

YEAR 3

CURRICULUM

Cycle B



Belong. Believe. Become.

Road map of Year 2&3 Cycle B

Why is Grace Darling a heroine?



Can we visit the seaside for a day trip?

Where is warmer than Stockton?









Where is the earth coldest?



Where was the fire brigade during the Great Fire of London?



Who has been to space?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title	 <p>Who has been to space?</p>	<p>Where was the fire brigade during the Great Fire of London?</p> 	 <p>Where is the earth coldest?</p>	<p>Where is warmer than Stockton?</p> 	 <p>Can we visit the seaside for a day trip?</p>	<p>Why is Grace Darling a heroine?</p> 
Science	Everyday materials	Everyday materials/Scientific investigations	Animals including humans	Living things and their habitat	Plants	Scientific investigations
Geography			Cold parts of the world	Hot parts of the world	The seaside	
History	Space exploration	The great fire of London				Grace Darling

Art and Design	Space art- Peter Thorpe		Inuit art Artist study- Kenojuak Ashevak		Seaside collage	
DT		Water well		African textiles		TBC
Music	I Wanna Play In a Band	Ho Ho Ho	Recorders	Hands, Feet, Heart	Zootime	Friendship Song
PE	Dance	Gymnastics	Tennis	Football	Cricket/rounder	Athletics
PSHCE	Living in the wide world		Relationships		Health and wellbeing	
Computing	Computing systems and networks- IT around us	Creating media- Stop-digital photography	Programming A- Robot algorithms	Data and information- Pictograms	Creating media- digital music	Programming B- programming quizzes

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Rights Respecting School

We are **GOLD!**

1 -18 DEFINITION OF A CHILD	2 NO DISCRIMINATION	3 BEST INTERESTS OF THE CHILD	4 MAKING RIGHTS REAL	5 FAMILY GUIDANCE AS CHILDREN DEVELOP	6 LIFE, SURVIVAL AND DEVELOPMENT	7 NAME AND NATIONALITY
8 IDENTITY	9 KEEPING FAMILIES TOGETHER	10 CONTACT WITH PARENTS ACROSS COUNTRIES	11 PROTECTION FROM KIDNAPPING	12 RESPECT FOR CHILDREN'S VIEWS	13 SHARING THOUGHTS FREELY	14 FREEDOM OF THOUGHT AND RELIGION
15 SETTING UP OR JOINING GROUPS	16 PROTECTION OF PRIVACY	17 ACCESS TO INFORMATION	18 RESPONSIBILITY OF PARENTS	19 PROTECTION FROM VIOLENCE	20 CHILDREN WITHOUT FAMILIES	21 CHILDREN WHO ARE ADOPTED
22 REFUGEE CHILDREN	23 CHILDREN WITH DISABILITIES	24 HEALTH, WATER, FOOD, ENVIRONMENT	25 REVIEW OF A CHILD'S PLACEMENT	26 SOCIAL AND ECONOMIC HELP	27 FOOD, CLOTHING, A SAFE HOME	28 ACCESS TO EDUCATION
29 AIMS OF EDUCATION	30 MINORITY CULTURE, LANGUAGE AND RELIGION	31 REST, PLAY, CULTURE, ARTS	32 PROTECTION FROM HARMFUL WORK	33 PROTECTION FROM HARMFUL DRUGS	34 PROTECTION FROM SEXUAL ABUSE	35 PREVENTION OF SALE AND TRAFFICKING
36 PROTECTION FROM EXPLOITATION	37 CHILDREN IN DETENTION	38 PROTECTION IN WAR	39 RECOVERY AND REINTEGRATION	40 CHILDREN WHO BREAK THE LAW	41 BEST LAW FOR CHILDREN APPLIES	42 EVERYONE MUST KNOW CHILDREN'S RIGHTS
43-54 HOW THE CONVENTION WORKS	CONVENTION ON THE RIGHTS OF THE CHILD					





Supporting documents-



SUGGESTED TRIPS

“Better to see something once than hear about it a thousand times.”

--Asian proverb

Autumn 1	Who has been to space?	
Autumn 2	Where were the fire brigade during the Great Fire of London?	<p>Visit from the Fire brigade.</p> 
Spring 1	Where is the earth coldest?	<p>Visit to the Yorkshire Wildlife Park- https://www.yorkshirewildlifepark.com/school-trips-educational-visits/primary-schools#tab--cont_ent-1</p> 
Spring 2	Where is warmer than Stockton?	
Summer 1	Can we visit the seaside for a day trip?	<p>Visit to Seaton Carew</p> 
Summer 2	Why is Grace Darling a heroine?	<p>RNLI visit (Redcar)- https://rnli.org/youth-education/educational-visits</p> 

* It is not guaranteed that these trips will happen, they are simply suggested.

READING CANON

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”




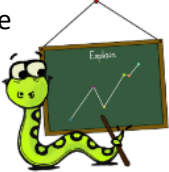


—Dr. Seuss

Reading Canon books		
<p>Who has been to space?</p>	<p>Where is the earth coldest?</p>	<p>Can we visit the seaside on a day trip?</p>
<p>Where was the fire brigade during the Great Fire of London?</p>	<p>Where is warmer than Stockton?</p>	<p>Why is Grace Darling a heroine?</p>

READING

“There is no greater gift we can give children, no one thing we can equip them with that will serve them as well as being a fluent reader. Reading is knowledge and a skill that permeates every aspect of adult life.”

—Emma Turner

VIPERS skills and knowledge progression		
Vocabulary	Inference	Prediction
<ul style="list-style-type: none"> • use dictionaries to check the meaning of words that they have read • discuss words that capture the readers interest or imagination • identify how language choices help build meaning • find the meaning of new words using substitution within a sentence. 	 <ul style="list-style-type: none"> • children can infer characters’ feelings, thoughts and motives from their stated actions. • justify inferences by referencing a specific point in the text. • ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives. • make inferences about actions or events 	<ul style="list-style-type: none"> • justify predictions using evidence from the text. • use relevant prior knowledge to make predictions and justify them. • use details from the text to form further predictions. 
Explain	Retrieval	Sequence/Summarise
<ul style="list-style-type: none"> • discussing the features of a wide range of fiction, poetry, plays, non-fiction and • reference books • identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts • recognise authorial choices and the purpose of these 	 <ul style="list-style-type: none"> • use contents page and subheadings to locate information • learn the skill of ‘skim and scan’ to retrieve details. • begin to use quotations from the text. • retrieve and record information from a fiction text. • retrieve information from a non-fiction text 	<ul style="list-style-type: none"> • identifying main ideas drawn from a key paragraph or page and summarising these • begin to distinguish between the important and less important information in a text. • give a brief verbal summary of a story. • teachers begin to model how to record summary writing. • identify themes from a wide range of books • make simple notes from one source of writing 

