

## Year 1 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]. Oak units are highlighted in yellow.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Seasonal Changes <b>Seasonal Changes</b>		Everyday Materials <b>Materials Building things</b>		Plans and animals (incl Humans) <b>Plants</b> <b>The Animal Kingdom</b> <b>Sound</b>	
Geography	Countries and Capitals of the UK		Small area study of the UK		Seasonal and daily weather of the UK	
History	Events beyond living memory: The Gunpowder plot Life of a significant individual Own locality project					
Music (Oak only)	<b>Pulse</b>	<b>Timbre</b>	<b>Rhythm</b>	<b>Pitch</b>	<b>Contrasts</b>	<b>Musical processes</b>
RE	Caring for others, animals and the environment <b>The Nativity (10 lessons)</b>	Ceremonies that mark moments in the life cycle	Celebration of festivals	Relationships with God	Stories from religious literature	How and when people worship
RHE (units for KS1)	<b>Me, you and us (understanding family)</b>	<b>Forever friends, happy families</b>	<b>I know my rights!</b>	<b>Healthy isn't a goal, it's a lifestyle</b>	<b>Stop the spread. It's OK not be OK</b>	<b>Stop, think, stay safe</b>
PSHE (units for KS1)	<b>Lockdown capsule</b>		TBC		TBC	

## English Oak Curriculum

<https://teachers.thenational.academy/subjects/english/key-stages/key-stage-1>

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.

The curriculum is organised through 10 lesson (2 week) units. Units are ideally taught in the sequence provided for progression, however, they can also be taught as stand-alone units if desired. The learning in each unit will centre on a particular story or non-fiction type, deliberately sequenced for progression in terms of complexity of language/plot/non-fiction genre. Oral stories from around the world provide the engaging context for teaching fiction, non-fiction, grammar and punctuation at KS1. Each year is divided into 2-week units with a focus on either fiction or non-fiction. For fiction, each unit has an overall learning focus designed to provide clear overarching purpose and explicitly teach high-quality fiction writing based on the following areas: action, character, problem, setting, mood, description, openings, middles, and endings. These build progressively over the year. For non-fiction, 6 non-fiction writing types are taught progressively over the course of each year. This is to provide balance between breadth and depth so that pupils have a strong foundation in these 6 genres before KS2.

Year group	Unit title	Length of unit	Prior knowledge required/ link to resources and lessons
Reading, writing, spelling and grammar are all incorporated within every unit.			
Year 1	The Magic Paintbrush: mood	10 lessons	N / A <a href="https://teachers.thenational.academy/units/the-magic-paintbrush-mood-1d98">https://teachers.thenational.academy/units/the-magic-paintbrush-mood-1d98</a>
Year 1	The Magic Paintbrush: created story (mood)	10 lessons	N / A <a href="https://teachers.thenational.academy/units/the-magic-paintbrush-created-story-mood-2b19">https://teachers.thenational.academy/units/the-magic-paintbrush-created-story-mood-2b19</a>
Year 1	Recount: diary entry	10 lessons	N / A <a href="https://teachers.thenational.academy/units/recount-diary-entry-060a">https://teachers.thenational.academy/units/recount-diary-entry-060a</a>
Year 1	Monkeys and Hats: problems	10 lessons	Phonics and Y1 T1 grammatical knowledge <a href="https://teachers.thenational.academy/units/monkeys-and-hats-problems-19ec">https://teachers.thenational.academy/units/monkeys-and-hats-problems-19ec</a>

