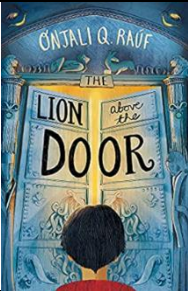
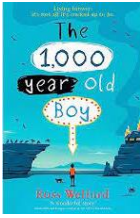







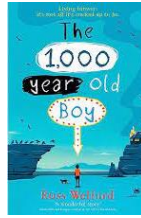



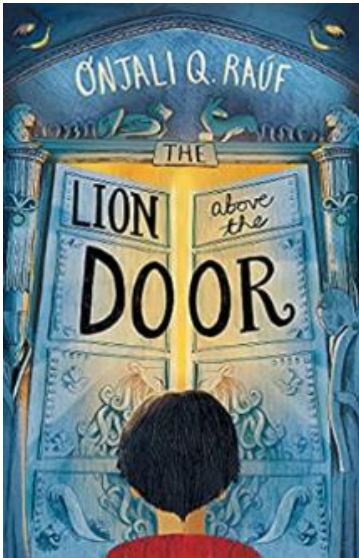
Year 6 – Spring Two - Medium Term Plan

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

Reading for Pleasure Class Novel:
Lion above the door by Onjali Q. Raúf





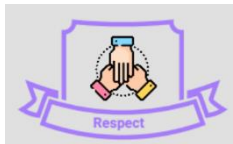






		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English		<p>Unit: Non-Fiction</p> <p>Focus/Outcome:</p> <p>To write a diary entry in role as character using inferences made about them.</p> <p>Cross Curricular: History – Vikings</p> <p>Supporting Text: The 1000 Year old boy</p>  <p>NC Link:</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p>	<p>Unit: Non-Fiction</p> <p>Focus/Outcome:</p> <p>To write a diary entry in role as character using inferences made about them.</p> <p>Cross Curricular: History – Vikings</p> <p>Supporting Text: The 1000 Year old boy</p>  <p>NC Link:</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p>	<p>Unit: Fiction</p> <p>Focus/Outcome:</p> <p>To write an official police report,</p> <p>Cross Curricular: History - Vikings</p> <p>Supporting Text: The 1000 Year old boy</p>  <p>NC Link:</p> <p>show understanding through intonation, tone, and volume so that the meaning is clear to an audience</p> <p>participate in discussions, building on their own and others' ideas and challenging views courteously</p> <p>distinguish between statements of fact and opinion</p> 	<p>Unit: Fiction</p> <p>Focus/Outcome:</p> <p>To write an official police report</p> <p>Cross Curricular: History - Vikings</p> <p>Supporting Text: The 1000 Year old boy</p>  <p>NC Link:</p> <p>show understanding through intonation, tone, and volume so that the meaning is clear to an audience</p> <p>participate in discussions, building on their own and others' ideas and challenging views courteously</p> <p>distinguish between statements of fact and opinion</p> 	<p>Unit: Fiction</p> <p>Focus/Outcome:</p> <p>To write a narrative.</p> <p>Cross Curricular: History – Vikings</p> <p>Supporting Text: The 1000 Year old boy</p>  <p>NC Link:</p> <p>show understanding through intonation, tone, and volume so that the meaning is clear to an audience</p> <p>drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> 	<p>Unit: Fiction</p> <p>Focus/Outcome:</p> <p>To write a narrative</p> <p>Cross Curricular: History – Vikings</p> <p>Supporting Text: The 1000 Year old boy</p>  <p>NC Link:</p> <p>show understanding through intonation, tone, and volume so that the meaning is clear to an audience</p> <p>drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> 

