

Year 5 Blended Learning Curriculum

Remote learning will be planned for the academic year 2020-21. Remote learning will be provided in cases where schools are instructed to close or individual students are having to self-isolate.

The ATLP will use where possible lessons from the Oaks National Academy to provide students with appropriate remote learning, The Oaks programme for learning for each subjects has been reviewed and matched to our ATLP primary knowledge engaged curriculum.

In cases of whole school closure or whole classes having to isolate, students will be directed to the series of Oaks lessons below that aligns best with the long term plan for a subject, or schools might look to supplement these with recorded lessons. In cases of individual students having to self-isolate, teachers need to identify the lesson(s) to be taught in class (referenced from the ATLP medium term plans). Using the menu of Oaks lessons below, the lesson(s) that most appropriately match the content that is to be delivered in class will be selected. The link to this lesson can then be provided to the student[s] so that they can access and follow the lesson in-line with the timetable of lessons set by the school for that student[s]. The map below illustrates the ATLP curriculum with the Oak Units highlighted in yellow.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Earth and Space Space Forces		Properties and changes of materials Separating Mixtures Physical and Chemical Changes		Living things and their habitats (animals including humans) Reproductive Cycles	
Geography	Human and Physical Geography of North America (including climate zones)		Rivers (Brazil and the UK)		Environmental sustainability – water world (plastics)	
History	Golden Age of Islam Alternative: Shang Dynasty		Crime and Punishment post 1066		Crime and Punishment post 1066	
Music (Oak only)	Duration	Timbre	Rhythm	Tonality	Structure	Beat, pulse, rhythm and structure
RE	Literature found in sacred books	Symbolic use of objects, sounds, images, actions and gestures.	Diversity of a range of religious traditions	Religious responses to suffering, hardship and death	Sacred writings Buddhism	Lives inspired by faith
RHE (units for KS2)	All around me	Keeping safe	Eat well, live well!	Yes! It's our world, our wonderful, wonderful world.	Come to my aid!	Money matters
PSHE (units for KS1)	Being the Prime Minister		TBC		TBC	
Computer Science						

English Oak Curriculum

<https://teachers.thenational.academy/subjects/english/key-stages/key-stage-2>

For English at EYFS, KS1 and KS2 we have organised units to ensure a balance of coverage and progression across the year, incorporating key knowledge and skills relating to Phonics, Reading, Writing, Grammar and Spelling. Oracy underpins teaching in all units. All elements of English are embedded within the units, rather than being taught as separate strands. We will offer suggested sequences to ensure logical progression and development of knowledge and skills. The curriculum reinforces the reciprocal relationship between Reading and Writing. Although some phonics practice is embedded, Oak is not providing a phonics programme.

English at KS2 comprises several elements that complement each other, and can work together or discretely. These are Writing, Reading, Spelling, Grammar and Vocabulary.

Reading units are 5 day units centred around a specific text, author or genre. These are primarily reading focused. Some of these units link to writing units. However, they are designed to be accessed discretely. Reading is also taught and reinforced through the writing units.

Writing units are centred around a specific text or theme. The units also incorporate the other skills and knowledge within the wider English curriculum: Reading, Grammar, Spelling and Vocabulary building. They build towards written outcomes with a focus on writing for purpose. The writing units are generally in blocks of 2-3 weeks, building towards a written outcome of a specific text type. Within this period, there are at least 6 lessons centred around the text/theme alongside 2 spelling lessons, a linked grammar lesson and a linked vocabulary lesson. Texts/themes may have between 1-3 blocks relating to a specific written outcome. These can be accessed in isolation – however, pupils will benefit the most, if they begin the first block within a unit as they will get to know the context better.

Spelling units are organised into 5 blocks of 2 lessons per term: the first lesson teaches the explicit spelling objective and the second lesson provides opportunities to practise and apply this knowledge and a test. The test takes place at the end of the lesson so that it can be viewed at a later date. There are 10 lessons each term. These align with objectives set out by the National Curriculum. The spelling lessons take place on Tuesdays within the writing units, however, they can be selected by unit in order for teachers, parents or pupils to match their own curriculum requirements. Key stage specific spelling knowledge is also applied and reinforced throughout writing units.

Grammar is taught and reinforced continually through writing and reading units. However, there are 5 lessons per term that can also be accessed discretely – where a teacher might want to direct pupils to practise a specific objective – or address a specific gap in knowledge.

