u>	No Science is included in the main theme this half term but it is advised that science is taught every half term to ensure skill progression. This half term, begin with the field journal advice below and	Science included in main theme linked to 'Reversible and Irreversible Changes'.	Science included in main theme.	Science included in main theme.	Science included in main theme. NB - The life cycle work from this half term can be continued into Sum2 with the children continuing to make field journal	The majority of the science this half term will be taught through the PSHEE. curriculum linking with 'Sex and Relationship' work on how we change as we grow (including a link to puberty). This will probably be introduced in an age appropriate way in y5 and

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	then we suggest teachers might like to begin the 'Reversible and Irreversible Changes' work from Autumn 2. This will allow for more time to include the variety of practical opportunities for the large range of concepts introduced in this material changes theme.				observations linked to the school garden. This will enhance their opportunities to learn about life cycles and growing plants.	continued in y6 as the children mature. Field journals linked to 'Amazon Adventure' will be continued this half term. The standalone unit on Material Properties can also be taught in this half term as a standalone science week or over a series of several weeks.
Computing	CS – computational thinking	/ DL – digital research	IT - modelling IT (Y5 Unit Earthlings)	IT - Multimedia	DL / CS Collaboration / networking (y5 unit Foof, Glorious Food!)	CS - programming
PSHE	(Life Education Van)					
	<p>Healthy Lifestyles - What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices</p> <p>Growing and Changing - Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief</p> <p>Keeping Safe - Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety</p> <p>Anti-Bullying Week (12-16 Nov)</p> <p>NSPCC Talking Pants Workshop- 28th Nov</p>	<p>Feeling and Emotions - Responding to feelings in others</p> <p>Healthy Relationships- Actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback</p> <p>Valuing Difference- Listening to others; raise concerns and challenge</p>	<p>Rights and Responsibilities- Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences</p> <p>Environment- Different rights; responsibilities and duties</p> <p>Money- Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt management of money; tax</p> <p><u>Additional</u></p> <p>Year 5 & 6- SCARF puberty talk</p>			
Maths	Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire Mathematics Planning should be used for discrete mathematics lessons.					
English Year 5	Legends Persuasion	Stories with Historical Settings Film and Play Scripts Classical Narrative Poetry	Science Fiction Stories Information Booklets	Novel as a Theme Magazine: Information Text Hybrid.	Stories From Other Cultures Debate	Myths Reports Poems with Figurative Language

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Ongoing

Science: *Field journals: Observing a variety of living things in their habitats (see Lancs 'HUNTED' theme in Summer 2)*

- It is useful to introduce field journal work from the 'Living Things and Their Habitats' theme at the beginning of the school year to allow children to continue to make observations within their habitat throughout the year (once per month / twice per term would be a guide). This provides more time for considering a variety of habitats, plants and animals than just in the summer months .
- 'Bug of the Month' can be used as a theme for observing a habitat throughout the year and to practise observational drawing, identifying a variety of species and practise using classification keys and charts. Links can also be made with Geography to consider the human effects on an environment within and also beyond the UK.
- Consider the animals within a habitat and their place within the food chain of that particular habitat ('who eats it and what it eats' could be part of a fact sheet linked to the living thing they have found, identified and recorded each month).
- Consider classifying and observing the variety of plants in a habitat as well as the animals and bugs.

Computing: *Online safety will be start in the first topic lesson each half term. (see separate scheme)*

P.E. - Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Lancashire KS2 PE scheme would support children's learning in PE.

English - Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance.