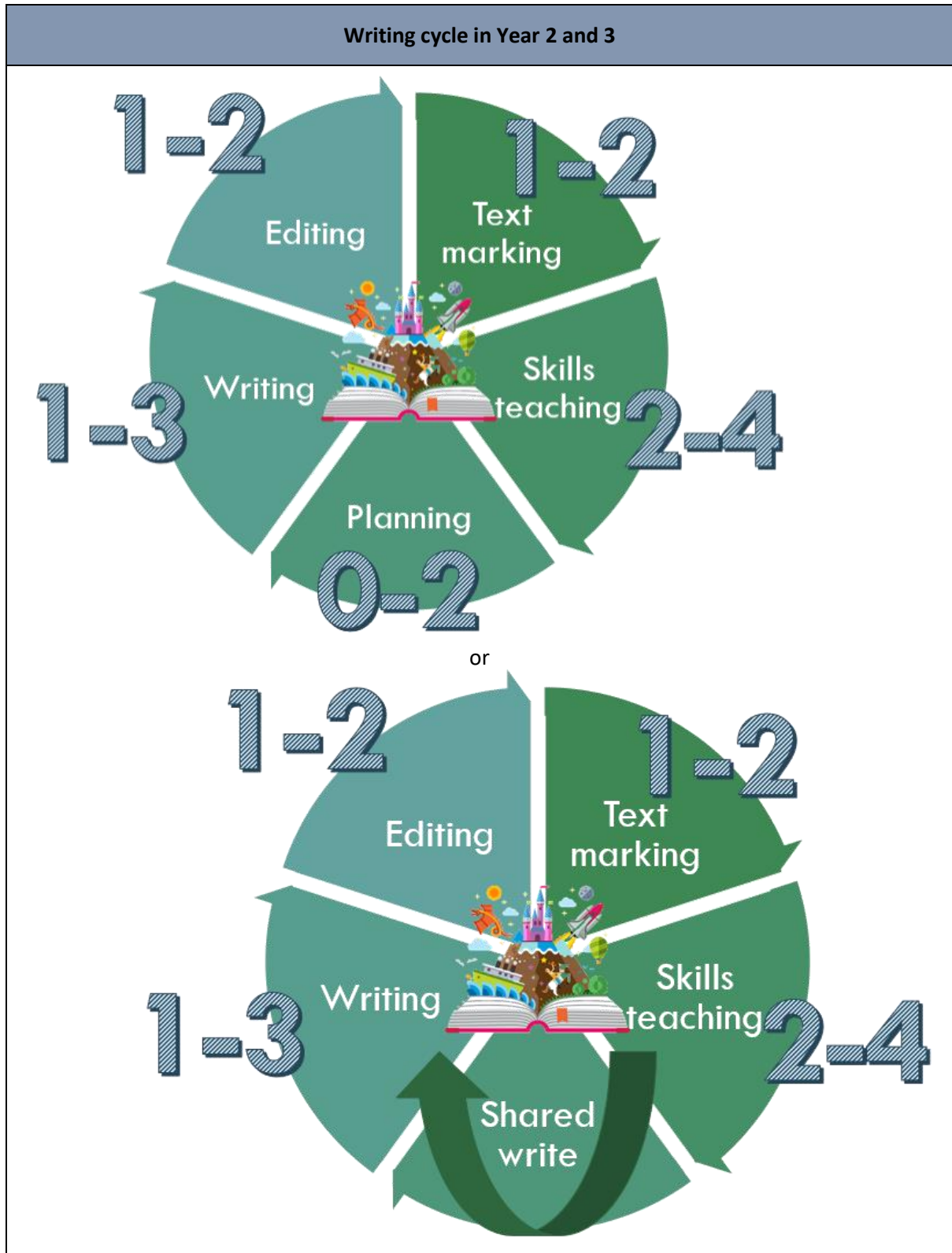
Throughout the year children should be taught to-

Word Reading	Comprehension
<ul style="list-style-type: none"> • Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; (English Appendix 1) • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1) 	<ul style="list-style-type: none"> • Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction • Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways • Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally • Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books • Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts • Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination • Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words • Understand what he/she reads independently by asking questions to improve his/her understanding of a text • Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Understand what he/she reads independently by predicting what might happen from details stated • Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these • Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, subheadings, inverted commas to punctuate speech • Retrieve and record information from non-fiction Understand what he/she reads i • Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say

WRITING

“Writing for children is an art in itself, and a most interesting one.”

-- Enid Blyton



Genre of writing skills and knowledge progression

Instructions	Recount (newspaper, diary, reports, biographies, letters)	Explanation texts
<ul style="list-style-type: none"> • Read and follow instructions. • Give clear oral instructions to members of a group. • Read and compare examples of instructional text, evaluating their effectiveness. Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys. • Research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions. Try out with other children, giving instruction and listening and following theirs. Evaluate effectiveness of instructions. • Write clear written instructions using correct register and devices to aid the reader 	<ul style="list-style-type: none"> • Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns. • Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader. • Include recounts when creating paper or screen based information texts. 	<ul style="list-style-type: none"> • Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography), ensuring items are clearly sequenced. • Explain processes orally, using these notes, ensuring relevant details are included and accounts ended effectively.

Non-chronological reports	Persuasion (adverts, leaflets, arguments, letters)	Information texts
<ul style="list-style-type: none"> • Analyse a number of report texts and note their function, form and typical language features: -introduction indicating an overall classification of what is being described ---use of short statement to introduce each new item -language (specific and sometimes technical) to describe and differentiate - impersonal language ----- mostly present tense • Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information. • Distinguish between generalisations and specific information and between recounts and reports, using content taken from another area of the curriculum. • Analyse broadcast information to identify presentation techniques and notice how the language used signals change. • Teacher demonstrates how to write non-chronological report using notes in a spidergram; draws attention to importance of subject verb agreements with generic participants (e.g.)family is...., people are... • Write own report independently based on notes from several sources. 	<ul style="list-style-type: none"> • Read and evaluate a wider range of simple persuasive texts, explaining and evaluating responses orally. • Begin to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose. • Through role play and drama explore particular persuasive scenarios (e.g. a parent persuading a reluctant child to go to bed.) and discuss the effectiveness of different strategies used. 	<ul style="list-style-type: none"> • Recount the same event in a variety of ways, e.g.in the form of a story, a letter, a news report. • Decide how to present information and make informed choices by using structures from different text types. • Create alphabetically ordered texts incorporating information from other subjects, own experience or derived from other information books. • Use computer to bring information texts to published form with appropriate layout, font etc. • Create multi-media information texts. • Write ideas, messages in shortened forms such as notes, lists, headlines, telegrams and text messages understanding that some words are more essential to meaning than others. • Summarise orally in one sentence the content of a passage or text, and the main point it is making.