	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?</p> <p>What emotions are you experiencing?</p>					
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	SPAG Focus	using modal verbs or adverbs to indicate degrees of possibility	Spelling Rule: Endings which sound like /ʃəl/ (e.g. social, crucial... etc.)	using passive verbs to affect the presentation of information in a sentence	Spelling Rule: Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	Spelling Rule: Adding suffixes beginning with vowel letters to words ending in –fer
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
		Class Text: Lion above the door Chapters 1 - 3	Class Text: Lion above the door Chapters 4- 7	Class Text: Lion above the door Chapters 8-11	Class Text: Lion above the door Chapters 12-15	Class Text: Lion above the door Chapters 16-19	Class Text: Lion above the door Chapters 20-23
	Guided Reading	 <ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve, record and present information from non-fiction checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning 					
		Cross Curricular: Romans Tuesday: Teacher Led, Paired Reading, Individual Reading. Wednesday: VIPERS	Cross Curricular: Anglo-Saxons Tuesday: Teacher Led, Paired Reading, Individual Reading. Wednesday: VIPERS	Cross Curricular: Da Vinci Tuesday: Teacher Led, Paired Reading, Individual Reading. Wednesday: VIPERS	Cross Curricular: Poetry Pollution Tuesday: Teacher Led, Paired Reading, Individual Reading. Wednesday: VIPERS	Cross Curricular: Habitats Tuesday: Teacher Led, Paired Reading, Individual Reading. Wednesday: VIPERS	Cross Curricular: Instructions Viking Longship Tuesday: Teacher Led, Paired Reading, Individual Reading. Wednesday: VIPERS
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

	Maths	Lesson 8: Divide decimals by integers Lesson 9: Multiply and divide decimals in context Unit: Fractions, Decimals and Percentages Lesson 1: Decimal and fraction equivalents Lesson 2: Fractions as division Lesson 3: Understand percentages	Lesson 4: Fractions to percentages Lesson 5: Equivalent fractions, decimals and percentages Lesson 6: Order fractions, decimals and percentages Lesson 7: Percentage of an amount Lesson 8: Percentage of an amount	Lesson 9: Percentages – Missing values Assessments Unit: Perimeter and Volume Lesson 1: Shapes – Same area	Lesson 2: Area and Perimeter Lesson 3: Area of a triangle – Counting squares Lesson 4: Area of a right-angled triangle Lesson 5: Area of any triangle Lesson 6: Area of a parallelogram	Lesson 7: Volume – Counting cubes Lesson 8: Volume of a cuboid Unit: Statistics Lesson 1: Line Graphs Lesson 2: Dual bar charts Lesson 3: Read and interpret pie charts	Lesson 4: Pie charts with percentages Lesson 5: Draw pie charts Lesson 6: The mean Consolidation Consolidation
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Science	Unit: Living Things and their Habitats <u>Lesson 1:</u> Classifying Conundrums NC Link: <i>To give reasons for classifying plants and animals based on specific characteristics in the context of sorting and grouping animals for a zoo.</i> <i>I can give reasons for classifying animals based on their similarities and differences.</i>	Unit: Living Things and their Habitats <u>Lesson 2:</u> Linnaean System NC Link: <i>To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</i>	Unit: Living Things and their Habitats <u>Lesson 3:</u> Curious Creatures NC Link: <i>To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</i> <i>To give reasons for classifying plants and animals based on specific characteristics.</i>	Unit: Living Things and their Habitats <u>Lesson 4</u> Microorganisms NC Link: <i>To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</i>	Unit: Living Things and their Habitats <u>Lesson 5:</u> More about Microorganisms NC Link: <i>To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</i>	Unit: Light <u>Lesson 6:</u> Field Guide NC Link: <i>To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</i> <i>To give reasons for classifying plants and animals based on specific characteristics.</i>
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