Year 1	Monkeys and Hats: recycled story (problems)	10 lessons	Y1 T1 Phonics and Y1 T1 grammatical knowledge <a href="https://teachers.thenational.academy/units/monkeys-and-hats-recycled-story-problems-d194">https://teachers.thenational.academy/units/monkeys-and-hats-recycled-story-problems-d194</a>
Year 1	Instructions: How to Make a Magic Hat	10 lessons	Phonics and Y1 T1 grammatical knowledge <a href="https://teachers.thenational.academy/units/instructions-how-to-make-a-paper-crown-aa36">https://teachers.thenational.academy/units/instructions-how-to-make-a-paper-crown-aa36</a>
Year 1	Awongalema: description	10 lessons	Phonics and Y1 T2 grammatical knowledge <a href="https://teachers.thenational.academy/units/awongalema-description-3713">https://teachers.thenational.academy/units/awongalema-description-3713</a>
Year 1	Awongalema: recycled story (description)	10 lessons	Phonics and Y1 T2 grammatical knowledge <a href="https://teachers.thenational.academy/units/awongalema-recycled-story-description-067e">https://teachers.thenational.academy/units/awongalema-recycled-story-description-067e</a>
Year 1	Discussion: Should animals be kept in zoos?	10 lessons	Phonics and Y1T2 grammatical knowledge <a href="https://teachers.thenational.academy/units/discussion-should-animals-be-kept-in-zoos-0b84">https://teachers.thenational.academy/units/discussion-should-animals-be-kept-in-zoos-0b84</a>
Year 1	Honey and Trouble: character	10 lessons	Phonics and Y1 T2 grammatical knowledge <a href="https://teachers.thenational.academy/units/honey-and-trouble-character-23fa">https://teachers.thenational.academy/units/honey-and-trouble-character-23fa</a>
Year 1	Honey and Trouble: recycled story (character)	10 lessons	Phonics and Y1 T2 grammatical knowledge <a href="https://teachers.thenational.academy/units/honey-and-trouble-recycled-story-character-9413">https://teachers.thenational.academy/units/honey-and-trouble-recycled-story-character-9413</a>
Year 1	Persuasion: Buy my honey	10 lessons	Phonics and Y1 T2 grammatical knowledge <a href="https://teachers.thenational.academy/units/persuasion-buy-my-honey-65ae">https://teachers.thenational.academy/units/persuasion-buy-my-honey-65ae</a>
Year 1	Anansi and Tiger: action	10 lessons	Phonics and Y1 T3 grammatical knowledge <a href="https://teachers.thenational.academy/units/anansi-and-tiger-8164">https://teachers.thenational.academy/units/anansi-and-tiger-8164</a>
Year 1	Anansi and Tiger: recycled story (action)	10 lessons	Phonics and Y1 T3 grammatical knowledge

			<a href="https://teachers.thenational.academy/units/anansi-and-tiger-endings-0e4c">https://teachers.thenational.academy/units/anansi-and-tiger-endings-0e4c</a>
Year 1	Information: All about Tigers	10 lessons	Phonics and Y1 T3 grammatical knowledge <a href="https://teachers.thenational.academy/units/information-all-about-tigers-1d38">https://teachers.thenational.academy/units/information-all-about-tigers-1d38</a>
Year 1	Jack and the Beanstalk: problems	10 lessons	Phonics and Y1 T3 grammatical knowledge <a href="https://teachers.thenational.academy/units/jack-and-the-beanstalk-characters-mood-problems-5b0f">https://teachers.thenational.academy/units/jack-and-the-beanstalk-characters-mood-problems-5b0f</a>
Year 1	Jack and the Beanstalk: created story (problems)	10 lessons	Phonics and Y1 T3 grammatical knowledge To be added soon
Year 1	Explanation: How beans grow	10 lessons	Phonics and Y1 T3 grammatical knowledge To be added soon
Year 1	How Butterflies Came to Be: description	5 lessons	Phonics and Y1 T3 grammatical knowledge To be added soon

## Maths Oak Curriculum

<https://teachers.thenational.academy/subjects/maths/key-stages/key-stage-1>

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 can identify the priority areas.