Balanced argument and discussion texts (speech, essay, letter)	Poetry	Story/narrative
<ul style="list-style-type: none"> • Through reading explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people writing to a newspaper.) • Through role play and drama explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people in a simulated 'reallife' scenario.) 	<p>Reading poetry-</p> <ul style="list-style-type: none"> • describe the effect a poem has and suggest possible interpretations; • discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme and creates pictures using similes; • explain the pattern of different simple forms <p>Performing poetry-</p> <ul style="list-style-type: none"> • perform individually or chorally; vary volume, experimenting with expression and use pauses for effect • use actions, voices, sound effects and musical patterns to add to a performance <p>Creating poetry-</p> <ul style="list-style-type: none"> • invent new similes and experiment with word play; • use powerful nouns, adjectives and verbs; experiment with alliteration; • write free verse; borrow or create a repeating pattern 	<p>Telling stories-</p> <ul style="list-style-type: none"> • Tell stories based on own experience and oral versions of familiar stories; include dialogue to set the scene and present characters; vary voice and intonation to create effects and sustain interest; sequence events clearly and have a definite ending; explore relationships and situations through drama. <p>Writing stories-</p> <ul style="list-style-type: none"> • Write complete stories with a full sequence of events in narrative order; include a dilemma or conflict and resolution; write an opening paragraph and further paragraphs for each stage of the story; use either 1st or 3rd person consistently; use conventions for written dialogue and include some dialogue that shows the relationship between two characters.

MATHS

“Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers.”

-- Shakuntala Devi

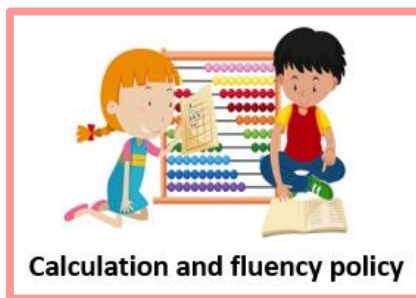
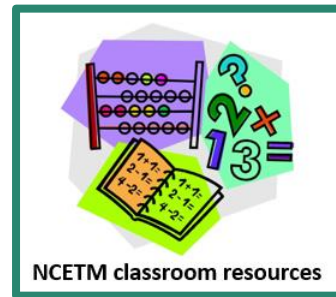
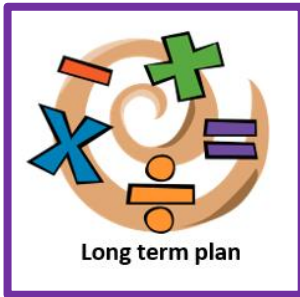
Y3 – Unit		
2		Numbers up to 1000
2		Numbers up to 1000
1	1	Adding and subtracting across 10
2		Numbers up to 1000
2/6	2/6	Numbers up to 1000 2, 4, 8 times table
6		2, 4, 8 times table
3/10		Right angles Parallel and perpendicular lines
4/5		Manipulating the additive relationship and securing mental calculation Column addition
5		Column addition
8		Unit fractions
11		Time
11		Time
8/9		Unit fractions Non-unit fractions
Y2 14		Sense of measure- capacity, volume, mass

	Number and place value
	Number facts
	Multiplication and division
	Addition and subtraction
	Fractions
	Geometry
	Other

Throughout the year children should be taught the following-

Number facts	Tables facts
<ul style="list-style-type: none"> • Number Facts Chart completed; • Number Facts Test achieved; • HTO + O; HTO + T; HTO + H; • Bonds to 100 	<ul style="list-style-type: none"> • Bronze, Silver and Gold - 3x, 4x, 8x; • Bronze, Silver and Gold – 2x, 5x, 10

Supporting documents-



SCIENCE

“Science is a way of life. Science is a perspective. Science is the process that takes us from confusion to understanding.”



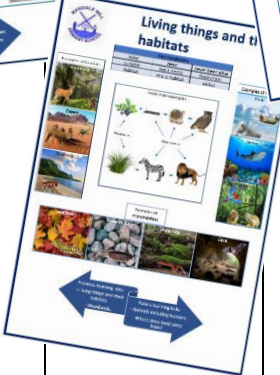


--Brian Greene

Skills and knowledge			
Working scientifically			
<p>PLAN- Ask some relevant questions about the world around us. Use some different types of scientific enquiry to answer questions. Begin to decide which type of enquiry is best to answer the question. Make a simple prediction using prior scientific knowledge and understanding.</p>	<p>DO- Set up some simple practical enquiries. Including comparative and fair tests. Recognise when a simple fair test is necessary independently. Use standard measures and confidently measure to the nearest whole or half unit. Begin to help decide which variables to keep the same and which to change.</p>	<p>RECORD- Begin to collect data in a variety of ways, including labelled diagrams, bar charts and tables. Begin to help decide how to record data. Begin to use some scientific language in my work.</p>	
<p>REVIEW- Begin to draw simple conclusions based on the results of my enquiry. Begin to answer my questions using the results of my enquiry. Begin to use my findings to make new simple predictions, suggest improvements and think of new questions.</p>	<p>IDENTIFY AND CLASSIFY- Begin to talk about and identify differences and similarities in the properties or behaviour of living things, materials and other scientific phenomena. Begin to identify simple changes related to simple scientific phenomena. Begin to discuss criteria for grouping and sorting and can classify using simple keys.</p>	<p>RESEARCH- Begin to decide when research will help with the enquiry. Begin to carry out simple research independently.</p>	
<p>VOCABULARY- Begin to use some scientific language in own work.</p>			
Uses of everyday materials	Animals, including humans	Living things and their habitats	Plants
<ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses 	<ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) 	<ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in 	<ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to

<ul style="list-style-type: none"> • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<ul style="list-style-type: none"> • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<p>habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <ul style="list-style-type: none"> • identify and name a variety of plants and animals in their habitats, including microhabitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	<p>grow and stay healthy.</p>
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Taught topics					
Everyday materials	Everyday materials/Scientific investigations	Animals including humans	Living things and their habitat	Plants	Scientific investigations
Pupils should be taught: <ul style="list-style-type: none"> objectives from skills and knowledge above. 	Pupils should be taught: <ul style="list-style-type: none"> objectives from skills and knowledge above. 	Pupils should be taught: <ul style="list-style-type: none"> objectives from skills and knowledge above. 	Pupils should be taught: <ul style="list-style-type: none"> objectives from skills and knowledge above. 	Pupils should be taught: <ul style="list-style-type: none"> objectives from skills and knowledge above. 	Pupils should be taught: <ul style="list-style-type: none"> objectives from skills and knowledge above.

