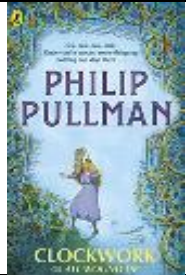
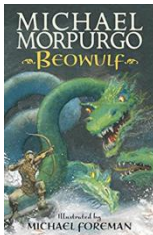
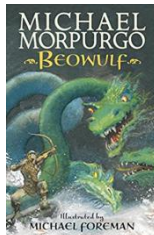
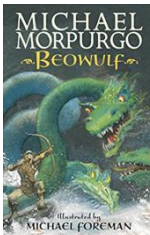
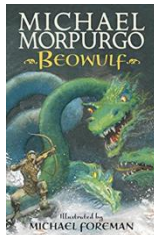
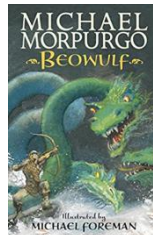
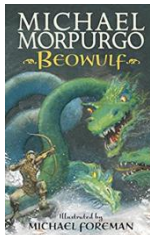










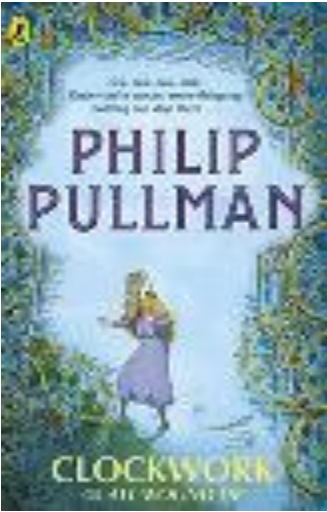
Year 6 – Spring Term - Medium Term Plan

Theme: Vikings
Drivers: Geography and History
The Big Question: Were the Vikings entirely barbaric?

Reading for Pleasure Class Novel:
Clockwork by Philip Pullman








		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	<u>Unit: Fiction</u>	<u>Unit: Fiction</u>	<u>Unit: Fiction</u>	<u>Unit: Fiction</u>	<u>Unit: Fiction</u>	<u>Unit: Fiction</u>	<u>Unit: Fiction</u>
	<u>Focus/Outcome:</u>	<u>Focus/Outcome:</u>	<u>Focus/Outcome:</u>	<u>Focus/Outcome:</u>	<u>Focus/Outcome:</u>	<u>Focus/Outcome:</u>	<u>Focus/Outcome:</u>
	To describe Grendel’s lair.	To describe Grendel’s lair.	To write detailed instructions outlining how to slay the beast.	To write detailed instructions outlining how to slay the beast.	To write a newspaper report about the beast slayer.	To write a newspaper report about the beast slayer.	
	<u>Supporting Text:</u>	<u>Supporting Text:</u>	<u>Supporting Text:</u>	<u>Supporting Text:</u>	<u>Supporting Text:</u>	<u>Supporting Text:</u>	
	 Beowulf	 Beowulf	 Beowulf	 Beowulf	 Beowulf	 Beowulf	
	<u>NC Link:</u>	<u>NC Link:</u>	<u>NC Link:</u>	<u>NC Link:</u>	<u>NC Link:</u>	<u>NC Link:</u>	
	<i>describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</i> 	<i>describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</i> 	<i>using a wide range of devices to build cohesion within and across paragraphs</i> <i>using further organisational and presentational devices to structure text and to guide the reader</i> 	<i>using a wide range of devices to build cohesion within and across paragraphs</i> <i>using further organisational and presentational devices to structure text and to guide the reader</i> 	<i>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</i> <i>using passive verbs to affect the presentation of information in a sentence</i> 	<i>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</i> <i>using passive verbs to affect the presentation of information in a sentence</i> 	

	Enrichment	<p>Launch:</p> <p>The year 6 classroom has been destroyed and items have been stolen.</p> <p>Key Questions:</p> <p>How do you feel? What emotions are you experiencing?</p> <p>Visits/Visitors:</p> <p>Perlethorpe – Viking Experience</p> <p>Mansfield Museum – Viking Experience</p> <div></div>					
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
		<i>using expanded noun phrases to convey complicated information concisely</i>	<i>Spelling Rule: Endings which sound like /ʃəs/ spelt –cious or –tious</i>	<i>punctuating bullet points consistently</i>	<i>Spelling Rule: Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</i>	<i>using semi-colons, colons or dashes to mark boundaries between independent clauses</i>	<i>Spelling Rule: Words ending in –able and –ible Words ending in –ably and –ibly</i>
	SPAG Focus	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
		Class Text: Clockwork Preface / Part 1	Class Text: Clockwork Part 1	Class Text: Clockwork Part 2	Class Text: Clockwork Part 2	Class Text: Clockwork Part 3	Class Text: Clockwork Part 3
		<div></div> <ul style="list-style-type: none">distinguish between statements of fact and opinionretrieve, record and present information from non-fictionchecking that the book makes sense to them, discussing their understanding and exploring the meaning of words in contextasking questions to improve their understandingdrawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidencepredicting what might happen from details stated and impliedsummarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideasidentifying how language, structure and presentation contribute to meaning					

