

The Grange School Flourish Phase Curriculum Overview

Acquiring Curriculum

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	Trash	Oliver Twist	Taking a Stand	Ancient Tales	A Midsummer Nights Dream	Poetry Anthology
MATHS (Whitrose)	Block 1: Sequences Block 2: Understand and use algebraic notation Block 3: Equality and Equivalence	Block 4: Place value and ordering integers and decimals Block 5: Fraction, decimal and percentage equivalence	Block 1: Solving problems with addition and subtraction Block 2: Solving problems with multiplication and division Block 3: Fractions and percentages of amounts	Block 4: Operations and equations with directed number Block 5: Addition and subtraction of fractions	Block 1: Constructing, measuring and using geometric notation Block 2: Developing geometric reasoning	Block 3: Developing number sense Block 4: Sets and probability Block 5: Prime numbers and proof
SCIENCE	Forces Separation Techniques	Solid, liquid, gas and change of state Our Solar System and Beyond	Cells Heredity and DNA	Ecosystems Human Digestive System Human Skeleton and Muscles	Atoms, Elements and compounds Diffusion	Solutions Sound, Light and Vision
HUMANITIES	Pre- Historical Era	Geographical Skills	Medieval Britain	River Landscapes	Black Death & Fire of London	Populations
Visual Arts	Art Movements		Self-Image and Collage		Natural Landscapes Photography	
PERFORMING ARTS	Intro To Performing Arts		Through the Decades		Musical Theatre and composers	

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COOKING	Kitchen Safety and Food Hygiene		Food Science		Nutrition	
PE	Invasion Games	Swimming	Gymnastics	Outdoor Adventure	Cricket	Athletics
PSHE (Jigsaw)	<p>Being me in my world:</p> <p>Who am I?, fitting in Peer pressure, belonging, peer-on-peer abuse Online identity, risks and tips to keep safe, peer-on-peer abuse, consequence of online comments, sexting, peer-on-peer abuse, online safety, influences and influencers, gateway emotions</p>	<p>Celebrating Difference:</p> <p>Prejudice, discrimination, assertiveness, what's important to you? Who influence you?, ethical issues, changing attitudes, stereotypes and examples, challenging discrimination, protected characteristics and equality act, bullying, why be a bully?, Would you intervene?, peer-on-peer abuse, inclusion or exclusion, importance of b eing included</p>	<p>Dreams and Goals:</p> <p>My dreams and goals, achievement and failure, key skills needed for the future, what skills would I like to develop, learning from mistakes, setbacks, influences, consequences of decisions, how could I positively affect my future? Child criminal exploitation, gangs, bystander, emergency aid, control over your life</p>	<p>Healthy Me:</p> <p>Stress, managing emotions, tips to combat stress and anxiety, mindfulness, nutrition, exercise, mental health, using food and exercise to support mental health and wellbeing, what is sleep? How sleep cycles work, sleep and mood, health, and memory, supporting good sleep, stress, effects of stress on the body, recovering from a state of stress, combatting stress with mindfulness and movement, health choices, physical illness and medicine, vaccination, substance misuse, working together to improve well- being, mindful movement</p>	<p>Relationships:</p> <p>Relationship with self, consent, change, healthy relationships and support, emotions in relationships, scenarios, happy families, discernment, authenticity, assertiveness, rights and responsibilities, sexting, peer- on-peer abuse consequences, discernment, authenticity</p>	<p>Changing Me:</p> <p>Reproduction facts, puberty, FGM, breast ironing, changes and how I feel about them, responsibilities of having a baby, pregnancy and birth, IVF, effective parenting skills, pet care, is it ok to not want kids?, UN Children's' rights, media and image, cosmetic surgery, avatars, self-esteem, emotions and moods, factors affecting mood like food, exercise, sleep, hormones, the brain, becoming an adult recap</p>