Knowledge organisers (including vocabulary)

Everyday materials/Scientific investigations	Everyday materials	Animals including humans	Living things and their habitat	Plants	Scientific investigations
					

Assessments

Everyday materials/ Scientific investigations	Everyday materials	Animals including humans	Living things and their habitat	Plants	Scientific investigations

Curriculum links

Everyday materials/ Scientific investigations	Everyday materials	Animals including humans	Living things and their habitat	Plants	Scientific investigations
Future investigations	<p>Future investigations</p> <p>Knowledge of materials for future topics (eg forces, changing materials etc)</p>	<p>Future PSHE and RSE learning</p> <p>Future learning within this strand of science</p>	<p>Future learning within geography- eg rainforests, mountains</p>	<p>Future learning around plants</p> <p>Rainforest topic</p>	
Past knowledge of materials from science and other subjects	<p>Past knowledge of materials from science and other subjects</p>	<p>Knowledge from farming topics</p> <p>Knowledge from previous animals including humans topics</p>	<p>Learning about rainforests</p>	<p>Rainforest topic</p> <p>Woodlands topic</p> <p>Previous plant knowledge</p>	

Supporting documents



ART & DESIGN

“Art is a place for children to learn to trust their ideas, themselves, and to explore what is possible.”

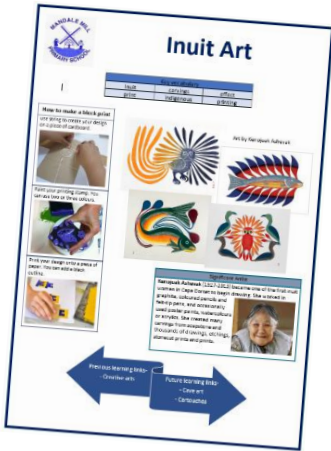

--MaryAnn F. Kohl

Skills and knowledge in Art for Year Two and Three		
Drawing	Painting	
<ul style="list-style-type: none"> • Draw on a range of surfaces. • Experiment with a range of pencils. • Use a sketch book to document and develop ideas. • Draw from imagination and observation. • Experiment with mark marking using alternative tools. • Create initial sketches for painting. • Begin to draw with accuracy. • Have an awareness of how pattern can be used to create texture. 	<ul style="list-style-type: none"> • Make tints of colour by adding white. • Darken/lighten colours without using black or white. • Mix/create colour for use on a large scale (wash). • Explore a variety of media to create colour (paint, crayon, coloured pencil, textile, ink, pastels). • Demonstrate an increasing control of the types of marks made to create certain effects. 	
Sculpture	Printing	Collage
<ul style="list-style-type: none"> • Plan, shape, model and make constructions from clay. • Understand the different adhesives and methods used in construction. • Consider and discuss aesthetics. • Produce more intricate surface patterns using a range of processes. • Show an awareness of how texture, form and shape can be transferred from 2D to 3D. • Use equipment and media with increasing confidence. 	<ul style="list-style-type: none"> • Print using a variety of objects, materials and techniques. • Talk about the processes used to produce a simple print. • To explore pattern and shape, creating designs for printing. 	<ul style="list-style-type: none"> • Can experiment with creating mood, feeling and movement using different media. • Can improve skills of overlapping and overlaying to place objects in front and behind. • Can cut/tear multiple shapes with scissors and hands to arrange/stick these on a surface for a purpose. • Name tools and materials that have been used.


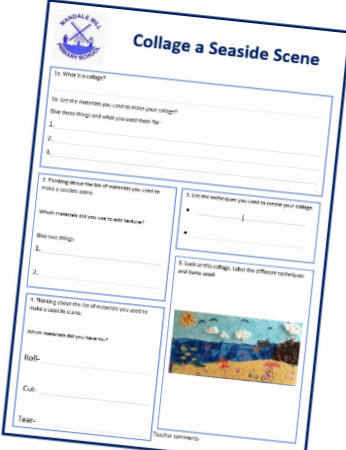
Taught topics

<p>Space art Artist study- Peter Thorpe</p>	<p>Inuit art Artist study- Kenojuak Ashevak</p>	<p>Seaside collage</p>
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> How tints, tones, lights and darks can be created with a range of medium to create striking images on black. Sketch initial ideas. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> Create a simple block print using two or three colours and add detail in black. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> Using a range of techniques and materials, create a landscape image.

Knowledge Organisers (including vocabulary)

<p>Space art Artist study- Peter Thorpe</p>	<p>Inuit art Artist study- Kenojuak Ashevak</p>	<p>Seaside collage</p>
	 <p>The Inuit Art Knowledge Organiser includes a table of materials, a list of materials to use for block printing, and a list of materials to use for collage. It also features a section on 'Inuit Art' with a portrait of Kenojuak Ashevak and a list of materials to use for block printing.</p>	 <p>The 'Collage a seaside scene' Knowledge Organiser includes a table of materials, a list of materials to use for collage, and a list of materials to use for block printing. It also features a section on 'Collage a seaside scene' with a list of materials to use for collage.</p>

Assessments

<p>Space art Artist study- Peter Thorpe</p>	<p>Inuit art Artist study- Kenojuak Ashevak</p>	<p>Seaside collage</p>
	 <p>The Inuit Art Assessment includes a list of materials to use for block printing and a list of materials to use for collage. It also features a section on 'Inuit Art' with a list of materials to use for block printing.</p>	 <p>The 'Collage a Seaside Scene' Assessment includes a list of materials to use for collage and a list of materials to use for block printing. It also features a section on 'Collage a Seaside Scene' with a list of materials to use for collage.</p>

Curriculum links

Space art Artist study- Peter Thorpe	Inuit art Artist study- Kenojuak Ashevak	Seaside collage
<p>Colour choice work</p> <p>Paint brush choice knowledge (eg watercolours topic within mountains)</p> <p>Knowledge about early communication with cartouches topic</p>	<p>Knowledge around art to communicate a message linked with cartouches</p> <p>Printing knowledge and techniques for future printing topic- Cartouches</p> <p>Knowledge of printing to create art- Andy Warhol topic</p>	<p>Work using and selecting items to create art with- eg recycled art topic</p>
<p>Use of chinks and pastels (Lowry topic and Lucy Pittaway topic)</p> <p>Shape and drawing knowledge- sketching teddy bears</p> <p>Colour wheel knowledge- Paint mixing knowledge (eg buildings art topic)</p>	<p>Knowledge around earliest art forms- cave art</p> <p>Paint mixing knowledge (eg buildings art topic)</p>	<p>Use of natural resources to create art- Andy Goldsworthy topic</p>

Supporting documents



COMPUTING

“Coding is today’s language of creativity. All our children deserve a chance to become creators instead consumers of computer science.”


