

Year 6 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	Light, electricity Light		Animals including humans Diet and Lifestyle		Living things and their habitats Human and animals over time Diets and Lifestyle History of Science Evolution and inheritance	
Geography	Human and Physical Geography of South America (Peru and Texas)		Biomes and vegetation belts (Brazil)		Distribution of natural resources and economical activity (Brazil)	
History	Power and conflict (Empire)		Power and Conflict (Empire)		Power and Conflict (Empire)	
Music (Oak only)	Metre	Harmony	Rhythm	Texture	Structure	Structure, pitch, rhythm and beat
RE	Links between current issues and religious teaching Hinduism	Explore the meaning of religious stories	Study of a local religious community Sikhism	How beliefs and actions impact locally, nationally and internationally	Ceremonies associated with joining a faith	Stories about God's relationship with people
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 KS2)	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 plans and resources
Writing units - Incorporating Shared Reading, Grammar, Spelling and Vocabulary Building			
Year 6	Sherlock Holmes - Mixed outcomes	30 lessons (6 weeks)	N / A

			https://teachers.thenational.academy/units/sherlock-holmes-mixed-outcomes-1f9b
Year 6	The Windrush - Diary writing	25 lessons (5 weeks)	N / A https://teachers.thenational.academy/units/the-windrush-diary-writing-6b05
Year 6	Spiderman - Journalistic writing	20 lessons (4 weeks)	Y6 T1 grammatical knowledge https://teachers.thenational.academy/units/spiderman-journalistic-writing-191c
Year 6	The Golden Compass - Mixed outcomes	30 lessons (7 weeks)	Y6 T1 grammatical knowledge https://teachers.thenational.academy/units/the-golden-compass-mixed-outcomes-8489
Year 6	Rabbit Proof Fence - Narrative writing	30 lessons (6 weeks)	Y6 T2 grammatical knowledge Coming soon
Year 6	Important Scientists - Biographical writing	10 lessons (2 weeks)	Y6 T2 grammatical knowledge https://teachers.thenational.academy/units/important-scientists-biographical-writing-f64b
Year 6	Pandas - Non-chronological report	15 lessons (3 weeks)	Y6 T2 grammatical knowledge https://teachers.thenational.academy/units/pandas-non-chronological-report-b43a
Reading units -			
Year 6	The Giant's Necklace by Michael Morpurgo	5 lessons (1 week)	N / A https://teachers.thenational.academy/units/the-giants-necklace-by-michael-morpurgo-f022
Year 6	London is the Place for Me by Lord Kitchner	5 lessons (1 week)	N / A https://teachers.thenational.academy/units/london-is-the-place-for-me-by-lord-kitchner-de04
Year 6	The Greenling by Levi Pinfold	5 lessons (1 week)	N / A Coming soon
Year 6	The Blitz Survivor Stories	5 lessons (1 week)	N / A https://teachers.thenational.academy/units/the-blitz-survivor-stories-6e7d
Year 6	A career in Computer Games by Anthony Horowitz	5 lessons (1 week)	N / A Coming soon
Year 6	Goodnight Mister Tom Michelle Magorian	5 lessons (1 week)	N / A https://teachers.thenational.academy/units/goodnight-mister-tom-by-michelle-magorian-18fc
Year 6	Holes by Louis Sachar	5 lessons (1 week)	N / A https://teachers.thenational.academy/units/holes-by-louis-sachar-3d8e