		Cross Curricular: New Years resolutions Tuesday: Teacher Led, Paired Reading, Individual Reading. Wednesday: VIPERS	Cross Curricular: Vikings Tuesday: Teacher Led, Paired Reading, Individual Reading. Wednesday: VIPERS	Cross Curricular: Who created electricity? Tuesday: Teacher Led, Paired Reading, Individual Reading. Wednesday: VIPERS	Cross Curricular: Balanced diet Tuesday: Teacher Led, Paired Reading, Individual Reading. Wednesday: VIPERS	Cross Curricular: Chinese New Year Tuesday: Teacher Led, Paired Reading, Individual Reading. Wednesday: VIPERS	Cross Curricular: Viking Poetry Tuesday: Teacher Led, Paired Reading, Individual Reading. Wednesday: VIPERS	
	Maths	Unit: Ratio Lesson 1: Add or multiply Lesson 2: Use ratio language Lesson 3: Introduction to the ratio symbol Lesson 4: Ratio and fractions Lesson 5: Scale drawing	Lesson 6: Use scale factors Lesson 7: Similar shapes Lesson 8: Ratio Problems Lesson 9: Recipes Lesson 10: Unit assessment	Assessments Algebra Lesson 1: 1 – step function machines Lesson 2: 2-step function machines	Lesson 3: Form expressions Lesson 4: Substitution Lesson 5: Formulae Lesson 6: Form equations Lesson 7: Solve 1-step equations	Lesson 8: Solve 2-step equations Lesson 9: Find pairs of values Lesson 10: Solve problems with 2 unknowns. Decimals Lesson 1: Place Value within 1 Lesson 2: Place value – integers and decimals	Lesson 3: Round decimals Lesson 4: Add and subtract decimals. Lesson 5: Multiply by 10,100 and 1000 Lesson 6: Divide by 10,100 and 1000 Lesson 7: Multiply decimals and integers	
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
	Science	Unit: Electricity <u>Lesson:</u> It's Electrifying! NC Link: <i>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</i> <i>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</i> <i>use recognised symbols when representing a simple circuit in a diagram</i>	Unit: Electricity <u>Lesson:</u> Circuits and Symbols NC Link: <i>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</i> <i>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</i> <i>use recognised symbols when representing a simple circuit in a diagram</i>	Unit: Electricity <u>Lesson:</u> Volts NC Link: <i>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</i> <i>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</i> <i>use recognised symbols when representing a simple circuit in a diagram</i>	Unit: Electricity <u>Lesson:</u> Investigation NC Link: <i>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</i> <i>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</i> <i>use recognised symbols when representing a simple circuit in a diagram</i>	Unit: Electricity <u>Lesson:</u> Investigation NC Link: <i>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</i> <i>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</i> <i>use recognised symbols when representing a simple circuit in a diagram</i>	Unit: Electricity <u>Lesson:</u> Investigation NC Link: <i>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</i> <i>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</i> <i>use recognised symbols when representing a simple circuit in a diagram</i>	
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	

	Computing	<u>Unit: Creating Media – 3D Modelling</u> <u>Lesson:</u> Introduction to 3D modelling <u>NC Link:</u> <i>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i> <i>use technology safely, respectfully and responsibly</i>	<u>Unit: Creating Media – Webpage Creation</u> <u>Lesson:</u> Modifying 3D objects <u>NC Link:</u> <i>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i> <i>use technology safely, respectfully and responsibly</i>	<u>Unit: Creating Media – Webpage Creation</u> <u>Lesson:</u> Make your own name badge <u>NC Link:</u> <i>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i> <i>use technology safely, respectfully and responsibly</i>	<u>Unit: Creating Media – Webpage Creation</u> <u>Lesson:</u> Making a desk tidy <u>NC Link:</u> <i>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i> <i>use technology safely, respectfully and responsibly</i>	<u>Unit: Creating Media – Webpage Creation</u> <u>Lesson:</u> Planning a 3D model <u>NC Link:</u> <i>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i> <i>use technology safely, respectfully and responsibly</i>	<u>Unit: Creating Media – Webpage Creation</u> <u>Lesson:</u> Make your own 3D model <u>NC Link:</u> <i>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i> <i>use technology safely, respectfully and responsibly</i>	