	Computing	<p><u>Unit: Data and Information – Spreadsheets.</u></p> <p><u>Lesson:</u></p> <p>What is a spreadsheet?</p> <p><u>NC Link:</u></p> <p><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></p> <p><i>use technology safely, respectfully and responsibly</i></p>	<p><u>Unit: Data and Information – Spreadsheets.</u></p> <p><u>Lesson:</u></p> <p>Modifying Spreadsheets</p> <p><u>NC Link:</u></p> <p><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></p> <p><i>use technology safely, respectfully and responsibly</i></p>	<p><u>Unit: Data and Information – Spreadsheets.</u></p> <p><u>Lesson:</u></p> <p>What’s the formula?</p> <p><u>NC Link:</u></p> <p><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></p> <p><i>use technology safely, respectfully and responsibly</i></p>	<p><u>Unit: Data and Information – Spreadsheets.</u></p> <p><u>Lesson:</u></p> <p>Calculate and Duplicate.</p> <p><u>NC Link:</u></p> <p><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></p> <p><i>use technology safely, respectfully and responsibly</i></p>	<p><u>Unit: Data and Information – Spreadsheets.</u></p> <p><u>Lesson:</u></p> <p>Event Planning.</p> <p><u>NC Link:</u></p> <p><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></p> <p><i>use technology safely, respectfully and responsibly</i></p>	<p><u>Unit: Data and Information – Spreadsheets.</u></p> <p><u>Lesson:</u></p> <p>Presenting Data.</p> <p><u>NC Link:</u></p> <p><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></p> <p><i>use technology safely, respectfully and responsibly</i></p>
	Art & Design	<p>Focus: Colour</p> <p>Unit: Viking Art</p> <p>Lesson 1: Research How does Yinka Shonibare use colour?</p> <p>Cross Curricular: History - Vikings</p> <p><u>NC Link:</u> Learn about great artists, architects and designers in history.</p>	<p>Focus: Colour</p> <p>Unit: Viking Art</p> <p>Lesson two: How can I use colour?</p> <p>Cross Curricular: History - Vikings</p> <p><u>NC Link:</u> to create sketch books to record their observations and use them to review and revisit ideas</p>	<p>Focus: Colour</p> <p>Unit: Viking Art</p> <p>Lesson three: How can I use colour to create a sail?</p> <p>Cross Curricular: History - Vikings</p> <p><u>NC Link:</u> 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>			

	Design & Technology	<p><u>Unit: To design an alarm that warns of the Vikings arriving.</u></p> <p><u>Lesson:</u></p> <p>Examples of alarm systems.</p> <p><u>NC Link:</u></p> <p><i>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</i></p> 	<p><u>Unit: To design an alarm that warns of the Vikings arriving.</u></p> <p><u>Lesson:</u></p> <p>Planning and designing.</p> <p><u>NC Link:</u></p> <p><i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i></p> 	<p><u>Unit: To design an alarm that warns of the Vikings arriving.</u></p> <p><u>Lesson:</u></p> <p>Making</p> <p><u>NC Link:</u></p> <p><i>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</i></p> <p><i>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i></p> 	<p><u>Unit: To design an alarm that warns of the Vikings arriving.</u></p> <p><u>Lesson:</u></p> <p>Evaluation</p> <p><u>NC Link:</u></p> <p><i>investigate and analyse a range of existing products</i></p> <p><i>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i></p> <p><i>understand how key events and individuals in design and technology have helped shape the world</i></p> 		
	Geography	<p><u>Unit: Where did the Vikings come from?</u></p> <p><u>Lesson 1:</u></p> <p>What can we learn about Viking settlement from a study of place name endings?</p> <p><u>NC Link:</u></p> <p><i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p> 	<p><u>Unit: Where did the Vikings come from?</u></p> <p><u>Lesson 2:</u></p> <p>Where is Scandinavia?</p> <p><u>Lesson 3:</u></p> <p>What is the weather and climate like in Scandinavia?</p> <p><u>NC Link:</u></p> <p><i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p> <p><i>physical geography, including: climate zones</i></p> 	<p><u>Unit: Where did the Vikings come from?</u></p> <p><u>Lesson 4:</u></p> <p>What are the physical features of Scandinavia?</p> <p><u>NC Link:</u></p> <p><i>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i></p> 	<p><u>Unit: Where did the Vikings come from?</u></p> <p><u>Lesson 5:</u></p> <p>What does the human geography of Scandinavia look like?</p> <p><u>NC Link:</u></p> <p><i>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i></p> 	<p><u>Unit: Where did the Vikings come from?</u></p> <p><u>Lesson 6:</u></p> <p>How can I compare and contrast an area of the UK with an area of Scandinavia?</p> <p><u>NC Link:</u></p> <p><i>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</i></p> 	<p><u>Unit: Where did the Vikings come from?</u></p> <p><u>Lesson 7:</u></p> <p>Where should I visit if I had a holiday in Scandinavia?</p> <p><u>NC Link:</u></p> <p><i>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</i></p> 