Year 6	Reading for Pleasure	3 lessons	N / A
Grammar and Spelling are incorporated into the Reading and 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 6	Term 1: Sentence level objectives	5 lessons	Y4 grammatical knowledge https://teachers.thenational.academy/units/t1-sentence-level-objectives-1343
Year 6	Term 2: Word level objectives	5 lessons	Y5 T1 grammatical knowledge https://teachers.thenational.academy/units/t2-word-level-objectives-45be
Year 6	Term 3: Punctuation level objectives	5 lessons	Y5 T2 grammatical knowledge Coming soon
Spelling units			
Year 6	Homophones	2 lessons	N / A https://teachers.thenational.academy/units/homophones-c76d
Year 6	Suffixes - Past and present	2 lessons	N / A https://teachers.thenational.academy/units/suffixes-past-and-present-f167
Year 6	Suffixes: -er and -est comparative and superlative	2 lessons	N / A https://teachers.thenational.academy/units/suffixes-er-and-est-comparative-and-superlative-a3ab
Year 6	Suffixes - plural	2 lessons	N / A https://teachers.thenational.academy/units/suffixes-plurals-1feb
Year 6	Suffixes: -le -el - al - il	2 lessons	N / A https://teachers.thenational.academy/units/suffixes-le-el-al-il-d914
Year 6	Letter strings: -ough, ear, ou, au, ice	2 lessons	N / A https://teachers.thenational.academy/units/letter-strings-ough-ear-ou-au-ice-8466
Year 6	Suffixes: -tion, -cian, -sion, -ssion	2 lessons	N / A https://teachers.thenational.academy/units/suffixes-tion-cian-sion-ssion-71f0
Year 6	Suffixes: -ous	2 lessons	N / A https://teachers.thenational.academy/units/suffixes-ous-53e1
Year 6	Suffixes -ial	2 lessons	N / A https://teachers.thenational.academy/units/suffixes-ial-747c
Year 6	/ee/ sound spelt ie or ei	2 lessons	N / A

			https://teachers.thenational.academy/units/ee-sound-ie-or-ei-spelling-f1ab
Year 6	Word endings: -ant -ent -ance -ence	2 lessons	N / A https://teachers.thenational.academy/units/word-endings-ant-ent-ance-ence-9d05
Year 6	Suffixes: -ible -able	2 lessons	N / A https://teachers.thenational.academy/units/suffixes-ible-able-fcac
Year 6	Silent letters	2 lessons	N / A https://teachers.thenational.academy/units/silent-letters-3eb2
Year 6	French and Greek etymology	2 lessons	N / A https://teachers.thenational.academy/units/french-and-greek-etymology-39b8
Year 6	Curriculum words	2 lessons	N / A https://teachers.thenational.academy/units/curriculum-words-ac0b

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 6				
	Unit title and description	DfE ready-to-progress criteria	Length of unit	Prior knowledge required/ lesson plans and links
Number				
6.1	Integers & Decimals Read, write, order and compare numbers to ten million. Apply a range of strategies for addition and subtraction to solve multi-step problems.	6NPV-1 6NPV-2 6NPV-3	10	5.1: <ul style="list-style-type: none"> secure with place value of up to 5-digit numbers

				https://teachers.thenational.academy/units/integers-decimals-fc14
6.2	Multiplication and division Multiply larger integers and decimal numbers with up to 2 decimal places using a range of strategies, including the formal written algorithms for long and short multiplication. Divide integers by 1-digit and 2-digit numbers using a range of strategies, representing remainders appropriately.	6NPV-4	20	6.1: <ul style="list-style-type: none"> fluency with numbers to ten million 5.11: <ul style="list-style-type: none"> secure in a range of multiplication and division strategies https://teachers.thenational.academy/units/multiplication-and-division-69f6
6.3	Calculation problems Apply a range of strategies to solve multi-step problems, considering the agreed order of operations. Express missing number problems algebraically and solve equations with unknown values.	6AS/MD-1 6AS/MD-2	10	6.1: <ul style="list-style-type: none"> fluency with numbers to ten million 6.2: <ul style="list-style-type: none"> multiplication and division https://teachers.thenational.academy/units/calculation-problems-84d5
6.4	Fractions Deepen understanding of equivalence, in order to simplify, compare and order fractions, including those greater than one. Add and subtract fractions.	6F-1 6F-2 6F-3	10	5.6: <ul style="list-style-type: none"> understand equivalent fractions https://teachers.thenational.academy/units/fractions-8ae5
6.7	Fractions Multiply and divide fractions. Deepen understanding of the links between fractions, multiplication and division.		5	5.8: <ul style="list-style-type: none"> multiply a fraction by an integer and find a fraction of an amount 6.4: <ul style="list-style-type: none"> understand equivalent fractions https://teachers.thenational.academy/units/fractions-120c
6.8	Decimals and measures Use, read, write and convert between standard units, including length, mass, volume and time. Calculate the area of shapes including parallelograms and triangles. Calculate the volume of cubes and cuboids.		20	6.6: <ul style="list-style-type: none"> knowledge of 2-D and 3-D shape https://teachers.thenational.academy/units/decimals-and-measures-435d

