
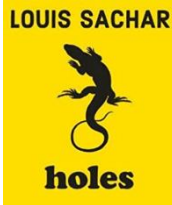
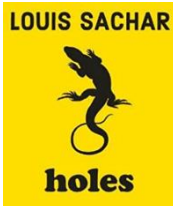
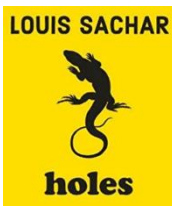
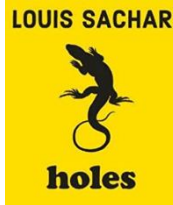
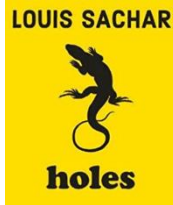


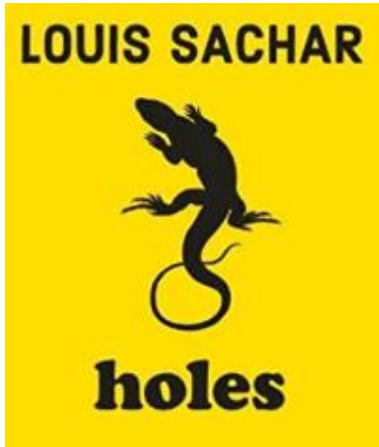
Year 6 – Summer One - Medium Term Plan







Theme: My Local Area
The Big Question: Where does Mansfield fit in the world?







Reading for Pleasure Class Novel:
Holes
Louis Sachar






		Week 1	Week 2	Week 3	Week 4	Week 5 SATS WEEK	Week 6
English		Unit: Fiction Focus/Outcome: To write a description of Camp Green Lake. Supporting Text:  NC Link: <i>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</i> <i>noting and developing initial ideas, drawing on reading and research where necessary</i>	Unit: Fiction Focus/Outcome: To write a description of Camp Green Lake. Supporting Text:  NC Link: <i>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</i> <i>noting and developing initial ideas, drawing on reading and research where necessary</i>	Unit: Fiction Focus/Outcome: To write a first-person narrative. Supporting Text:  NC Link: <i>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</i> <i>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</i>	Unit: Fiction Focus/Outcome: To write a first-person narrative. Supporting Text:  NC Link: <i>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</i> <i>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</i>	Unit: Fiction Focus/Outcome: To write a non-chronological report about the yellow spotted lizard Supporting Text:  NC Link: <i>show understanding through intonation, tone, and volume so that the meaning is clear to an audience</i> <i>participate in discussions, building on their own and others' ideas and challenging views courteously</i> <i>distinguish between statements of fact and opinion</i>	Unit: Fiction Focus/Outcome: To write a non-chronological report about the yellow spotted lizard Supporting Text:  NC Link: <i>show understanding through intonation, tone, and volume so that the meaning is clear to an audience</i> <i>participate in discussions, building on their own and others' ideas and challenging views courteously</i> <i>distinguish between statements of fact and opinion</i>