Year group	Unit title	Length of unit	Prior knowledge required/ links to resources
Writing units - Incorporating Shared Reading, Grammar, Spelling and Vocabulary Building			
Year 5	How to Train your Dragon - Mixed outcomes	40 lessons (8 weeks)	N / A https://teachers.thenational.academy/units/how-to-train-your-dragon-mixed-outcomes-50a0
Year 5	Wild Cats - Non-chronological reports	15 lesson (3 weeks)	N / A https://teachers.thenational.academy/units/wild-cats-non-chronological-reports-702c

Year 5	Oliver Twist - Narrative writing	30 lessons (6 weeks)	Y5 T1 grammatical knowledge https://teachers.thenational.academy/units/oliver-twist-narrative-writing-280c
Year 5	School Uniform - Persuasive writing	10 lessons (2 weeks)	Y5 T1 grammatical knowledge https://teachers.thenational.academy/units/oliver-twist-narrative-writing-280c
Year 5	The Viewer - Narrative writing	15 lessons (3 weeks)	Y5 T1 grammatical knowledge Coming soon
Year 5	Macbeth - Narrative writing	20 lessons (4 weeks)	Y5 T2 grammatical knowledge https://teachers.thenational.academy/units/macbeth-narrative-writing-9566
Year 5	Inspirational figures - Biographical writing	10 lessons (2 weeks)	Y5 T2 grammatical knowledge https://teachers.thenational.academy/units/the-highwayman-narrative-writing-30da
Year 5	The Highwayman - Narrative writing	25 lessons (4 weeks)	Y5 T2 grammatical knowledge https://teachers.thenational.academy/units/the-highwayman-narrative-writing-30da
Reading units -			
Year 5	Mirror by Jeannie Baker	5 lessons (1 week)	N / A Coming soon
Year 5	The British by Benjamin Zephaniah	5 lessons (1 week)	N / A https://teachers.thenational.academy/units/the-british-by-benjamin-zephaniah-0342
Year 5	Demon Dentist by David Walliams	5 lessons (1 week)	N / A https://teachers.thenational.academy/units/demon-dentist-by-david-walliams-6a57
Year 5	Poetry - The Listeners by Walter de la Mare and The Raven by Edgar Allen Poe	5 lessons (1 week)	N / A Coming soon
Year 5	Street Child by Berlie Doherty	5 lessons (1 week)	N / A Coming soon
Year 5	History VIP: Mary Anning by Kay Barnham	5 lessons (1 week)	N / A https://teachers.thenational.academy/units/history-vip-mary-anning-by-kay-barnham-6b9b
Year 5	Reading for Pleasure	3 lessons	N / A
Grammar and Spelling are incorporated into the Writing units. However, these objectives can be pulled out in isolation where needed.			

Grammar units (themed mostly for Sentence, Word and Punctuation across the three terms)			
Year 5	Term 1: Sentence level objectives	5 lessons	Y4 grammatical knowledge https://teachers.thenational.academy/units/t1-sentence-level-objectives-2d3b
Year 5	Term 2: Word level objectives	5 lessons	Y5 T1 grammatical knowledge Coming soon
Year 5	Term 3: Punctuation level objectives	5 lessons	Y5 T2 grammatical knowledge Coming soon
Spelling units			
Year 5	Suffixes - plurals	2 lessons	N / A https://teachers.thenational.academy/units/suffixes-plurals-1feb
Year 5	Suffixes: ate -en -ify -ise -tion -ity -ness -al -ic - ary -ery -ful -less	4 lessons	N / A https://teachers.thenational.academy/units/suffixes-ate-en-ify-ise-tion-ity-ness-al-ic-ary-ery-ful-less-d62b
Year 5	Homophones + near homophones	2 lessons	N / A https://teachers.thenational.academy/units/homophones-near-homophones-5807
Year 5	Syllables - fer syllables	2 lessons	N / A https://teachers.thenational.academy/units/syllables-fer-syllables-3a24
Year 5	Suffixes: - tion / -cian / -sion / -ssion	2 lessons	N / A https://teachers.thenational.academy/units/suffixes-tion-cian-sion-ssion-71f0
Year 5	/ee/ sound 'ie' or 'ei' spelling	2 lessons	N / A https://teachers.thenational.academy/units/ee-sound-ie-or-ei-spelling-f1ab
Year 5	Word endings: -ant and -ent	4 lessons	N / A https://teachers.thenational.academy/units/word-endings-ant-ent-30d4
Year 5	Suffixes: -able -ible	2 lessons	N / A https://teachers.thenational.academy/units/suffixes-able-ible-fc0c
Year 5	C making soft and hard sound	2 lessons	N / A https://teachers.thenational.academy/units/c-making-soft-and-hard-sound-11d8
Year 5	Etymology - words of Greek origin 'ch' 'ph' and 'sc' spellings	2 lessons	N / A https://teachers.thenational.academy/units/etymology-words-of-greek-origin-ch-ph-and-sc-spellings-d693