6.11	Extending calculation strategies and additive reasoning Transform calculations to make them easier to solve mentally. Adjust addends and balance equations. Use the language of minuend, subtrahend, and difference. Think flexibly and compare strategies. Reason about how the change in the subtrahend changes the difference. Balance equations where the compensation property of same sum or same difference cannot efficiently be applied.		30	6.1: <ul style="list-style-type: none"> fluency with numbers to ten million 5.11: <ul style="list-style-type: none"> calculating with whole numbers and decimals Coming soon
Ratio and proportion				
6.9	Percentages and statistics Recall equivalences between fractions, decimals and percentages. Solve problems involving the calculation of percentages. Interpret and construct pie and line graphs and interpret the mean as an average.		10	6.6: <ul style="list-style-type: none"> knowledge of circles https://teachers.thenational.academy/units/percentages-and-statistics-fd0a
6.10	Proportion problems Solve problems involving unequal sharing, scale factor and the relative size of two quantities.	6AS/MD-3 6AS/MD-4	8	6.2 and 6.3: <ul style="list-style-type: none"> calculation 6.4, 6.7, 6.8 and 6.9: <ul style="list-style-type: none"> reasoning with fractions, decimals and percentages https://teachers.thenational.academy/units/proportion-problems-1d07
Geometry				
6.5	Missing angles and lengths Compare and classify a range of geometric shapes, using angle facts to find unknown angles in triangles, quadrilaterals and regular polygons.	6G-1	5	https://teachers.thenational.academy/units/missing-angles-and-lengths-84fd
6.6	Coordinates and shape Describe positions on a full coordinate grid, exploring negative numbers in context. Apply an understanding of the properties of shapes to find missing coordinates and translate and reflect shapes. Recognise the properties of 3-D shapes and know the properties of circles.	6G-1	10	6.5: <ul style="list-style-type: none"> properties of angles and polygons 5.9: co-ordinates in 4 quadrants, translation and reflection https://teachers.thenational.academy/units/coordinates-and-shape-4f3d

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 6	Oak National Academy Unit	Oak Academy Lessons
Light	Light	https://teachers.thenational.academy/units/light-6f3a
Electricity		
Living things and their habitats	Human and animals over time	https://teachers.thenational.academy/units/humans-and-animals-over-time-db18
Animals (inc. humans)	Diet and lifestyle	https://teachers.thenational.academy/units/diet-and-lifestyle-f893
Evolution and Inheritance	History of Science	https://teachers.thenational.academy/units/history-of-science-cfd6

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 6	Oak National Academy Unit	Oak Academy Lessons
Human and Physical Geography of South America (Peru and Texas)	Building locational knowledge. South America	https://teachers.thenational.academy/units/building-locational-knowledge-south-america-f4d0
Biomes and Vegetation Belts (Brazil)	Biomes	https://teachers.thenational.academy/units/biomes-bd47
Distribution of natural resources and economic activity (Brazil)	Globalisation	https://teachers.thenational.academy/units/globalisation-672d
n/a	Local fieldwork	https://teachers.thenational.academy/units/local-fieldwork-6adb

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 Y6 History, only the Shang Dynasty which has also been identified for Y5

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	<p>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</p> <p>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</p>

		<p><u>What was life like for people in the Shang Dynasty?</u> 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</p> <p><u>What did the Shang people believe?</u> 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</p> <p><u>How were Shang people's beliefs similar and different to other people's at the time?</u> 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</p> <p><u>Who was Fu Hao?</u> 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</p> <p><u>How did the Shang Dynasty end?</u> 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</p> <p><u>How do empires collapse?</u> 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.</p>
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		https://classroom.thenational.academy/lessons/how-do-empires-collapse-cgvkcc <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 <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
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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
Metre	https://teachers.thenational.academy/units/metre-6d0c
Harmony	https://teachers.thenational.academy/units/metre-6d0c
Rhythm	https://teachers.thenational.academy/units/rhythm-18a4
Texture	Coming soon
Structure	Coming soon
Structure, pitch, rhythm and beat	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
Sikhism	https://teachers.thenational.academy/units/sikhism-e88f
Hinduism	https://teachers.thenational.academy/units/hinduism-0000

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