	Art & Design	<p>Focus: Tone</p> <p>Unit: Viking Art</p> <p>Research</p> <p>Lesson one: How does Da Vinci use tone?</p> <p>NC Link:</p> <ul style="list-style-type: none">- Manipulate, Light, Shade, Vanishing point, Reflections- Use a choice of techniques to depict movement perspective, shadows and reflections- Use lines to represent movement- Use a variety of art pencils to create shade and tone using different techniques tippling, crosshatching, etc.- Use hard and soft lines to create depth of colour, shadow and tone- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	<p>Focus: Tone</p> <p>Unit: Viking Art</p> <p>Lesson two: How can I use tone?</p> <p>Cross Curricular: History (Vikings)</p> <p>NC Link:</p> <ul style="list-style-type: none">- Manipulate, Light, Shade, Vanishing point, Reflections- Use a choice of techniques to depict movement perspective, shadows and reflections- Use lines to represent movement- Use a variety of art pencils to create shade and tone using different techniques tippling, crosshatching, etc.- Use hard and soft lines to create depth of colour, shadow and tone- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	<p>Focus: Tone</p> <p>Unit: Viking Art</p> <p>Lesson three: Can I create an artwork (Viking armour) using tone?</p> <p>Cross Curricular: History (Vikings)</p> <p>NC Link:</p> <ul style="list-style-type: none">- Manipulate, Light, Shade, Vanishing point, Reflections- Use a choice of techniques to depict movement perspective, shadows and reflections- Use lines to represent movement- Use a variety of art pencils to create shade and tone using different techniques tippling, crosshatching, etc.- Use hard and soft lines to create depth of colour, shadow and tone- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]			
	Design & Technology						
	Geography						

History	<p>Unit: Who were the Vikings?</p> <p><u>Lesson 1:</u></p> <p>Chronology</p> <p>When did the Vikings arrive in the United Kingdom?</p> <p><u>Lesson 2:</u></p> <p>Consequence and Legacy</p> <p>How did the Vikings travel?</p> <p>NC Link:</p> <p><i>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <p><i>Viking raids and invasion</i></p> <p><i>resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld</i></p> <p><i>Anglo-Saxon laws and justice Edward the Confessor and his death in 1066</i></p> 	<p>Unit: Who were the Vikings?</p> <p><u>Lesson 3:</u></p> <p>Cause and Significant Events</p> <p>Why do the Vikings have a negative reputation?</p> <p><u>Lesson 4:</u></p> <p>Cause and Significant Events</p> <p>How did the Vikings try to take over the country and how close did they get?</p> <p>NC Link:</p> <p><i>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <p><i>Viking raids and invasion</i></p> <p><i>resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld</i></p> <p><i>Anglo-Saxon laws and justice Edward the Confessor and his death in 1066</i></p> 	<p>Unit: Who were the Vikings?</p> <p><u>Lesson 5 (Part 2):</u></p> <p>Cause and Significant Events</p> <p>How did the Vikings try to take over the country and how close did they get?</p> <p><u>Lesson 6:</u></p> <p>Consequence and Legacy</p> <p>How have recent excavations changed our view of the Vikings?</p> <p>NC Link:</p> <p><i>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <p><i>Viking raids and invasion</i></p> <p><i>resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld</i></p> <p><i>Anglo-Saxon laws and justice Edward the Confessor and his death in 1066</i></p> 	<p>Unit: Who were the Vikings?</p> <p><u>Lesson 7:</u></p> <p>Consequence and Legacy</p> <p>Were the Vikings only raiders?</p> <p>NC Link:</p> <p><i>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <p><i>Viking raids and invasion</i></p> <p><i>resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld</i></p> <p><i>Anglo-Saxon laws and justice Edward the Confessor and his death in 1066</i></p> 	<p>Unit: Who were the Vikings?</p> <p><u>Lesson 8:</u></p> <p>Consequence and Legacy</p> <p>Raiders or Settlers, how should we remember the Vikings?</p> <p>NC Link:</p> <p><i>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <p><i>Viking raids and invasion</i></p> <p><i>resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld</i></p> <p><i>Anglo-Saxon laws and justice Edward the Confessor and his death in 1066</i></p> 	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