	Enrichment	<p>Launch:</p> <p>Exploration of the local area.</p> <p>Key Questions:</p> <p>Have any of your family members worked in a mine?</p> <p>Visits/Visitors:</p> <p>Mine exploration.</p>					
		Week 1	Week 2	Week 3	Week 4	Week 5 (SATS Week)	Week 6
	SPAG Focus	<i>Hindrance</i> <i>Identity</i> <i>Immediate</i> <i>Immediately</i> <i>Individual</i> <i>Interfere</i> <i>Interrupt</i> <i>Language</i> <i>Leisure</i> <i>Lightning</i>	<i>Relevant</i> <i>Restaurant</i> <i>Rhyme</i> <i>Rhythm</i> <i>Sacrifice</i> <i>Secretary</i> <i>Shoulder</i> <i>Signature</i> <i>Sincere</i> <i>Sincerely</i>	<i>SATS REVISION</i> <i>Word classes</i> <i>Tenses</i> <i>Punctuation</i> <i>PiXL Grammar Quizzes</i>	<i>Marvellous</i> <i>Mischievous</i> <i>Muscle</i> <i>Necessary</i> <i>Neighbour</i> <i>Nuisance</i> <i>Occupy</i> <i>Occur</i> <i>Opportunity</i> <i>Parliament</i>		<i>Persuade</i> <i>Physical</i> <i>Prejudice</i> <i>Privilege</i> <i>Profession</i> <i>Programme</i> <i>Pronunciation</i> <i>Queue</i> <i>Recognise</i> <i>Recommend</i>
		Week 1	Week 2	Week 3	Week 4	Week 5 (SATS WEEK)	Week 6
	Guided Reading	Class Text: Holes Chapters 1 - 2	Class Text: Holes Chapters 3 – 5	Class Text: Holes Chapters 6 - 8	Class Text: Holes Chapters 9 - 11	SATS WEEK	Class Text: Holes Chapters 14 - 17
		 <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: Safari Desert Tuesday: Teacher Led, Paired Reading, Individual Reading. Wednesday: VIPERS	Cross Curricular: Charles Darwin Tuesday: Teacher Led, Paired Reading, Individual Reading. Wednesday: VIPERS	Cross Curricular: Life of a Miner Tuesday: Teacher Led, Paired Reading, Individual Reading. Wednesday: VIPERS	Cross Curricular: Promoting Mental Health Tuesday: Teacher Led, Paired Reading, Individual Reading. Wednesday: VIPERS	Cross Curricular: Darwin’s Dragons Tuesday: Teacher Led, Paired Reading, Individual Reading. Wednesday: VIPERS	Cross Curricular: Resilience in Sport Tuesday: Teacher Led, Paired Reading, Individual Reading. Wednesday: VIPERS







		Week 1	Week 2	Week 3	Week 4	Week 5 (SATS Week)	Week 6	
	Maths	Shape Lesson 1: Measure and classify angles Lesson 2: Calculate angles Lesson 3: Vertically opposite angles Lesson 4: Angles in a triangle Lesson 5: Angles in a triangle - special cases	Lesson 6: Angles in a triangle - Missing angles Lesson 7: Angles in quadrilaterals Lesson 8: Angles in Polygons Lesson 9: Circles Lesson 10: Draw shapes accurately	Lesson 11: Nets of 3-D Shapes Lesson 12: End of block Assessment Geometry: Position and Direction Lesson 1: The first quadrant Lesson 2: Read and plot points in four quadrants Lesson 3: Solve problems with coordinates	Lesson 4: Translations Lesson 5: Reflections Lesson 6: End of block assessment Consolidation Consolidation	SATS	Themed projects, consolidation and problem solving	
		Week 1	Week 2	Week 3	Week 4	Week 5 (SATS Week)	Week 6	
	Science	Unit: Evolution and Inheritance Lesson: What is inheritance? NC Link: <i>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</i> <i>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</i> <i>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</i> 	Unit: Evolution and Inheritance Lesson: What is adaptation? NC Link: <i>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</i> <i>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</i> <i>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</i> 	Unit: Evolution and Inheritance Lesson: What is the Theory of Evolution? NC Link: <i>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</i> <i>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</i> <i>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</i> 	Unit: Evolution and Inheritance Lesson: What is the evidence for Evolution? NC Link: <i>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</i> <i>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</i> <i>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</i> 	Unit: Evolution and Inheritance Lesson: What is the evidence for Evolution? (Humans) NC Link: <i>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</i> <i>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</i> <i>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</i> 	Unit: Evolution and Inheritance Lesson: Adaptation, Evolution and Human Intervention. NC Link: <i>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</i> <i>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</i> <i>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</i> 	
		Week 1	Week 2	Week 3	Week 4	Week 5(SATS WEEK)	Week 6	






