

Curriculum Links

Lesson Plan	England - National Curriculum	Scotland - Curriculum for Excellence	Wales - National Curriculum for Wales	Northern Ireland - Northern Ireland Curriculum
What is a charity	<p>KS2 - Personal, Social and Health Education</p> <p>1a, e, 2h, 4g, 5a, b, c, d</p>	<p>Second level - Health and Wellbeing</p> <p>HWB 2-03a HWB 2-12a HWB 2-13a</p>	<p>KS2 - Personal and Social Education</p> <ul style="list-style-type: none"> • Develop respect for themselves and others • Value families and friends as a source of mutual support • Feel positive about themselves and be sensitive towards the feelings of others • Understand the range of jobs carried out by people in their community. 	<p>KS2 - Personal Development and Mutual Understanding</p> <ul style="list-style-type: none"> • Knowing where, when and how to seek help; recognising the benefits of friends and families and finding out about sources of help and support for individuals, families and groups. • Knowing about the range of jobs and work carried out by different people.
Practice the Moves	<p>KS2 - Physical Education</p> <p>1a, b, 2a, c, 4a, b, c, 5b, 7a, c</p>	<p>Second level - Health and Wellbeing</p> <p>HWB 2-22a HWB 2-23a HWB 2-25a HWB 2-27a</p>	<p>KS2 - Physical Education</p> <ul style="list-style-type: none"> • Engage in frequent and regular physical activity beneficial to their health, fitness and well-being • Find out how exercise affects the body • Describe how they feel when doing different activities • Develop, consolidate and then apply the skills and techniques needed to take part in a variety of competitive activities • Take part in, and design, small-sided, modified versions of their competitive activity. 	<p>KS2 - Physical Education</p> <ul style="list-style-type: none"> • Progress from developing individual skills and partner activities and games to suitable small-sided, adapted and mini-games through both co-operative and then competitive play • Develop control in running, jumping, changing speed, stopping and starting, with and without small equipment • Develop an understanding of, and participate in, small-sided, adapted and mini games.
Show Time	<p>KS2 - Physical Education</p> <p>5a, 6a, b</p> <p>KS2 Music</p> <p>1a, b, c, 2a, b, 5a, b, c, e</p>	<p>Second level - Health and Wellbeing</p> <p>HWB 2-22a HWB 2-24a</p> <p>Second level - Expressive Arts</p> <p>EXA 2-01a, EXA 2-08a, EXA 2-09a, EXA 2-16a, EXA 2-17a</p>	<p>KS2 - Physical Education</p> <ul style="list-style-type: none"> • Develop, consolidate, and then apply, the basic actions of travelling, balancing and stillness, jumping and landing and rotation • Recognise the principles of simple composition and choreography in order to use them to plan sequences and a range of movement patterns • Determine success criteria relating to the development of their performance using key words related to their activity. 	<p>KS2 - The Arts</p> <ul style="list-style-type: none"> • Sing a variety of songs and simple rounds • Develop performing skills on a wider range of instruments and play simple accompaniments • Play from memory, by ear or from notation • Develop dramatic skills appropriate to audience context <p>KS2 - Physical Education</p> <ul style="list-style-type: none"> • Develop their movements progressively individually, in pairs, in trios, small groups and larger groups • Create, practice and perform movement sequences, using a variety of stimuli and to an audience.

<p>Histio Hatters</p>	<p>Key Stage 1: PSHE (4d), DT (2c), Art (4a)</p> <p>Key Stage 2: PSHE (1d, 1e, 2h, 4a, 4g 5c, 5d), DT (4d), Art (2c)</p>	<p>First Level: Health and Wellbeing: HWB 1-03a, HWB 1- 05a, HWB 1-08a, HWB 1-20a, HWB 1-13a Expressive Arts: EXA 1-03a</p> <p>Second level: Health and Wellbeing: HWB 2-03a, HWB 2- 05a, HWB 2-08a, HWB 2-13a Expressive Arts: EXA 2-03a</p>	<p>Foundation Stage: Social Development: value and contribute to their own well-being and to the well- being of others, understand the relationship between feelings and actions and that other people have feelings; demonstrate care, respect and affection for other children, adults and their environment.</p> <p>Key Stage 2: Personal and Social Education: Develop respect for themselves and others; Value families and friends as a source of mutual support; Feel positive about themselves and be sensitive towards the feelings of others; Understand the range of jobs carried out by people in their community Art and Design: explore, experiment with and apply the elements of the visual, tactile and sensory language of art, craft and design.</p>	<p>Foundation Stage: Social Development: value and contribute to their own well-being and to the well- being of others, understand the relationship between feelings and actions and that other people have feelings; demonstrate care, respect and affection for other children, adults and their environment.</p> <p>Key Stage 2: Personal and Social Education: Develop respect for themselves and others; Value families and friends as a source of mutual support; Feel positive about themselves and be sensitive towards the feelings of others; Understand the range of jobs carried out by people in their community Art and Design: explore, experiment with and apply the elements of the visual, tactile and sensory language of art, craft and design.</p>
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