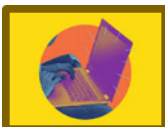

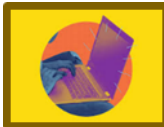

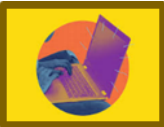



—Maria Klawe

Skills and knowledge in computing			
Programming	Using Computers	Handling Data	Creating Media
<ul style="list-style-type: none"> • Successfully modify a program • Create a sequence of commands using a block language to produce a given outcome • Use an event block to start a program • Debug errors to accomplish specific goals • Explain the order (sequence) of commands can effect the outcome (same commands, different order -> same or different outcome) • Identify different sequences can achieve the same outcome • Work with others to decompose a problem into smaller steps in planning a project 	<ul style="list-style-type: none"> • Explain how digital devices function (input, output, process) • Identify input and output devices • Explain how a computer network can be used to share information • Recognise the physical components of a network • Search for information in a single site • Understand that search engines select pages according to keywords found in the content 	<ul style="list-style-type: none"> • Identify object attributes needed to collect relevant data • Create a branching database • Identify objects using a branching database • Compare branching database structures and comment on their effectiveness • Compare information shown in a pictogram with a branching database • Explain that data can be used to answer questions 	<p>TEXT-</p> <ul style="list-style-type: none"> • Identify the advantages and disadvantages of using text and images • Change font style, size and colour for a given purpose • Consider how different layouts can suit different purposes • Define the term ‘page orientation’ • Type with increased confidence and speed using age appropriate punctuation • Recognise a document can be formatted with placeholders • Identify the use of desktop publishing in the real world <p>IMAGES-</p> <ul style="list-style-type: none"> • Change orientation of images <p>MULTIMEDIA-</p>

			<ul style="list-style-type: none"> • Understand how animation works • Plan an animation • Use onion skinning to create small changes between frames • Review and improve an animation • Add and evaluate the impact of adding other media to an animation
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Online Safety

- To describe how online information about me could be seen by others.
- To give reasons why I should only share information with people I choose to and can trust.
- To use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country).
- To give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak).
- To explain simple guidance for using technology in different environments and settings.
- To explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged.
- To explain what bullying is, how people may bully others and how bullying can make someone feel.
- To describe appropriate ways to behave towards other people online and why this is important.
- To explain how information put online about someone can last for a long time.
- To explain how to search for information about others online.
- To use simple keywords in search engines.
- To demonstrate how to use key phrases in search engines to gather accurate information online.
- To explain how other people's identity online can be different to their identity in real life.
- To explain how I can represent myself in different ways online.
- To recognise that content on the internet may belong to other people.
- To explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.

Taught topics					
Computing systems and networks- IT around us	Creating media- Stop-digital photography	Programming A- Robot algorithms	Data and information- Pictograms	Creating media- digital music	Programming B- programming quizzes
Pupils should be taught: <ul style="list-style-type: none"> Information technology around us Identifying IT and how its responsible use improves our world in school and beyond. 	Pupils should be taught: <ul style="list-style-type: none"> Digital photography Capturing and changing digital photographs for different purposes. 	Pupils should be taught: <ul style="list-style-type: none"> Robot algorithms Creating and debugging programs, and using logical reasoning to make predictions. 	Pupils should be taught: <ul style="list-style-type: none"> Pictograms Collecting data in tally charts and using attributes to organise and present data on a computer. 	Pupils should be taught: <ul style="list-style-type: none"> Digital music Using a computer as a tool to explore rhythms and melodies, before creating a musical composition. 	Pupils should be taught: <ul style="list-style-type: none"> Programming quizzes Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.
Supporting documents					
Computing systems and networks- IT around us	Creating media- Stop-digital photography	Programming A- Robot algorithms	Data and information- Pictograms	Creating media- digital music	Programming B- programming quizzes
					
General					
 <p>Teacher guide</p>		 <p>Teach Computing site</p>		 <p>Curriculum map</p>	

DESIGN AND TECHNOLOGY



“When you take technology and mix it with art, you always come up with something innovative.”
 — Robert Rodríguez

Skills and knowledge		
Explore		
<p>Investigate similar products to the one to be made to give starting points for a design.</p> <p>Draw/sketch products to help analyse and understand how products are made.</p> <p>Research needs of user</p>		
Design	Make	Evaluate
<p>Develop more than one design or adaptation of an initial design.</p> <p>Plan a sequence of actions to make a product.</p> <p>Record the plan by drawing using annotated sketches.</p> <p>Begin to use cross sectional and exploded diagrams.</p> <p>Use prototypes to develop and share ideas.</p> <p>Think ahead about the order of their work and decide upon tools and materials/ingredients.</p> <p>Propose realistic suggestions as to how they can achieve their design ideas.</p> <p>Consider aesthetic qualities of materials/ingredients chosen.</p>	<p>Discuss their work as it progresses.</p> <p>Select materials/ingredients from a range that will meet the design criteria.</p> <p>Select and name the tools needed to work the materials/ingredients.</p> <p>Explain what they are making.</p> <p>Explain which materials/ingredients they are using and why.</p> <p>Name the tools they are using and why.</p> <p>Describe what they need to do next.</p>	<p>Identify the strengths and weaknesses of their design ideas in relation to purpose/user.</p> <p>Decide which design idea to develop.</p> <p>Consider and explain how the finished product could be improved.</p> <p>Discuss how well the finished product meets the design criteria of the user.</p>



Taught topics

Water well	African textiles	TBC
Pupils should be taught: <ul style="list-style-type: none"> Use an axel to create a wind-up mechanism. 	Pupils should be taught: <ul style="list-style-type: none"> Begin to thread a metal safety needle independently. Use running stitch to join fabric together. To weave fabric by hand. 	Pupils should be taught: <ul style="list-style-type: none"> TBC

Knowledge organisers (including vocabulary)

Water well	African textiles	TBC
 <p>The image shows a knowledge organiser for 'Water well'. It includes a table of parts: Well (axle, pulley, bucket, rope, handle), Wind up mechanism (axle, spring, handle), Different types of wells (hand-dug, borehole, rainwater, etc.), and a list of materials: Plastic tubing, Rope, Log and 4 wheels, Springs, etc. It also features a 'Process learning info' box with icons for 'Learning goals', 'Learning activities', and 'Learning resources'.</p>	 <p>The image shows a knowledge organiser for 'African Textiles'. It includes a table of types: Knitting, Weaving, Sewing, etc. It features a 'Running stitch' section with a diagram and a 'Process learning info' box with icons for 'Learning goals', 'Learning activities', and 'Learning resources'.</p>	