Year 1				
	Unit title and description	DfE ready-to-progress criteria	Length of unit	Prior knowledge required
<b>Number</b>				
1.1	<b>Numbers to 10</b> Representing, comparing and ordering numbers to 10. Investigating the composition of numbers to 10.	1NPV-1	10	R:8: <ul style="list-style-type: none"> <li>Say, read and count numbers to 10</li> </ul> <a href="https://teachers.thenational.academy/units/numbers-to-10-526c">https://teachers.thenational.academy/units/numbers-to-10-526c</a>
1.2	<b>Addition and subtraction within 10</b> Addition is taught as combination (aggregation) and subtraction as partitioning. Pupils are formally taught the symbols +, - and =, with which they write abstract equations, linking this to the part-whole model.	1NPV-1 1NF-1 1AS-1 1AS-2	10	1:1: <ul style="list-style-type: none"> <li>Representing numbers to ten</li> <li>Experience with part-whole relationships</li> </ul> <a href="https://teachers.thenational.academy/units/addition-and-subtraction-within-10-77cd">https://teachers.thenational.academy/units/addition-and-subtraction-within-10-77cd</a>
1.4	<b>Numbers to 20</b> Representing, comparing and ordering numbers to 20. Investigating the composition of numbers to 20.	1NPV-1 1AS-1	10	1.1: <ul style="list-style-type: none"> <li>Representing numbers to 10</li> </ul> <a href="https://teachers.thenational.academy/units/numbers-to-20-82de">https://teachers.thenational.academy/units/numbers-to-20-82de</a>
1.5	<b>Addition and subtraction within 20</b> The 'change' additive structure is introduced through the use of 'First, then, now' contexts. Abstract equations are used to reflect	1NF-1 1AS-2	10	1.2: <ul style="list-style-type: none"> <li>Adding and subtracting numbers to 10</li> </ul>

	these contexts, using concrete objects and pictorial representations to support them in developing conceptual understanding.			<a href="https://teachers.thenational.academy/units/addition-and-subtraction-within-20-79fd">https://teachers.thenational.academy/units/addition-and-subtraction-within-20-79fd</a>
1.7	<b>Exploring calculation strategies within 20</b> Deepening understanding of calculation strategies, such as deriving facts from known facts (related facts and derived teens facts) and the 'Make ten' strategy.	1NF-1 1AS-1 1AS-2	5	1.5: <ul style="list-style-type: none"> <li>Addition and subtraction to 20</li> </ul> <a href="https://teachers.thenational.academy/units/exploring-calculation-strategies-within-20-0fd4">https://teachers.thenational.academy/units/exploring-calculation-strategies-within-20-0fd4</a>
1.8	<b>Numbers to 50</b> Pupils explore place value of numbers to 50 by grouping numbers into tens and ones, comparing numbers and exploring number patterns.		10	1.4: <ul style="list-style-type: none"> <li>Numbers to 20</li> </ul> <a href="https://teachers.thenational.academy/units/numbers-to-50-fe7e">https://teachers.thenational.academy/units/numbers-to-50-fe7e</a>
1.9	<b>Addition and subtraction within 20 (comparison)</b> The comparison structure is introduced, and the number range is kept to 20 so that pupils can focus on understanding the language and relationships and how these can be recorded as equations.	1NF-1 1AS-1 1AS-2	10	1.7: <ul style="list-style-type: none"> <li>Various calculation strategies within 20</li> </ul> <a href="https://teachers.thenational.academy/units/addition-and-subtraction-within-20-comparison-91f5">https://teachers.thenational.academy/units/addition-and-subtraction-within-20-comparison-91f5</a>
1.10	<b>Fractions</b> Learning to recognise, find and name a half and a quarter as one of two/four equal parts of an object, shape and quantity. Applying their knowledge of halves and quarters to directional instructions.		5	<a href="https://teachers.thenational.academy/units/fractions-da2b">https://teachers.thenational.academy/units/fractions-da2b</a>
1.11	<b>Measures (1): Length and mass</b> Pupils describe, compare, and solve practical problems involving length, height and mass/weight		10	<a href="https://teachers.thenational.academy/units/measures-1-length-and-mass-0f65">https://teachers.thenational.academy/units/measures-1-length-and-mass-0f65</a>
1.12	<b>Numbers 50 to 100 and beyond</b> Representing numbers to 100 using objects and pictorial representations, including a number line and Dienes.	1NPV-1	10	1.6: <ul style="list-style-type: none"> <li>Place value to 50</li> </ul> <a href="https://teachers.thenational.academy/units/numbers-50-to-100-and-beyond-d3e8">https://teachers.thenational.academy/units/numbers-50-to-100-and-beyond-d3e8</a>
1.13	<b>Addition and subtraction (applying strategies)</b> Applying understanding of number to add and subtract 1-digit and 2-digit numbers using a range of strategies.	1NF-1 1AS-1	10	1.5: <ul style="list-style-type: none"> <li>Addition and subtraction strategies to 20</li> </ul> 1.12: <ul style="list-style-type: none"> <li>Representing numbers to 100.</li> </ul> <a href="https://teachers.thenational.academy/units/addition-and-subtraction-applying-strategies-bf49">https://teachers.thenational.academy/units/addition-and-subtraction-applying-strategies-bf49</a>
1.14	<b>Money</b>		10	1.4 and 1.5:

	Naming coins and notes and representing their values. Applying knowledge of addition and subtraction to money problems.			Addition and subtraction of 1-digit and 2-digit numbers <a href="https://teachers.thenational.academy/units/money-88ba">https://teachers.thenational.academy/units/money-88ba</a>
1.15	<b>Multiplication and division</b> Pupils are introduced to multiplication and division through grouping and sharing. Representing multiplication abstractly using repeated addition.	1NF-2	10	1.2: <ul style="list-style-type: none"> <li>Addition and subtraction of single-digit numbers</li> </ul> 1.10: <ul style="list-style-type: none"> <li>Halves and quarters</li> </ul> <a href="https://teachers.thenational.academy/units/multiplication-and-division-5a7b">https://teachers.thenational.academy/units/multiplication-and-division-5a7b</a>
1.16	<b>Measures (2): Capacity and volume</b> Measuring and comparing capacity and volume using standard and non-standard units of measure.		10	1.11: <ul style="list-style-type: none"> <li>Length and mass</li> </ul> <a href="https://teachers.thenational.academy/units/measures-2-capacity-and-volume-9f1f">https://teachers.thenational.academy/units/measures-2-capacity-and-volume-9f1f</a>
1.17	<b>Embedding addition and subtraction</b> Key ideas in additive reasoning, including the commutative law, equivalent expressions, number bonds, consecutive numbers and the measures context.	1AS-1 1AS-2	15	Coming soon no link yet
1.18	<b>Multiplication and money</b> Counting in 2s, 5s and 10s. Comparison of 2p, 5p and 10p coins. Comparing the value of sets of coins.	1NF-2	17	Coming soon no link yet
<b>Ratio and proportion</b>				
1.10	<b>Fractions</b> Learning to recognise, find and name a half and a quarter as one of two/four equal parts of an object, shape and quantity. Applying their knowledge of halves and quarters to directional instructions.		5	<a href="https://teachers.thenational.academy/units/fractions-43cf">https://teachers.thenational.academy/units/fractions-43cf</a>
<b>Measurement</b>				
1.6	<b>Time</b> Telling the time to the hour and half hour. Describing position, direction and movement, including whole, half and quarter, with reference to the clock face.		10	<a href="https://teachers.thenational.academy/units/time-ea81">https://teachers.thenational.academy/units/time-ea81</a>
1.11	<b>Measures (1): Length and mass</b> Pupils describe, compare, and solve practical problems involving length, height and mass/weight		10	<a href="https://teachers.thenational.academy/units/measures-1-length-and-mass-0f65">https://teachers.thenational.academy/units/measures-1-length-and-mass-0f65</a>
1.14	<b>Money</b> Naming coins and notes and representing their values. Applying knowledge of addition and subtraction to money problems.		10	1.4 and 1.5: Addition and subtraction of 1-digit and 2-digit numbers