	History						
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

	MFL	<p>Unit: The people around me</p> <p><u>Lesson:</u> Meet my family</p> <p>Can I present a picture of family members using possessive determiners?</p> <p>NC Link: <i>Speak in sentences using familiar vocabulary, phrases and basic language structures.</i></p> <p><i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</i></p> <p><i>Read carefully and show understanding of words, phrases and simple writing.</i></p> <p><i>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.</i></p>	<p>Unit: The people around me</p> <p><u>Lesson:</u> Have you got any pets?</p> <p>Can I use the correct verb form of ‘tener’ when talking about pets?</p> <p>NC Link: <i>Speak in sentences using familiar vocabulary, phrases and basic language structures.</i></p> <p><i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</i></p> <p><i>Read carefully and show understanding of words, phrases and simple writing.</i></p> <p><i>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.</i></p>	<p>Unit: The people around me</p> <p><u>Lesson:</u> The Alphabet</p> <p>Can I use songs or rhymes to help me remember new language?</p> <p>NC Link: <i>Speak in sentences using familiar vocabulary, phrases and basic language structures.</i></p> <p><i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</i></p> <p><i>Read carefully and show understanding of words, phrases and simple writing.</i></p> <p><i>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.</i></p>	<p>Unit: The people around me</p> <p><u>Lesson:</u> What’s their name?</p> <p>To use a range of vocabulary to create different sentences.</p> <p>NC Link: <i>Speak in sentences using familiar vocabulary, phrases and basic language structures.</i></p> <p><i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</i></p> <p><i>Read carefully and show understanding of words, phrases and simple writing.</i></p> <p><i>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.</i></p>	<p>Unit: The people around me</p> <p><u>Lesson:</u> How do you spell...?</p> <p>Can I use Spanish pronunciation of the alphabet to spell words?</p> <p>NC Link: <i>Speak in sentences using familiar vocabulary, phrases and basic language structures.</i></p> <p><i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</i></p> <p><i>Read carefully and show understanding of words, phrases and simple writing.</i></p> <p><i>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.</i></p>	<p>Unit: The people around me</p> <p><u>Lesson:</u> Let’s Recap!</p> <p>Can I use a range of vocabulary to have short conversations in Spanish?</p> <p>NC Link: <i>Speak in sentences using familiar vocabulary, phrases and basic language structures.</i></p> <p><i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</i></p> <p><i>Read carefully and show understanding of words, phrases and simple writing.</i></p> <p><i>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.</i></p>
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

	Music	<u>Charanga Unit:</u> You've got a friend L1: Listen and Appraise	<u>Charanga Unit:</u> You've got a friend L2: The Loco-Motion	<u>Charanga Unit:</u> You've got a friend L3: One Fine Day	<u>Charanga Unit:</u> You've got a friend L4: Up on the Roof	<u>Charanga Unit:</u> You've got a friend L5: Will you still love me tomorrow.	<u>Charanga Unit:</u> You've got a friend L6: You make me feel like a natural woman.	
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
	PE	<u>Unit: Volleyball</u> <u>Lesson:</u> Passing <u>NC Link:</u> <i>use running, jumping, throwing and catching in isolation and in combination</i>	<u>Unit: Volleyball</u> <u>Lesson:</u> Passing <u>NC Link:</u> <i>use running, jumping, throwing and catching in isolation and in combination</i>	<u>Unit: Volleyball</u> <u>Lesson:</u> Serving <u>NC Link:</u> <i>use running, jumping, throwing and catching in isolation and in combination</i>	<u>Unit: Volleyball</u> <u>Lesson:</u> Serving <u>NC Link:</u> <i>use running, jumping, throwing and catching in isolation and in combination</i>	<u>Unit: Volleyball</u> <u>Lesson:</u> Team Games <u>NC Link:</u> <i>use running, jumping, throwing and catching in isolation and in combination</i>	<u>Unit: Volleyball</u> <u>Lesson:</u> Team Games <u>NC Link:</u> <i>use running, jumping, throwing and catching in isolation and in combination</i>	
	PE	<u>Unit: Dance</u> <u>Lesson:</u> Movement <u>NC Link:</u> <i>develop flexibility, strength, technique, control and balance</i>	<u>Unit: Dance</u> <u>Lesson:</u> Sequences <u>NC Link:</u> <i>perform dances using a range of movement patterns</i>	<u>Unit: Dance</u> <u>Lesson:</u> Paired Sequences <u>NC Link:</u> <i>perform dances using a range of movement patterns</i>	<u>Unit: Dance</u> <u>Lesson:</u> Paired Sequences <u>NC Link:</u> <i>perform dances using a range of movement patterns</i>	<u>Unit: Dance</u> <u>Lesson:</u> Performances <u>NC Link:</u> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i>	<u>Unit: Dance</u> <u>Lesson:</u> Performances <u>NC Link:</u> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i>	
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	