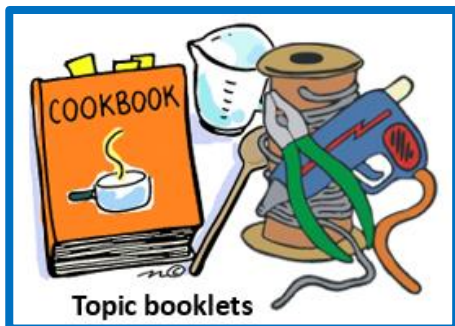
Assessments

Water well	African textiles	TBC
 <p>The image shows a 'Water Well' assessment sheet. It contains four questions: 1. What does this part of a water well do? (with a diagram of a pulley), 2. Fill in the missing countries: Some of the oldest wells were created in _____ and _____. These were hand dug and had steps down to the water level., 3. Label the different parts of this water well diagram. (with a diagram of a well), and 4. Tick the box next to the material that would be used to make a well from: (with images of sand, stone, and wood).</p>	 <p>The image shows an 'African Textile' assessment sheet. It contains four questions: 1. What is the name of this stitch? (with a diagram of a running stitch), 2. This technique is called _____, 3. Number the steps below so that they are in the correct order: (with diagrams of sewing steps), and 4. Attach a small piece of fabric below with at least 3 stitches: (with a blank space for a student to sew).</p>	

Curriculum links

Water well	African textiles	TBC
<p>Future topics where mechanism knowledge will be required (eg Catapults)</p> <p>Structure knowledge (eg- Catapults, Earthquake proof buildings etc)</p>	<p>Sewing knowledge for future topics</p> <p>Weaving skills for future art and DT (eg- seaside collage and recycled art)</p>	
<p>Previous knowledge of mechanisms- wheels and pullys</p> <p>Previous knowledge of joining techniques from past topics</p>	<p>Running stitch knowledge (Sock puppets, sheep).</p> <p>Fine motor skill work</p>	

Supporting documents



GEOGRAPHY

"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together."




--Barack Obama



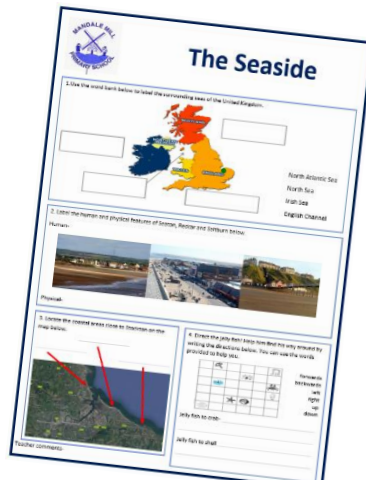
Skills and knowledge in Geography	
Location and Place Knowledge	Human and Physical Geography
<ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Understand geographical similarities and differences through the study of human and physical geography of different regions – Study of France. Polar regions and different local seaside towns. • Identify the similarities and differences between places and environments, and understand how they are linked. 	<ul style="list-style-type: none"> • Climate & vegetation (linked to farming, biomes and specifically rainforests). • Describe and understand key aspects of climate and vegetation and links between climates and vegetation. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South poles. • Identify physical and human features to develop understanding of a coastal location – Saltburn, Seaton Carew and Redcar.
Geographical Skills and Fieldwork	
<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass to relate features. • Apply the above to make a map which has features and uses the eight points of the compass. • Use simple fieldwork and observational skills to study the geography of a seaside locality and the key human and physical features. • Use simple fieldwork and observational skills to study the geography of farming in the UK and the key human and physical features. 	

Taught topics

Cold parts of the world	Hot parts of the world	The seaside
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> Locate the North and South Pole on a map. What the weather is like at the North and South Pole and compare this to Stockton. Understand how climate change is effecting the habitats and animals of the North and South Pole. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> Know the term equator and where it is on a world map. Locate some hot countries of the world- Brazil, Colombia, Kenya, Sahara Desert, Congo. Name some animals that live in hot parts of the world and begin to explain why. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> Name and locate coastal areas close the Stockton-Seaton Carew, Redcar and Saltburn. Recognise physical features of a coast line. Recognise the human features of a coast line. Name the seas around the UK. Use four compass points and directional language to navigate a map.

Knowledge organisers (including vocabulary)

Cold parts of the world	Hot parts of the world	The seaside
		

Assessments		
Cold parts of the world	Hot parts of the world	The seaside
 <p>Cold Places of the World</p> <p>1. Look at the North and South Pole on the world map below. You can also pretend to draw your paths!</p> <p>2. Circle all the animals which you would find in the Arctic (North Pole).</p> <p>3. Write a sentence to explain what the equator is. The equator is _____</p> <p>4. Write a sentence to explain what the equator is. The equator is _____</p> <p>5. Write a sentence to explain what the equator is. The equator is _____</p> <p>6. Write a sentence to explain what the equator is. The equator is _____</p> <p>7. Write a sentence to explain what the equator is. The equator is _____</p> <p>8. Write a sentence to explain what the equator is. The equator is _____</p> <p>9. Write a sentence to explain what the equator is. The equator is _____</p> <p>10. Write a sentence to explain what the equator is. The equator is _____</p>	 <p>Hot Places of the World</p> <p>1. Draw a line to show where the equator is on the world map below.</p> <p>2. Circle the animals that live in hot parts of the world (near the equator).</p> <p>3. Write a sentence to explain what the equator is. The equator is _____</p> <p>4. Draw a line to show where the equator is on the world map below.</p> <p>5. Write a sentence to explain what the equator is. The equator is _____</p> <p>6. Write a sentence to explain what the equator is. The equator is _____</p> <p>7. Write a sentence to explain what the equator is. The equator is _____</p> <p>8. Write a sentence to explain what the equator is. The equator is _____</p> <p>9. Write a sentence to explain what the equator is. The equator is _____</p> <p>10. Write a sentence to explain what the equator is. The equator is _____</p>	 <p>The Seaside</p> <p>1. Use the word bank below to label the surrounding seas of the United Kingdom.</p> <p>2. Label the human and physical features of Seaside, Devon and Cornwall below.</p> <p>3. Label the physical features of Seaside, Devon and Cornwall below.</p> <p>4. Draw the jobs that you think you would do if you lived in Seaside. You can use the word bank below.</p> <p>5. Write a sentence to explain what the equator is. The equator is _____</p> <p>6. Write a sentence to explain what the equator is. The equator is _____</p> <p>7. Write a sentence to explain what the equator is. The equator is _____</p> <p>8. Write a sentence to explain what the equator is. The equator is _____</p> <p>9. Write a sentence to explain what the equator is. The equator is _____</p> <p>10. Write a sentence to explain what the equator is. The equator is _____</p>
Curriculum links		
Cold parts of the world	Hot parts of the world	The seaside
<p>Knowledge of different biomes to feed into further biome learning</p> <p>Knowledge of sustainability and climate change</p> <p>Learning around evolution and inheritance</p> <p>Place knowledge for wider topics</p>	<p>Place knowledge from rainforests topics and biomes work</p> <p>Knowledge of hot countries to join future learning- eg importance of the river Nile in ancient Egypt</p> <p>Learning around evolution and inheritance</p> <p>Place knowledge for wider topics</p>	<p>Seaside knowledge- Whitby topic</p> <p>Wider human and physical features work</p> <p>Knowledge of the locality</p> <p>Rivers topics</p>
<p>Knowledge of different biomes to feed into further biome learning</p> <p>Knowledge of cold places- Iceland</p> <p>Weather knowledge</p> <p>Place knowledge from previous topics</p>	<p>Place knowledge from rainforests topics and biomes work</p> <p>Place knowledge of hotter countries- Australia</p> <p>Weather knowledge</p>	<p>Knowledge of the UK</p> <p>Knowledge of the continents and seas of the world</p>

Supporting documents



HISTORY

“History is important because it teaches us about past. And by learning about the past, you come to understand the present, so that you may make educated decisions about the future.”