				<a href="https://teachers.thenational.academy/units/money-88ba">https://teachers.thenational.academy/units/money-88ba</a>
1.16	<b>Measures (2): Capacity and volume</b> Measuring and comparing capacity and volume using standard and non-standard units of measure.		10	1.11: Length and mass <a href="https://teachers.thenational.academy/units/measures-2-capacity-and-volume-9f1f">https://teachers.thenational.academy/units/measures-2-capacity-and-volume-9f1f</a>
<b>Geometry</b>				
1.3	<b>Shape and patterns</b> Exploring shapes in different orientations and sizes and describing and classifying them. Describing position, direction and movement, including quarter turns.	1G–1 1G–2	10	<a href="https://teachers.thenational.academy/units/faces-shapes-and-patterns-lines-and-turns-1338">https://teachers.thenational.academy/units/faces-shapes-and-patterns-lines-and-turns-1338</a>
			Total: 150 (30 weeks)	

## Science Curriculum

<https://teachers.thenational.academy/subjects/science/key-stages/key-stage-1>

For KS1 we have tried wherever possible to make units that could be taught as standalone units to provide ultimate flexibility. For the majority of units in KS1, there is no prior knowledge required. Where prior knowledge is required it will never be assumed in the lessons and will always be retaught. For this reason, the units could be taught in any order with a few exceptions. We would recommend that the 'Materials' unit precede the 'Building things', 'Changing materials' or 'Mixing and Making' units. We would recommend that the units 'Plants' and 'The animal kingdom' precede 'Habitats'.

<b>ATLP Science Curriculum YEAR 1</b>	<b>Oak National Academy Unit</b>	<b>Oak Academy Lessons</b>
Seasonal Changes	Seasonal Changes	<a href="https://teachers.thenational.academy/units/seasons-and-change-3c8a">https://teachers.thenational.academy/units/seasons-and-change-3c8a</a>
Everyday Materials	Materials Building Things	<a href="https://teachers.thenational.academy/units/materials-de3f">https://teachers.thenational.academy/units/materials-de3f</a> <a href="https://teachers.thenational.academy/units/building-things-7082">https://teachers.thenational.academy/units/building-things-7082</a>
Plants	Plants	<a href="https://teachers.thenational.academy/units/plants-3e9f">https://teachers.thenational.academy/units/plants-3e9f</a>
Animals (inc. humans)	The Animal Kingdom Sound	<a href="https://teachers.thenational.academy/units/the-animal-kingdom-3cfa">https://teachers.thenational.academy/units/the-animal-kingdom-3cfa</a> <a href="https://teachers.thenational.academy/units/sound-59de">https://teachers.thenational.academy/units/sound-59de</a>



## Geography Curriculum

<https://teachers.thenational.academy/subjects/geography/key-stages/key-stage-1>

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 1	Oak National Academy Unit	Oak Academy Lessons
Countries and Capitals of the UK	London in the UK	<a href="https://teachers.thenational.academy/units/london-in-the-united-kingdom-shared-with-history-ey-transition-unit-b8a0">https://teachers.thenational.academy/units/london-in-the-united-kingdom-shared-with-history-ey-transition-unit-b8a0</a>
Small area study of the UK	n/a	
Seasonal and daily weather of the UK	n/a	
n/a	Oceans and Seas	<a href="https://teachers.thenational.academy/units/oceans-and-seas-a546">https://teachers.thenational.academy/units/oceans-and-seas-a546</a>

## History Curriculum

<https://teachers.thenational.academy/subjects/history/key-stages/key-stage-1>

As the curriculum differs, individual lessons have been broken down to show where each lesson links to the ATLP schemes of work. Spring and Summer will be updated as the year progresses