	RE	<p>Unit: Eternity- What is the definition of Eternity and what are the popular ideas relating to the concept?</p> <p>Lesson 1: Defining Eternity Can I analyse the definition of eternity?</p> 	<p>Unit: Eternity- What is the definition of Eternity and what are the popular ideas relating to the concept?</p> <p>Lesson2: Immortality Can I investigate popular concepts of immortality?</p> 	<p>Unit: Eternity- What is the definition of Eternity and what are the popular ideas relating to the concept?</p> <p>Lesson 3: Heaven Can I examine religious ideas about heaven?</p> 	<p>Unit: Eternity- What is the definition of Eternity and what are the popular ideas relating to the concept?</p> <p>Lesson 4: Emancipation Can I understand the concepts of reincarnation and emancipation from life?</p> 	<p>Unit: Eternity- What is the definition of Eternity and what are the popular ideas relating to the concept?</p> <p>Lesson 5: Humanism Can I explore humanist ideas of eternity?</p> 	<p>Unit: Eternity- What is the definition of Eternity and what are the popular ideas relating to the concept?</p> <p>Lesson 6: What Is eternity? _Can I compare and contrast ideas about eternity?</p> 
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	PSHE	<p>Unit: Healthy Me</p> <p><u>Lesson:</u></p> <p>Taking responsibility for my health and well-being.</p> <p>NC Link:</p> <p><i>From 2020, the following subjects will become compulsory in applicable schools in England.</i></p> <p><i>relationship education in primary schools</i></p> <p><i>relationship and sex education in secondary schools</i></p> <p><i>health education in state funded primary and secondary schools</i></p> <p><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></p>	<p>Unit: Healthy Me</p> <p><u>Lesson:</u></p> <p>Drugs</p> <p>NC Link:</p> <p><i>From 2020, the following subjects will become compulsory in applicable schools in England.</i></p> <p><i>relationship education in primary schools</i></p> <p><i>relationship and sex education in secondary schools</i></p> <p><i>health education in state funded primary and secondary schools</i></p> <p><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></p>	<p>Unit: Healthy Me</p> <p><u>Lesson:</u></p> <p>Exploitation</p> <p>NC Link:</p> <p><i>From 2020, the following subjects will become compulsory in applicable schools in England.</i></p> <p><i>relationship education in primary schools</i></p> <p><i>relationship and sex education in secondary schools</i></p> <p><i>health education in state funded primary and secondary schools</i></p> <p><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></p>	<p>Unit: Healthy Me</p> <p><u>Lesson:</u></p> <p>Gangs</p> <p>NC Link:</p> <p><i>From 2020, the following subjects will become compulsory in applicable schools in England.</i></p> <p><i>relationship education in primary schools</i></p> <p><i>relationship and sex education in secondary schools</i></p> <p><i>health education in state funded primary and secondary schools</i></p> <p><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></p>	<p>Unit: Healthy Me</p> <p><u>Lesson:</u></p> <p>Emotional and Mental Health</p> <p>NC Link:</p> <p><i>From 2020, the following subjects will become compulsory in applicable schools in England.</i></p> <p><i>relationship education in primary schools</i></p> <p><i>relationship and sex education in secondary schools</i></p> <p><i>health education in state funded primary and secondary schools</i></p> <p><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></p>	<p>Unit: Healthy Me</p> <p><u>Lesson:</u></p> <p>Managing Stress and Pressure</p> <p>NC Link:</p> <p><i>From 2020, the following subjects will become compulsory in applicable schools in England.</i></p> <p><i>relationship education in primary schools</i></p> <p><i>relationship and sex education in secondary schools</i></p> <p><i>health education in state funded primary and secondary schools</i></p> <p><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></p>