--Richelle Mead

Skills and knowledge in history	
Chronological understanding	
<ul style="list-style-type: none"> • Place the time studied on a Mandale History Policy time line. • Sequence events or artefacts • Use dates related to the passing of time (starting to use BC and AD). • Use words and phrases: century, decade. • Use time vocabulary more precisely (previously, preceding, prior, earlier). 	
Historical Interpretations and Enquiry	Organisation and communication
<ul style="list-style-type: none"> • Use evidence to describe content within a topic being taught. • Use evidence to find out how content may have changed during a time period. • Suggest reasons for why there were differences between periods. • Identify and give reasons for different ways in which the past is represented. • Distinguish between different sources and evaluate their usefulness. • Use a range of sources to find out about a period observe small details. 	<ul style="list-style-type: none"> • Present findings about past using speaking, writing, ICT and drawing skills. • Use dates and vocabulary related to topic accurately. • Suggest different ways of presenting information for different purposes.

Taught topics

Space exploration

Pupils should be taught:

- Who Neil Armstrong is and why he is significant- first man on the moon
- Who Tim Peak is and why he is significant- first official British astronaut to walk in space

The great fire of London

Pupils should be taught:

- The date and events of the Gun Powder Plot.
- The date and cause of the Great Fire of London.
- The impact these events have had on modern day firefighting.

Grace Darling

Pupils should be taught:

- Who Grace Darling was and why she is significant.
- What impact Grace Darling has had on life today (specifically link to the RNLI).
- The link to our locality.

Knowledge organisers (including vocabulary)

Space exploration

Space Exploration

Who was the first man on the moon?

Neil Armstrong	1968	USA
Yuri Gagarin	1968	USSR
Valentina Tereshkova	1967	USSR
Tim Peake	2015	UK

What happened first on the moon?

Neil Armstrong was the first man to walk on the moon on 21 July 1969.

Who was the first woman in space?

Valentina Tereshkova was the first woman in space on 16 June 1967.

Who was the first British astronaut to walk in space?

Tim Peake was the first British astronaut to walk in space on 15 April 2015.

Previous learning (link back to previous lessons)

Future learning (link forward to next lessons)

The great fire of London

Great Fire of London

Who started the fire?

Thomas Foweraker, a cooper, started the fire on 2 September 1666.

Where did the fire start?

The fire started in Pudding Lane, London.

How long did the fire last?

The fire lasted for five days, from 2 September to 6 September 1666.

How many people died?

Approximately 10,000 people died.

How many houses were destroyed?

Approximately 10,000 houses were destroyed.

Previous learning (link back to previous lessons)

Future learning (link forward to next lessons)

Grace Darling

Grace Darling

Who was Grace Darling?

Grace Darling was a 19-year-old woman who rescued 15 lives from the wreck of the ship *Hulk* in 1830.

Where did she live?

Grace Darling lived in North Berwick, Scotland.

How did she rescue the lives?

Grace Darling and her father, James Darling, used their boat to rescue the lives of 15 people from the wreck of the ship *Hulk* in 1830.

Previous learning (link back to previous lessons)

Future learning (link forward to next lessons)

Assessments

Space exploration

Space Exploration

1. Who was the first man on the moon?

2. Who was the first woman in space?

3. Who was the first British astronaut to walk in space?

4. What happened first on the moon?

5. How many people died in the Great Fire of London?

6. How many houses were destroyed in the Great Fire of London?

7. How many people died in the Great Fire of London?

8. How many houses were destroyed in the Great Fire of London?

9. How many people died in the Great Fire of London?

10. How many houses were destroyed in the Great Fire of London?

The great fire of London

The Great Fire of London

1. On Sunday 2nd September 1666, a fire started at a _____ in Pudding Lane in London.

2. How long did the fire last for?

3. How many people died in the Great Fire of London?

4. How many houses were destroyed in the Great Fire of London?

5. How many people died in the Great Fire of London?

6. How many houses were destroyed in the Great Fire of London?

7. How many people died in the Great Fire of London?

8. How many houses were destroyed in the Great Fire of London?

Grace Darling

Grace Darling

1. Who was Grace Darling?

2. Where did she live?

3. How did she rescue the lives?

4. How many people did she rescue?

5. How many houses were destroyed in the Great Fire of London?

6. How many people died in the Great Fire of London?

7. How many houses were destroyed in the Great Fire of London?

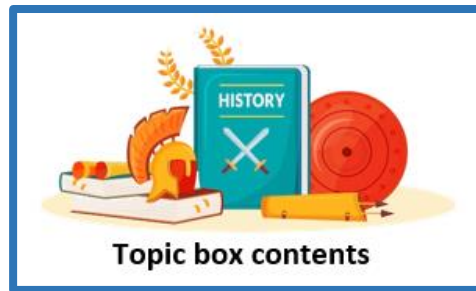
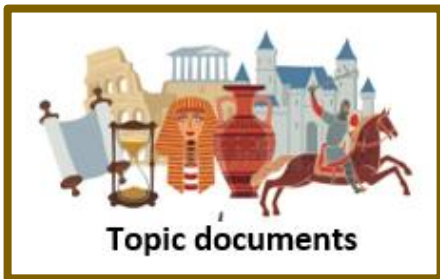
8. How many people died in the Great Fire of London?