	Computing	<p>Unit: Variables in Games</p> <p><u>Lesson:</u> Introducing Variables</p> <p><u>NC Link:</u></p> <p><i>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i></p> <p><i>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i></p> 	<p>Unit: Variables in Games</p> <p><u>Lesson:</u> Variables in Programming</p> <p><u>NC Link:</u></p> <p><i>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i></p> <p><i>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i></p> 	<p>Unit: Variables in Games</p> <p><u>Lesson:</u> Improving a game</p> <p><u>NC Link:</u></p> <p><i>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i></p> <p><i>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i></p> 	<p>Unit: Variables in Games</p> <p><u>Lesson:</u> Designing a game</p> <p><u>NC Link:</u></p> <p><i>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i></p> <p><i>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i></p> 	<p>Unit: Variables in Games</p> <p><u>Lesson:</u> Design to code</p> <p><u>NC Link:</u></p> <p><i>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i></p> <p><i>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i></p> 	<p>Unit: Variables in Games</p> <p><u>Lesson:</u> Improving and sharing</p> <p><u>NC Link:</u></p> <p><i>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i></p> <p><i>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i></p> 
	Art & Design	<p>Unit: Form and Space</p> <p><u>Lesson:</u></p> <p>What is a repeating pattern?</p> <p><u>NC Link:</u></p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p><i>about great artists, architects and designers in history.</i></p>	<p>Unit: Form and Space</p> <p><u>Lesson:</u></p> <p>Artist case study – Turner.</p> <p><u>NC Link:</u></p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p><i>about great artists, architects and designers in history.</i></p>	<p>Unit: Form and Space</p> <p><u>Lesson:</u></p> <p>How can I design my own repeating pattern?</p> <p><u>NC Link:</u></p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p><i>about great artists, architects and designers in history.</i></p>	<p>Unit: Form and Space</p> <p><u>Lesson:</u></p> <p>Making my own repeating pattern using tile layering.</p> <p><u>NC Link:</u></p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p><i>about great artists, architects and designers in history.</i></p>		

	Design & Technology					<p><u>Unit: To design a beak that would enhance human evolution.</u></p> <p><u>Lesson:</u></p> <p>Examples of different beaks.</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 a beak that would enhance human evolution.</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>	
	Geography	<p><u>Unit: Where is Mansfield in the world?</u></p> <p><u>Lesson:</u></p> <p>Where is Mansfield?</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>						

History	Unit: What was it like to be a miner? <u>Lesson:</u> Chronology When did mining begin and when did it end? NC Link: <i>Local history studies</i> <i>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</i> <i>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i> 	Unit: What was it like to be a miner? <u>Lesson:</u> Cause and Significant Events Why did mining come to an end in Britain and in Mansfield? NC Link: <i>Local history studies</i> <i>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</i> <i>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i> 	Unit: What was it like to be a miner? <u>Lesson:</u> Significant People Who was ... and why was he important in Mansfield? NC Link: <i>Local history studies</i> <i>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</i> <i>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i>	Unit: What was it like to be a miner? <u>Lesson:</u> Childhood What was life like as a child in a mine? NC Link: <i>Local history studies</i> <i>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</i> <i>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i> 	SATS Week	Unit: What was it like to be a miner? <u>Lesson:</u> Life and Death Did mining lead to a shorter life expectancy? NC Link: <i>Local history studies</i> <i>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</i> <i>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i>