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The Grange Outdoors	Playing and Exploring	Bushcraft Part 1	Sculpture	Nature and the environment	Bush Craft Part 2	Geographics and Maps
COMPUTING	Clear messaging in digital media	Networks from semaphores to the internet	Programming essentials in scratch – Part 1	Modelling data using spreadsheets	Programming essentials in scratch – Part 2	Using media – Gaining support for a cause
RELIGIOUS EDUCATION	Jenmashtami (Hinduism)	Kathina (Buddhism)	Vaisakhi (Sikhism)	Holy Week (Easter) (Christianity)	Eid ul-Adha (Islam)	Shabbat (Judaism)

<p>SMSC/ BRITISH VALUES</p>	<p>To respect and tolerate the opinions or behaviour of others. Be free to express views or ideas. Reflect willingly on their experiences. Use imagination and creativity in their learning. Sense enjoyment and fascination when learning about themselves, others and the world around them. Cooperate well with others and be able to resolve conflicts effectively. Participate in a variety of communities and social settings. Use a range of social skills in different contexts. Develop an acceptance of other people, understanding the importance of identifying and combatting discrimination. Know about and respect the public institutions and services in England. Understand the consequences of their behaviour and actions. Participate in and respond positively to artistic, musical, sporting and cultural opportunities.</p>	<p>To respect and tolerate the opinions or behaviour of others. Be free to express views or ideas. Learn that all people and institutions are subject to and accountable for their actions and behaviour. Be part of a system where everyone plays an equal part. Know about and respect the public institutions and services in England. Investigate and offer reasoned views about moral and ethical issues and understand and appreciate the viewpoints of others on these issues. Understand the consequences of their behaviour and actions. Recognise the difference between right and wrong and readily apply this understanding in their lives. Reflect willingly on their experiences. Use imagination and creativity in their learning. Sense enjoyment and fascination when learning about themselves, others and the world around them. Participate in and respond positively to artistic, musical, sporting and cultural opportunities. Know that the rule of law protects the rights of individual citizens and is essential for their well-being and safety. Cooperate well</p>	<p>To respect and tolerate the opinions or behaviour of others. Be free to express views or ideas. Reflect willingly on their experiences. Use imagination and creativity in their learning. Sense enjoyment and fascination when learning about themselves, others and the world around them. Cooperate well with others and be able to resolve conflicts effectively. Use a range of social skills in different contexts. Understand the consequences of their behaviour and actions. Participate in and respond positively to artistic, musical, sporting and cultural opportunities.</p>	<p>To respect and tolerate the opinions or behaviour of others. Learn that all people and institutions are subject to and accountable for their actions and behaviour. Be part of a system where everyone plays an equal part. Participate in and respond positively to artistic, musical, sporting and cultural opportunities. Understand and appreciate the wide range of cultural influences that have shaped their heritage and those of others. Know that the rule of law protects the rights of individual citizens and is essential for their well-being and safety. Cooperate well with others and be able to resolve conflicts effectively. Participate in a variety of communities and social settings. Know about and respect the public institutions and services in England. Understand the consequences of their behaviour and actions. Understand legal boundaries and, in so doing, respect the civil and criminal law of England. Recognise the difference between right and wrong and readily apply this understanding in their lives. Reflect willingly on their experiences. Sense enjoyment</p>	<p>To respect and tolerate the opinions or behaviour of others. Be free to express views or ideas. Learn that all people and institutions are subject to and accountable for their actions and behaviour. Be part of a system where everyone plays an equal part. Understand the consequences of their behaviour and actions. Reflect willingly on their experiences. Use imagination and creativity in their learning. Sense enjoyment and fascination when learning about themselves, others and the world around them. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. Participate in and respond positively to artistic, musical, sporting and cultural opportunities. Understand and appreciate the wide range of cultural influences that have shaped their heritage and those of others. Cooperate well with others and be able to resolve conflicts effectively. Participate in a variety of communities and social</p>	<p>Be free to express views or ideas. To respect and tolerate the opinions or behaviour of others. 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