9. How many houses were destroyed in the Great Fire of London?

10. How many people died in the Great Fire of London?

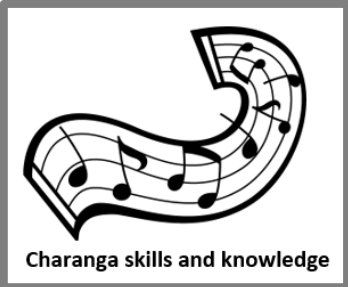






Curriculum links		
Space exploration	The great fire of London	Grace Darling
<p>Space knowledge for future science topic</p> <p>Women in NASA within Maafa topic</p>	<p>Monarchy knowledge- Changes in the monarchy</p> <p>Knowledge around historical developments- eg use during WWII and Blitz learning</p>	<p>RE and Viking learning around Linsefarne and place knowledge around this</p> <p>Women within history knowledge</p> <p>Whitby topic- RNLI</p>
<p>Previous knowledge in change in technological advancement- the first flight</p>	<p>Monarchy knowledge from Kings and Queens topic</p> <p>Knowledge of London from geography topic</p> <p>People who help us knowledge from EY</p>	<p>Place knowledge</p>

Supporting documents










MUSIC

“Music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything.”
--Plato

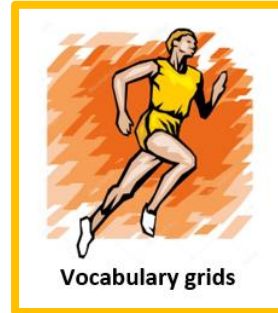
Skills and knowledge in music					
Listen and Appraise	Singing	Playing	Improvisation		
Composition			Performance		
 <p>Charanga skills and knowledge</p>					
Taught topics					
I Wanna Play In a Band	Ho Ho Ho	Recorders	Hands, Feet, Heart	Zootime	Friendship Song
I Wanna Play In A Band by Joanna Mangona – a Rock song for children.	A Christmas song by Joanna Mangona and Jane Sebba	Children continue to develop their skills of play recorders building on notes they already know.	Hands, Feet, Heart is a song written for children to celebrate and learn about South African Music.	A Reggae Song for Children by Joanna Mangona	By Joanna Mangona and Pete Readman. This is a song about being friends.
Supporting documents					
Hands, Feet, Heart	Ho Ho Ho	Recorders	I Wanna Play In a Band	Zootime	Friendship Song
					

PHYSICAL EDUCATION

Sports do not build character. They reveal it.
--John Wooden

Skills and knowledge in physical education		
Dance	Field games	Net and wall games
Outdoors and adventurous activities	Striking and fielding	Target games
Athletics	Gymnastics	Invasion games
Life skills- health and safety		Life skills- citizenship
 <p>Progression documents</p>		
Taught topics		
Autumn One	Spring One	Summer One
Pupils should be taught: Dance 	Pupils should be taught: Tennis 	Pupils should be taught: Cricket/rounders 
Autumn Two	Spring Two	Summer Two
Pupils should be taught: Gymnastics 	Pupils should be taught: Football 	Pupils should be taught: Athletics 

Supporting documents






PERSONAL, SOCIAL AND HEALTH EDUCATION

You're braver than you believe, stronger than you seem and smarter than you think.

--Winnie the Pooh

Skills and knowledge in PSHE					
Confidence and responsibility	Views and opinions	Health and hygiene	Relationships and respect	Personal safety	Emotional wellbeing
<ul style="list-style-type: none"> • Make positive comments about themselves and others. • Listen actively and show empathy. 	<ul style="list-style-type: none"> • Present their views and opinions with some explanation, beginning to formulate questions. 	<ul style="list-style-type: none"> • Explain which foods contribute towards a healthy lifestyle and the benefits of a balanced diet. • Recognise that bacteria and viruses can be harmful and explain how simple routines can help stop their spread. 	<ul style="list-style-type: none"> • Judge what kind of contact is acceptable and how to respond • Identify different types of relationships (e.g. marriage or friendships) and show ways to maintain good relationships (e.g. listening, supporting, caring). 	<ul style="list-style-type: none"> • Recognise ways in which a relationship can be unhealthy and who they can talk to if they need support. • Describe ways of resisting negative peer pressure around issues, such as bullying, which affect their health and well-being. 	<ul style="list-style-type: none"> • Describe situations that they find stressful and explain some ways that they can make these better, through positive thinking and talking them through with others. ○

Collaboration	Diversity	Citizenship	Financial understanding	Relationships and feelings	Goals
<ul style="list-style-type: none"> • Work collaboratively towards shared goals. • Describe what bullying is and what to do if they are feeling bullied. 	<ul style="list-style-type: none"> • Demonstrate sensitivity and understanding of people with different values, customs and cultures. 	<ul style="list-style-type: none"> • Ask and answer questions, giving a view on a local (or world) issue. • Explain the school rules and basic emergency procedures. 	<ul style="list-style-type: none"> • Describe different ways people earn and manage money and their personal finances, including how to budget. 	<ul style="list-style-type: none"> • Describe how 'family' can mean different things to different people. 	<ul style="list-style-type: none"> • Recognise things they are good at and identify simple goals. • Respond to the need for positive affirmation for self and others.

Taught topics		
Living in the Wide World	Relationships	Health and Wellbeing (H)
Pupils should be taught: <ul style="list-style-type: none"> • Shared Responsibilities • Communities • Media literacy & digital resilience • Economic wellbeing: Money • Economic wellbeing: Aspirations, work & career 	Pupils should be taught: <ul style="list-style-type: none"> • Families and close positive relationships • Friendships • Managing hurtful behaviour and bullying • Safe relationships • Respecting self and others • Respecting self and others 	Pupils should be taught: <ul style="list-style-type: none"> • Healthy Lifestyles (physical wellbeing) • Mental Health • Ourselves, growing and changing • Keeping Safe • Drugs, alcohol and tobacco
Supporting documents		
 <p>Detailed long-term plan</p>	 <p>PSHE and RSE policy</p>	 <p>Yasmin and Tom ree Username- Mar</p>

RELIGIOUS EDUCATION

“Differences were meant not to divide but to enrich.”

-- J. H. Oldham

Skills and knowledge in religious education		
Knowing about and understanding religions and worldviews.	Expressing and communicating ideas related to religions and worldviews.	Gaining and deploying the skills for studying religions and worldviews.
<ul style="list-style-type: none"> • Retell stories linked to festivals and customs that are important to believers. • Recall and name some of the ways religions mark milestones of commitment. • Retell and suggest the meanings of stories from sacred texts about people who encountered God. • Recall and names some stories from sacred texts that inspire. • Describe what some believers say or do as they pray. 	<ul style="list-style-type: none"> • Recognise and identify some differences between religious festivals and other types of celebrations. • Identify beliefs about God. <ul style="list-style-type: none"> • Respond thoughtfully to examples of how praying helps religious believers. • Recall and talk about some rules for living in religious traditions 	<ul style="list-style-type: none"> • Suggest some ideas about good ways to treat others arising from their learning. • Find out about at least two teachings from religions about how to live a good life.

Taught topics

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Supporting contents

Currently under review.
New scheme coming!



Stockton syllabus



Stockton resource site
Username- mandalemill
Password- SACRE19



Topic front covers



Topic box contents