	MFL	<p><u>Unit: Time to eat</u></p> <p><u>Lesson:</u> The Greedy Mouse</p> <p>To recognise and repeat key vocabulary about food.</p> <p><u>NC Link:</u></p> <p><i>Listen attentively to spoken language and show understanding by joining in and responding.</i></p> <p><i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words.</i></p> <p><i>Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.</i></p> <p><i>Speak in sentences using familiar vocabulary, phrases and basic language structures.</i></p>	<p><u>Unit: Time to eat</u></p> <p><u>Lesson:</u> Please may I have?</p> <p>To use determiners for identifying quantities in making polite requests.</p> <p><u>NC Link:</u></p> <p><i>Listen attentively to spoken language and show understanding by joining in and responding.</i></p> <p><i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words.</i></p> <p><i>Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.</i></p> <p><i>Speak in sentences using familiar vocabulary, phrases and basic language structures.</i></p>	<p><u>Unit: Time to eat</u></p> <p><u>Lesson:</u> Preferences</p> <p>To give a preference for or against things.</p> <p><u>NC Link:</u></p> <p><i>Listen attentively to spoken language and show understanding by joining in and responding.</i></p> <p><i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words.</i></p> <p><i>Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.</i></p> <p><i>Speak in sentences using familiar vocabulary, phrases and basic language structures.</i></p>	<p><u>Unit: Time to eat</u></p> <p><u>Lesson:</u> What colour is it?</p> <p>To describe colours of an object by modifying adjectives.</p> <p><u>NC Link:</u></p> <p><i>Listen attentively to spoken language and show understanding by joining in and responding.</i></p> <p><i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words.</i></p> <p><i>Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.</i></p> <p><i>Speak in sentences using familiar vocabulary, phrases and basic language structures.</i></p>	<p><u>Unit: Time to eat</u></p> <p><u>Lesson:</u> Describing food</p> <p>To use adjectives accurately to describe food items.</p> <p><u>NC Link:</u></p> <p><i>Listen attentively to spoken language and show understanding by joining in and responding.</i></p> <p><i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words.</i></p> <p><i>Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.</i></p> <p><i>Speak in sentences using familiar vocabulary, phrases and basic language structures.</i></p>	<p><u>Unit: Time to eat</u></p> <p><u>Lesson:</u> I'm hungry</p> <p>To have a short conversation about food.</p> <p><u>NC Link:</u></p> <p><i>Listen attentively to spoken language and show understanding by joining in and responding.</i></p> <p><i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words.</i></p> <p><i>Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.</i></p> <p><i>Speak in sentences using familiar vocabulary, phrases and basic language structures.</i></p>	
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
	Music	<p><u>Charanga Unit:</u></p> <p>A New Year Carol</p> <p>L1: Listen and Appraise – Charanga Version</p>	<p><u>Charanga Unit:</u></p> <p>A New Year Carol</p> <p>L2: Listen and Appraise – Gospel Version</p>	<p><u>Charanga Unit:</u></p> <p>A New Year Carol</p> <p>L3: Games Tracks – A New Year Carol</p>	<p><u>Charanga Unit:</u></p> <p>A New Year Carol</p> <p>L4: Learn to Sing the Song</p>	<p><u>Charanga Unit:</u></p> <p>A New Year Carol</p> <p>L5: Learn to Sing the Song</p>	<p><u>Charanga Unit:</u></p> <p>A New Year Carol</p> <p>L6: Perform the Song</p>	
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	