Year 5	Unstressed vowels in polysyllabic words	2 lessons	N / A https://teachers.thenational.academy/units/unstressed-vowels-in-polysyllabic-words-402b
Year 5	Prefixes: un- dis- mis- in- il- im- ir- re- sub- inter- super- anti- auto- bi- trans- tele- circum- de- pre- pro- sus- con- com- a-	4 lessons	N / A https://teachers.thenational.academy/units/prefixes-un-dis-mis-in-il-im-ir-re-sub-inter-super-anti-auto-bi-trans-tele-circu

Maths Oak Curriculum

<https://teachers.thenational.academy/subjects/maths/key-stages/key-stage-2>

We strive to support schools by offering a maths curriculum that can fit alongside a range of existing structures. However, complete flexibility over unit ordering is impossible due to the cumulative nature of mathematics and the importance of prior knowledge.

We have grouped lessons into units: coherent sequences of 5 or more lessons. Although each lesson can be accessed individually, explicit connections are made to earlier lessons and later lessons in the same unit. This is because the connections between mathematical concepts are so vital to deepening understanding.

The Department for Education has published a priority curriculum that identifies the most important elements of mathematics and how to build progression in these from Y1 to Y6. These are identified in the curriculum map below so that teachers who are choosing to prioritise the curriculum in order to support recovery from the impact of COVID-19 and identify the priority areas.

Year 5				
	Unit title and description	DfE ready-to-progress criteria	Length of unit	Prior knowledge required/ link to plans and resources
Number				
5.1	Reasoning with large whole numbers extending their understanding of the number system and place value to include 5-digit and 6-digit numbers		15	4.1: <ul style="list-style-type: none"> place value to 1000 https://teachers.thenational.academy/units/reasoning-with-large-whole-numbers-2bf7
5.2	Problem solving with integer addition and subtraction Explore both mental calculation strategies and the formal written layout for addition and subtraction		10	4.2: <ul style="list-style-type: none"> mental and written methods for addition and subtraction https://teachers.thenational.academy/units/problem-solving-with-integer-addition-and-subtraction-2a10

5.4	Multiplication and division Exploring factors, multiples, square numbers, prime numbers and composite numbers. Exploring a range of calculation strategies to multiply and divide with increasingly large numbers, including the formal written layout.	5NF–1 5MD–2 5MD–3 5MD–4	15	4.5: <ul style="list-style-type: none"> • multiplication fact up to 12 x 12 • language of factors and multiples https://teachers.thenational.academy/units/multiplication-and-division-6dbb
5.5	2-D shape, perimeter and area Calculating perimeter and area of rectilinear and non-rectilinear shapes.	5G–2	10	4.9: finding the perimeter and area of rectangles https://teachers.thenational.academy/units/2-d-shape-perimeter-and-area-9929
5.6	Fractions and decimals Connections are made between fractions and decimals. Numbers with up to three decimal places are introduced.	5NPV1 5NPV–2 5NPV–3 5NPV–4	15	https://teachers.thenational.academy/units/fractions-and-decimals-be3a
5.8	Fractions, decimals and percentages Introduces percentage for the first time and come to understand that percentages, decimals and fractions are different ways of expressing proportions.	5NPV–1	15	5.6: fraction and decimal equivalences https://teachers.thenational.academy/units/fractions-decimals-and-percentages-8726
5.10	Converting units of measure Converting between units of time, length and mass. Solving conversion problems.	5NPV–5	15	4.10: units of time, length and mass https://teachers.thenational.academy/units/converting-units-of-measure-1475
5.11	Calculating with whole numbers and decimals The calculation strategies explored throughout the year are reviewed and extended into calculating with decimal numbers.	5NPV–1 5NF–2	15	5.2: <ul style="list-style-type: none"> • addition and subtraction calculation strategies 5.4: <ul style="list-style-type: none"> • multiplication and division calculation strategies 5.6: <ul style="list-style-type: none"> • place value of decimal numbers