		Week 1	Week 2	Week 3	Week 4	Week 5 (SATS WEEK)	Week 6	
	MFL	<u>Unit: All About School</u> <u>Lesson:</u> What's in the classroom? <u>NC Link:</u> <i>Listen attentively to spoken language and show understanding by joining in and responding.</i> <i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words.</i> <i>Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.</i> <i>Speak in sentences using familiar vocabulary, phrases and basic language structures.</i>	<u>Unit: All About School</u> <u>Lesson:</u> What's in your pencil case? <u>NC Link:</u> <i>Listen attentively to spoken language and show understanding by joining in and responding.</i> <i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words.</i> <i>Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.</i> <i>Speak in sentences using familiar vocabulary, phrases and basic language structures.</i> <i>Speak in sentences using familiar vocabulary, phrases and basic language structures.</i>	<u>Unit: All About School</u> <u>Lesson:</u> School Subjects <u>NC Link:</u> <i>Listen attentively to spoken language and show understanding by joining in and responding.</i> <i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words.</i> <i>Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.</i> <i>Speak in sentences using familiar vocabulary, phrases and basic language structures.</i>	<u>Unit: All About School</u> <u>Lesson:</u> PE Lesson <u>NC Link:</u> <i>Listen attentively to spoken language and show understanding by joining in and responding.</i> <i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words.</i> <i>Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.</i> <i>Speak in sentences using familiar vocabulary, phrases and basic language structures.</i>	<u>Unit: All About School</u> <u>Lesson:</u> Around our School <u>NC Link:</u> <i>Listen attentively to spoken language and show understanding by joining in and responding.</i> <i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words.</i> <i>Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.</i> <i>Speak in sentences using familiar vocabulary, phrases and basic language structures.</i>	<u>Unit: All About School</u> <u>Lesson:</u> What do you like to do? <u>NC Link:</u> <i>Listen attentively to spoken language and show understanding by joining in and responding.</i> <i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words.</i> <i>Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.</i> <i>Speak in sentences using familiar vocabulary, phrases and basic language structures.</i>	
		Week 1	Week 2	Week 3	Week 4	Week 5 (SATS WEEK)	Week 6	
	Music	<u>Charanga Unit:</u> Music and Me Charanga Lesson 1 Listen and Appraise About the artists Create perform	<u>Charanga Unit:</u> Music and Me Charanga Lesson 2 Listen and Appraise About the artists Create Perform	<u>Charanga Unit:</u> Music and Me Charanga Lesson 3 Listen and Appraise About the artists Create Perform	<u>Charanga Unit:</u> Music and Me Charanga Lesson 4 Listen and Appraise About the artists Create Perform	<u>Charanga Unit:</u> Music and Me Charanga Lesson 5 Listen and Appraise About the artists Create Perform	<u>Charanga Unit:</u> Music and Me Charanga Lesson 6 Listen and Appraise About the artists Create Perform	
		Week 1	Week 2	Week 3	Week 4	Week 5 (SATS WEEK)	Week 6	

	PE	Unit: Tennis <u>Lesson:</u> Hand and Ball coordination NC Link: <i>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</i>	Unit: Tennis <u>Lesson:</u> Racket and Ball Striking NC Link: <i>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</i>	Unit: Tennis <u>Lesson:</u> Racket and Ball Striking NC Link: <i>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</i>	Unit: Tennis <u>Lesson:</u> Rallies NC Link: <i>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</i>	Unit: Tennis <u>Lesson:</u> Rallies NC Link: <i>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</i>	
	PE	Unit: Athletics <u>Lesson:</u> Athletic Fundamentals NC Link: <i>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.</i>	Unit: Athletics <u>Lesson:</u> Sprint Relays NC Link: <i>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.</i>	Unit: Athletics <u>Lesson:</u> Middle-Distance and Long-Distance Running NC Link: <i>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.</i>	Unit: Athletics <u>Lesson:</u> How to Hurdle NC Link: <i>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.</i>	Unit: Athletics <u>Lesson:</u> Jumping Jamboree NC Link: <i>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.</i>	
		Week 1	Week 2	Week 3	Week 4	Week 5 (SATS Week)	Week 6
	RE	Theme: Justice and Freedom Key Question: What are the concepts of justice and freedom in different religions? Lesson: What is Freedom? 	Theme: Justice and Freedom Key Question: What are the concepts of justice and freedom in different religions? Lesson: What is Justice? Exploring Stories 1 	Theme: Justice and Freedom Key Question: What are the concepts of justice and freedom in different religions? Lesson: What is Justice? Exploring Stories 2 	Theme: Justice and Freedom Key Question: What are the concepts of justice and freedom in different religions? Lesson: Human Rights 	Theme: Justice and Freedom Key Question: What are the concepts of justice and freedom in different religions? Lesson: Non-Violent Protest Movement 	Theme: Justice and Freedom Key Question: What are the concepts of justice and freedom in different religions? Lesson: Which is more important: Freedom or Justice? 

		Week 1	Week 2	Week 3	Week 4	Week 5 (SATS WEEK)	Week 6	
	PSHE	Unit: Relationships <u>Lesson:</u> What is mental health? NC Link: <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> 	Unit: Relationships <u>Lesson:</u> My mental health. NC Link: <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> 	Unit: Relationships <u>Lesson:</u> Love and Loss. NC Link: <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> 	Unit: Relationships <u>Lesson:</u> Power and Control NC Link: <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> 	Unit: Relationships <u>Lesson:</u> Being Online: Real or fake? Safe or unsafe? NC Link: <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> 	Unit: Relationships <u>Lesson:</u> Using technology safely. NC Link: <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> 