	PE	Unit: Gymnastics Lesson One: Jumps and Leaps NC Link: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Unit: Gymnastics Lesson two: Rolling NC Link: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Unit: Gymnastics Lesson three: Vaulting NC Link: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Unit: Gymnastics Lesson four: Cartwheels and Round offs NC Link: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Unit: Gymnastics Lesson five: Linking Movements NC Link: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Unit: Gymnastics Lesson six: Performance NC Link: <ul style="list-style-type: none"> - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	
	PE	Unit: HRF Circuit Training Lesson One: Fitness Assessment NC Link: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Unit: HRF Circuit Training Lesson Two: Fitness Know the functions of the cardiovascular system and how aerobic fitness affects our bodies. Pupils will perform a cardio circuit developing their own aerobic fitness. Cross Curricular: Science – Animals including humans NC Link: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Unit: HRF Circuit Training Lesson Three: Flexibility To understand the meaning of flexibility and how flexibility affects our bodies. Perform a flexibility circuit developing their own flexibility. NC Link: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Unit: HRF Circuit Training Lesson four: Strength To understand the meaning of strength and how strength affects our bodies. Perform a strength circuit developing their own strength. NC Link: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Unit: HRF Circuit Training Lesson four: Cardio Fitness (2) To develop pupils' understanding of aerobic fitness and how exercise affects our bodies. Perform an aerobic fitness circuit developing their own aerobic fitness. NC Link: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Unit: HRF Circuit Training Lesson four: Fitness Assessment Compare Scores to Week 1 NC Link: <ul style="list-style-type: none"> - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
	RE	<u>Unit: Crucifixion- Was Jesus death part of God's plan?</u> Lesson: The Easter Story I can remember key events in Holy Week and begin to question them.	<u>Unit: Crucifixion- Was Jesus death part of God's plan?</u> Lesson: Free Will or Determinism I understand the terms 'free will' and 'determinism'	<u>Unit: Crucifixion- Was Jesus death part of God's plan?</u> Lesson: The life of Jesus I can question if Jesus' life was part of a plan and I can relate these thoughts to my own life.	<u>Unit: Crucifixion- Was Jesus death part of God's plan?</u> Lesson: The Evidence I can analyse events in Holy Week to justify a line of argument	<u>Unit: Crucifixion- Was Jesus death part of God's plan?</u> Lesson: The Christian Belief I can understand the term 'atonement' and relate it to commitments in my life.	<u>Unit: Crucifixion- Was Jesus death part of God's plan?</u> Lesson: Evaluation I can relate the experience of Jesus and the idea of life plan to my own and choices I make.	
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	

PSHE	<u>Unit: Dreams and Goals</u>	<u>Unit: Dreams and Goals</u>	<u>Unit: Dreams and Goals</u>	<u>Unit: Dreams and Goals</u>	<u>Unit: Dreams and Goals</u>	<u>Unit: Dreams and Goals</u>
	<u>Lesson:</u>	<u>Lesson:</u>	<u>Lesson:</u>	<u>Lesson:</u>	<u>Lesson:</u>	<u>Lesson:</u>
	Personal Learning Goals	Steps to Success	My Dream for the World	Helping to Make a Difference	Helping to Make a Difference	Recognising our Achievements.
	<u>NC Link:</u>	<u>NC Link:</u>	<u>NC Link:</u>	<u>NC Link:</u>	<u>NC Link:</u>	<u>NC Link:</u>
	<i>From 2020, the following subjects will become compulsory in applicable schools in England.</i>	<i>From 2020, the following subjects will become compulsory in applicable schools in England.</i>	<i>From 2020, the following subjects will become compulsory in applicable schools in England.</i>	<i>From 2020, the following subjects will become compulsory in applicable schools in England.</i>	<i>From 2020, the following subjects will become compulsory in applicable schools in England.</i>	<i>From 2020, the following subjects will become compulsory in applicable schools in England.</i>
	<i>relationship education in primary schools</i> <i>relationship and sex education in secondary schools</i> <i>health education in state funded primary and secondary schools</i> <i>These subjects will support all young people to be happy, healthy and safe. Equipping them for life as an adult in British society.</i>	<i>relationship education in primary schools</i> <i>relationship and sex education in secondary schools</i> <i>health education in state funded primary and secondary schools</i> <i>These subjects will support all young people to be happy, healthy and safe. Equipping them for life as an adult in British society.</i>	<i>relationship education in primary schools</i> <i>relationship and sex education in secondary schools</i> <i>health education in state funded primary and secondary schools</i> <i>These subjects will support all young people to be happy, healthy and safe. Equipping them for life as an adult in British society.</i>	<i>relationship education in primary schools</i> <i>relationship and sex education in secondary schools</i> <i>health education in state funded primary and secondary schools</i> <i>These subjects will support all young people to be happy, healthy and safe. Equipping them for life as an adult in British society.</i>	<i>relationship education in primary schools</i> <i>relationship and sex education in secondary schools</i> <i>health education in state funded primary and secondary schools</i> <i>These subjects will support all young people to be happy, healthy and safe. Equipping them for life as an adult in British society.</i>	<i>relationship education in primary schools</i> <i>relationship and sex education in secondary schools</i> <i>health education in state funded primary and secondary schools</i> <i>These subjects will support all young people to be happy, healthy and safe. Equipping them for life as an adult in British society.</i>