				https://teachers.thenational.academy/units/calculating-with-whole-numbers-and-decimals-4fe5
5.13	Volume Understanding cube numbers. Estimating the volume of solids. Connecting the volume of solids with the volume of liquids and gasses		5	4.10: <ul style="list-style-type: none"> measuring capacity and volume in ml and l 5.5: calculating area https://teachers.thenational.academy/units/volume-4607
5.14	Problem solving with whole numbers and decimals Negative numbers and interpreting remainders after division. Pupils then apply knowledge and understanding to solve problems and reason about patterns and properties of number		10	5.11: <ul style="list-style-type: none"> calculating with whole numbers and decimals https://teachers.thenational.academy/units/problem-solving-with-whole-numbers-and-decimals-0106
5.15	Equivalent fractions Developing understanding of equivalent fractions. Expressing proper and improper fractions in their simplest form.	5F-2 5F-3	20	Coming soon
Geometry				
5.7	Angles Identifying and comparing acute, obtuse and reflex angles. Understanding how to use a protractor to measure and draw angles in degrees.		15	4.11: identifying acute, obtuse and right angles https://teachers.thenational.academy/units/angles-31a2
5.9	Transformations Consolidating translations and coordinates. Translating polygons across zero. Reflections and translations		15	4.12: reading, writing and plotting coordinates https://teachers.thenational.academy/units/transformations-5c64
5.12	2-D and 3-D shape Reasoning about the properties of 2-D and 3-D shapes, including identifying 3-D shapes from 2-D representations and classifying different triangles and quadrilaterals as well as other geometric shapes according to their properties.		10	4.11: sorting and classifying 2D shapes https://teachers.thenational.academy/units/2-d-and-3-d-shape-5cde

Statistics				
5.3	Line graphs and timetables Interpret information in tables and line graphs and solve comparison, sum and difference problems. Read and interpret timetables		10	https://teachers.thenational.academy/units/line-graphs-and-timetables-d842
			Total: 175 (35 weeks)	

Science Curriculum

<https://teachers.thenational.academy/subjects/science/key-stages/key-stage-2>

For KS2, we have also tried to provide flexibility wherever possible. However, there are more sequencing constraints in this key stage. We acknowledge that the majority of schools would normally be following the national curriculum but that curriculum plans for this year may look different to previous years due to potential missed content in 2019-20. As an example, the 'Plants' unit would align with Year 3 on the national curriculum, but it might be more appropriate for some schools in 2020-21 to teach this in Year 4 if they think these pupils may have missed out on this learning in 2019-20. We understand that each school's science curriculum needs could be quite unique this year and so we have designed units that could be used for multiple year groups. Wherever possible we have tried to assume no prior knowledge but in units where this is not possible (see table in section 2 which details where prior knowledge is required) we will ensure that this knowledge is retaught. The suggested sequence in the table below is just one of many options that schools could consider.

ATLP Science Curriculum YEAR 5	Oak National Academy Unit	Oak Academy Lessons
Earth and Space	Space	https://teachers.thenational.academy/units/space-5857
Forces	Forces	https://teachers.thenational.academy/units/forces-717d
Properties and Changes of materials	Separating Mixtures Physical and Chemical Changes	https://teachers.thenational.academy/units/separating-mixtures-9713 https://teachers.thenational.academy/units/physical-and-chemical-changes-a481
Living Things and their habitats		
Animals (inc. humans)	Reproductive Cycles	https://teachers.thenational.academy/units/reproductive-cycles-d195

Geography Curriculum

<https://teachers.thenational.academy/subjects/geography/key-stages/key-stage-2>

Our approach to geography is organised through thematic enquiry. This should not be conflated with 'enquiry' or 'discovery' based learning, but is rather an approach to ensure substantive knowledge is deliberately and explicitly taught and organised in a meaningful fashion, towards answering a disciplinary appropriate question. As such

each unit will be internally coherent, with carefully selected content framed within lesson-specific enquiries (How do the natural resources of Chile and the UK differ?) and overarching unit enquiries (e.g. How is the production and use of resources changing around the world?) Units will make the assumption of no prior knowledge, though references to other units of study will be made where appropriate.