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Year 6 Curriculum Map: 2018-2019

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Survival	Britten's Got Talent	Super Sleuth	Heroes and Villains	Oh! I Do Like To Be Beside The Seaside.	
Lead Subjects	Science Evolution and inheritance - adaptation, survival of the fittest, reproduction and passing on traits	Music Understanding of the history of music, including Britten; performing - A New Year Carol by Britten	Science Famous scientists and their contributions to the world	Science Classification including subdivisions for vertebrates and invertebrates	Geography World food - where does food come from?	
	PE Evolution of dance - create and perform dance pieces from a range of dance crazes	PE Dance – create and perform a collaborative or individual dance piece.	DT Food – chefs, food heroes, designing a healthy menu/eat well plate	History Viking and Anglo-Saxon struggle for the Kingdom of England	DT Food - food from another culture, variety of cooking techniques	
	Geography World's countries and key features - research	Science Light - exploring the way light behaves including light sources, reflection, shadows			Science Materials - reversible and irreversible changes	
	Art and Design Drawing and painting developed into digital art; developing sketchbook ideas	Art and Design Painting inspired by music				
Computing	IT / DL - digital research	IT - multimedia	IT / CS / DL - digital research, communication and collaboration / networking	CS - computational thinking	CS - programming / computational thinking / hardware.	
PSHE	(Life Education Van)					
	Healthy Lifestyles - Images in the media and reality; how this can affect how people feel; risks and effects of drugs		Feeling and Emotions - Confidentiality and when to break a confidence; managing dares Valuing Difference - Listening to others; raise concerns and challenge. What makes people the same or different;		Growing and Changing - Recognising what they are good at; setting goals; aspirations. Changes at puberty (recap Y4); human reproduction; roles and responsibilities of parents	

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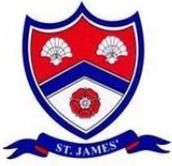


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	<p>Healthy Relationships- Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy</p> <p>Keeping Safe- Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including against FGM); who is responsible for their health and safety; where to get help and advice</p> <p>Anti-Bullying Week (12-16 Nov) NSPCC Talking Pants Workshop- 28th Nov</p>		<p>recognising and challenging stereotypes; discrimination and bullying</p> <p>Rights and Responsibilities- Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others</p>		<p>Environment- How resources are allocated; effect of this on individuals; communities and environment</p> <p>Money- Enterprise; setting up an enterprise (CROSS YEAR-GROUP PROJECT WITH YEAR 3)</p> <p><u>Additional</u> Year 5 & 6- SCARF puberty talk</p>	
Maths	Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire Mathematics Planning should be used for discrete mathematics lessons.					
English	<p>Novel as a Theme</p> <p>Biography</p>	<p>Classic fiction</p> <p>Poetry - Songs and Lyrics</p> <p>Persuasion: Formal Review</p>	<p>Older Literature</p> <p>Information Text - Hybrid</p> <p>Poems with imagery (use in the creating interest phase of older literature)</p>	<p>Detective/ Crime Fiction</p> <p>Explanations</p>	<p>Short Stories with Flashbacks</p> <p>Discussions and Debate</p> <p>Classic Narrative Poetry</p>	<p>Novel as a theme</p> <p>Recount: autobiography</p> <p>Poems on a theme</p>

Ongoing	<p>Science: Field journals: Observing and recording a variety of living things in their habitats (AMAZON ADVENTURE theme in Summer 1)</p> <p>It is useful to introduce the field journal work from the 'Amazon Adventure' theme at the beginning of the school year to allow children to observe life cycle changes in a variety of living things throughout the year (once per month / twice per term would be a guide), for example plants in the vegetable garden or flower border, and animals in the local environment. This provides more time for considering change over a longer period of time than a six/seven week half term and allows for more examples to be experienced. It supports the NC2014 in encouraging children to understand about the biodiversity of our planet and encouraging children to be 'real' gardeners whilst using the school/local grounds more frequently to support learning. (Discuss the use of herbariums with the Y4 teacher linked to the Y4 'Hunted' theme – this can be continued when observing plant life cycles in Y5). Some suggested opportunities linked to Y5 key learning are provided below;</p>					
	<p>Computing: Online safety will be start in the first topic lesson each half term. (see separate scheme)</p>					
	<p>P.E. - Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Lancashire KS2 PE scheme would support children's learning in PE.</p>					

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English - Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance.

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