

Havencross School

Flourish Phase Curriculum Overview

Gaining Curriculum

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	Sherlock Holmes	Superheroes	Women's Rights	The Tempest	Danny Champion of The World	Description and Poetry
MATHS (Whitrose)	Block 1: Ratio and Scale Block 2: Multiplicative Change Block 3: Multiplying and Dividing Fractions	Block 4: Working in the Cartesian Plane Block 5: Representing Data Block 6: Tables and Probability	Block 1: Brackets, equations and inequalities Block 2: Sequences Block 3: Indices	Block 4: Fractions and Percentages Block 5: Standard Index Form Block 6: Number Sense	Block 1: Angles in Parallel lines and Polygons Block 2: Areas of Trapezia and Circles Block 3: Line Symmetry and Reflection	Block 4: The data handling cycle Block 5: Measures of location
SCIENCE	Moving by force	Human Digestive System Series Circuits Fuels and Energetics	Earth's Resources Variation Biodiversity	Biodiversity (continued) Species and Classification Atoms, elements and compounds	Making Images Diet and Exercise	Reproduction in Humans Understanding Chemical Reactions
HUMANITIES	Tudors	Tectonic Hazards	Industrial Revolution	Coastal Landscapes	Empire	Fieldwork
VISUAL ARTS	Pop Art and Patterns		Moving Mechanisms		Textiles	
PERFORMING ARTS	British Pop Music	Global Entertainment 1	Film and Media		Traditions and Cultures	

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PE	Invasion Games	Swimming	Gymnastics	Outdoor adventure	Cricket	Athletics
PSHE (Jigsaw)	Being in my world: Who am I?, influences, uniqueness of me, family, definitions, community living, family expectations, active listening, roles within the family (i.e., firstborn etc), first impressions, influences on our identity, self-image, be positive, marriage and the law, beliefs and religions, protected characteristics, respect, being unique, expectations, managing them	Celebrating Difference: Anne Frank, celebrating similarity, fear, racial and religious prejudice, hate crime, examples, social injustice, inequality, causes, benefits of multi culturalism, religion in decline?, positives, fundamentalism, stereotypes, celebrating diversity, bullying, the law, types of bullying, LGBT+, emotional, peer-on-peer abuse consequences, get involved, golden rule, making a positive contribution, making a stand, Malala, what matters to you? Is it only the rich that can change the world?, Charles Drew, How can I make a difference? Issues and traits needed, organ/ blood donation	Dreams and Goals: Short, medium & longterm goals, flexibility, employability skills, grit, money impact, positives and negatives, what can't be bought? Online safety – digital footprint, impact on career, money, wages and career goals, what affects your earning potential, budgeting, weekly costs, debt, gambling, emotions linked to too much/little money, gambling issues and support	Healthy Me: Different types of health, nutrition and exercise, cardiovascular health and disease, diabetes, perceived risk and actual risk, illegal substance use risks, legal substances use risks, habits for a healthy lifestyle, dental health, how to see a dentist, skin health and sunscreen, vaccination, UK vaccination program Does vaccination work, herd immunity, Covid 19 vaccination and social responsibility, peer pressure, the changing teenage brain, risks in social situations, social risk and substance misuse, interactive play and wellbeing choices	Relationships: Relationship with self, social media self-image, pressures of different relationships, freedom and control, privacy, personal space, invasion of privacy, paparazzi and celebrity, good relationship, control, anti-bullying, power, coercion, peer-on-peer abuse, social media, safety tips, laws, trolling, peer-on-peer abuse, employer's rights to access, healthy relationships and control	Changing Me: Intimate relationships, me and my relationships, attraction, healthy and unhealthy relationships, peer-on-peer abuse, what makes a good relationship? Me and my relationships, attraction, love or crush? Pornography, art?, is it ok for adults to look at porn?, age limits, is porn real?, peer-on-peer abuse, alcohol, the law, effects of alcohol, scenarios, can a relationship be honest and real as well as exciting and fun?
Havencross Outdoors	Playing and Exploring	Bushcraft Part 1	Sculpture	Nature and the Environment	Bush Craft Part 2	Geographics and Maps
Cooking	Food Safety and Nutrition Recall		Cuisine and Food choices		Food Science	

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COMPUTING	Media – Vector Graphics	Layers of computing systems	Developing for the web	Representations – From clay to silicon	Mobile app development	Introduction to Python programming
RELIGIOUS EDUCATION	Dharma Day (Buddhism)	Guru Arjan Gurburab (Sikhism)	Holi (Hinduism)	Passover (Judaism)	Ramadan and Eid-al-Fitr (Islam)	Pentecost (Christianity)

**SMSC/
BRITISH VALUES**

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.

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 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.

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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 and fascination when learning about themselves, others and the world around them.

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 settings. Use a range of social skills in different contexts.

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