ATLP Geography Curriculum YEAR 5	Oak National Academy Unit	Oak Academy Lessons
Human and Physical Geography of North America (with climate zones)	Building locational knowledge (North America)	https://teachers.thenational.academy/units/building-locational-knowledge-north-america-faad
Rivers (Brazil and the UK)	Rivers	https://teachers.thenational.academy/units/rivers-4772
Environmental sustainability – water world (plastics)	Energy and sustainability	https://teachers.thenational.academy/units/energy-and-sustainability-4aaa

History Curriculum

<https://teachers.thenational.academy/subjects/history/key-stages/key-stage-2>

As the curriculum differs, individual lessons have been broken down to show where each lesson links to the ATLP schemes of work. No other topics match in Oak. There are only 4 KS2 units for History. There are no direct matches to Y5 History, only the Shang Dynasty.

Y5 Autumn Term Shang Dynasty		
ATLP Titles	Linked Oaks Unit	Available Oaks Lessons
Alternative study of a non-European civilisation to the planned programme of study on the Golden Age of Islam.	Shang Dynasty https://teachers.thenational.academy/units/the-shang-dynasty-75f2	How do we know about the Shang Dynasty? In this lesson we will be learning all about an ancient Chinese civilisation called the Shang Dynasty! We are going to find out how we know about the Shang, by looking at the ancient artefacts and writing archaeologists have found. https://classroom.thenational.academy/lessons/how-do-we-know-about-the-shang-dynasty-cdj3gc

How did the Shang Dynasty begin?

In this lesson, we are going to be learning all about how the Shang Dynasty began, with the first ruler: Emperor Tang.

<https://classroom.thenational.academy/lessons/how-did-the-shang-dynasty-begin-71j30c>

What was life like for people in the Shang Dynasty?

In this lesson, we will learn all about what life was like for different people living in the Shang Dynasty. We will find out about the food they ate, the jobs they had, and how society was structured.

<https://classroom.thenational.academy/lessons/what-was-life-like-for-people-in-the-shang-dynasty-6grkcc>

What did the Shang people believe?

In this lesson, we will learn all about the belief systems of the Shang, including how they worshipped their ancestors. We'll learn about the supreme god Shangdi, and how the priests used Oracle bones to try and speak to the spirits of their ancestors.

<https://classroom.thenational.academy/lessons/what-did-the-shang-people-believe-cth3ed>

How were Shang people's beliefs similar and different to other people's at the time?

In this lesson we will be learning about other civilisations from around the world at the same time as the Shang Dynasty. We'll think about some of the beliefs these different civilisations held, and how they are similar and different.

<https://classroom.thenational.academy/lessons/how-were-shang-peoples-beliefs-similar-and-different-to-other-peoples-at-the-time-70v3jc>

Who was Fu Hao?

In this lesson we will be learning all about Fu Hao, a peasant who rose to become a great priestess and general.

<https://classroom.thenational.academy/lessons/who-was-fu-hao-6hhp4r>

How did the Shang Dynasty end?

In this lesson, we will be learning all about the cruel and terrible King Zhou, and how the Shang Dynasty came to an end in ancient China.

<https://classroom.thenational.academy/lessons/how-did-the-shang-dynasty-end-71hpct>

How do empires collapse?

		<p>In this lesson we will take a quick look at some of the largest empires throughout history. We'll see that empires have risen and fallen since the first civilisations, and try and spot any common reasons for their downfalls. Then, we'll apply this learning to the collapse of the Shang Dynasty. https://classroom.thenational.academy/lessons/how-do-empires-collapse-cgvkcc</p> <p><u>What were the great accomplishments of the Shang Dynasty?</u> In this lesson we will take a closer look at the great achievements of the Shang Dynasty. Although the empire had ended, we will learn all of the accomplishments that lasted after the final king had been overthrown. https://classroom.thenational.academy/lessons/what-were-the-great-accomplishments-of-the-shang-dynasty-cmu66c</p> <p><u>What were the major cities of the Shang Dynasty?</u> In this lesson, we will learn how the Shang Dynasty was amongst the first civilisations to create major cities. We will look in detail at two of these cities and their relationship with the Yellow River, as well as how rural life continued to flourish alongside these cities. https://classroom.thenational.academy/lessons/what-were-the-major-cities-of-the-shang-dynasty-6mw36t</p>
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Music Curriculum

<https://teachers.thenational.academy/subjects/music/key-stages/key-stage-2>

From Key Stage 1 onwards, activities that stimulate more conscious learning are phased in, introducing pupils to the building blocks of music that shape the world around them. Units are considered and connected, and primarily last for half a term to allow pupil's understanding to be secured.

A number of these units can be taught out-of-sequence to allow them to complement schools' existing curricula.

As such we have created a pathway that progressively builds pupils' **musical understanding**, through the development of knowledge (music thinking: knowing 'about') and skills (music making: knowing 'how to') in context. **Knowledge** is broken down into the inter-related dimensions of music : structure, pitch and melody, harmony and tonality, texture, tempo, metre and rhythm, dynamics and articulation, and sonority (performing forces and playing techniques). **Skills** are broken down into performing, composing and critical listening. In addition, pupils will grow their knowledge of the **context** in which the music with which they engage was created and performed. Crucially, it is this combination of knowledge and skills with a growing awareness of context which drives pupils' musical understanding, and their ability to engage creatively

Oak National Academy Unit	Oak Academy Lessons
Duration	https://teachers.thenational.academy/units/duration-bf40
Timbre	https://teachers.thenational.academy/units/timbre-ccef
Rhythm	https://teachers.thenational.academy/units/rhythm-ab01
Tonality	Coming soon
Structure	Coming soon
Beat, pulse, rhythm and structure	Coming soon

RE Curriculum

<https://teachers.thenational.academy/subjects/religious-education/key-stages/key-stage-2>

RE is made up of a matrix of elements. These include:

- History: For example, being able to understand Christianity requires a knowledge of the historical context of Judaism and Israel.
- Beliefs: For example, the belief by Muslims that Muhammad is the last prophet.
- Practices: For example, the practice of Passover has grown out of the belief that God saved Jews from Egypt.
- Themes: For example, the beliefs and practices of Islam and Christianity and how this impacts contemporary views around Relationships and Family.
- Experiences: For example, how faith communities come together on a day to day basis and share a sense of identity grounded within their religion.

We believe that this offer gives a comprehensive grounding in the major religions and worldviews. However, we are aware that RE is commonly taught for one hour per week, meaning that we will aspire to add at least two additional units in each year group in the coming year. Such units will allow for more thematic approaches and explorations of key religious concepts such as worship, the concept of God, as well as Religion within the United Kingdom today.

Oak National Academy Unit	Oak Academy Lessons
Buddhism	https://teachers.thenational.academy/units/buddhism-b64a

RHE/PSHE Curriculum

<https://teachers.thenational.academy/subjects/rhe-pshe/key-stages/key-stage-2>

The RHE curriculum is interdisciplinary and versatile where key literacy and numeracy skills are interwoven into all planning. It ensures that irrespective of the order of units, pupils will develop subject specific knowledge and skills as they work through the content. The delivery of the lessons and units proposed in this programme will support pupils as they transition back into school life following a prolonged period out of school in the first half of 2020. These units cover all of KS2

The curriculum for RHE is organised by themes and topics. These include:

- *Physical Health*
- *Mental Wellbeing*
- *Growing and Changing*
- *Keeping Safe;*
- *Families and Friendships*
- *Safe Relationships*
- *Respecting Ourselves and Others*

Oak National Academy Unit	Oak Academy Lessons
All around me	https://teachers.thenational.academy/units/all-around-me-cd61
Keeping safe	https://teachers.thenational.academy/units/keeping-safe-2054
Eat well, live well!	https://teachers.thenational.academy/units/eat-well-live-well-7109
Yes! It's our world, our wonderful world	https://teachers.thenational.academy/units/yes-its-our-world-our-wonderful-world-887a
Come to my aid!	https://teachers.thenational.academy/units/come-to-my-aid-50d2
Money matters	https://teachers.thenational.academy/units/money-matters-a4d3
PSHE current affairs. Being the Prime minister	https://teachers.thenational.academy/units/being-the-prime-minister-e2c4
Just say no!	Coming soon