Y1 Autumn Term		
ATLP Units	Linked Oaks Unit	Available Oaks Lessons
To be planned in 2020-21.	How have people's lives changed in living memory? <a href="https://teachers.thenational.academy/units/how-have-peoples-lives-changed-in-living-memory-e32c">https://teachers.thenational.academy/units/how-have-peoples-lives-changed-in-living-memory-e32c</a>	<b>How have toys changed? (Part 1)</b> In this lesson, we will be learning about some of the ways in which toys have changed over time. We will be learning about the

		<p>differences between wooden, plastic and electronic toys and will also look at some examples of each.</p> <p><a href="https://classroom.thenational.academy/lessons/how-have-toys-changed-part-1-71h62c">https://classroom.thenational.academy/lessons/how-have-toys-changed-part-1-71h62c</a></p> <p><b>How have toys changed? (Part 2)</b></p> <p>In this lesson, we will continue to learn about some of the ways in which toys have changed over time. We will learn how modern technology has affected the ways in which children play. We will then look at some examples of electronic and non-electronic games.</p> <p><a href="https://classroom.thenational.academy/lessons/how-have-toys-changed-part-2-6cuk4c">https://classroom.thenational.academy/lessons/how-have-toys-changed-part-2-6cuk4c</a></p>
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## Music Curriculum

<https://teachers.thenational.academy/subjects/music/key-stages/key-stage-1>

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
Pulse	<a href="https://teachers.thenational.academy/units/pulse-769c">https://teachers.thenational.academy/units/pulse-769c</a>

Timbre	<a href="https://teachers.thenational.academy/units/timbre-3b9d">https://teachers.thenational.academy/units/timbre-3b9d</a>
Rhythm	<a href="https://teachers.thenational.academy/units/rhythm-6740">https://teachers.thenational.academy/units/rhythm-6740</a>
Pitch	Coming soon
Contrasts	Coming soon
Musical Processes	Coming soon

## **RE Curriculum**

<https://teachers.thenational.academy/subjects/religious-education/key-stages/key-stage-1>

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.

<b>Oak National Academy Unit</b>	<b>Oak Academy Lessons</b>
The Nativity	<a href="https://teachers.thenational.academy/units/the-nativity-c64a">https://teachers.thenational.academy/units/the-nativity-c64a</a>

## RHE/PSHE Curriculum

<https://teachers.thenational.academy/subjects/rhe-pshe/key-stages/key-stage-1>

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.

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*

<b>Oak National Academy Unit</b>	<b>Oak Academy Lessons</b>
Me, you and us	<a href="https://teachers.thenational.academy/units/me-you-and-us-72ca">https://teachers.thenational.academy/units/me-you-and-us-72ca</a>
Forever friends	<a href="https://teachers.thenational.academy/units/forever-friends-45e8">https://teachers.thenational.academy/units/forever-friends-45e8</a>
Happy families	<a href="https://teachers.thenational.academy/units/happy-families-3335">https://teachers.thenational.academy/units/happy-families-3335</a>
I know my rights!	<a href="https://teachers.thenational.academy/units/i-know-my-rights-c133">https://teachers.thenational.academy/units/i-know-my-rights-c133</a>
Healthy isn't a goal; it's a lifestyle	<a href="https://teachers.thenational.academy/units/healthy-isnt-a-goal-its-a-lifestyle-4f16">https://teachers.thenational.academy/units/healthy-isnt-a-goal-its-a-lifestyle-4f16</a>
Stop the spread	<a href="https://teachers.thenational.academy/units/stop-the-spread-820a">https://teachers.thenational.academy/units/stop-the-spread-820a</a>
It's OK not to be OK	<a href="https://teachers.thenational.academy/units/its-ok-not-to-be-ok-5ada">https://teachers.thenational.academy/units/its-ok-not-to-be-ok-5ada</a>
Stop, think, stay safe	<a href="https://teachers.thenational.academy/units/stop-think-stay-safe-b704">https://teachers.thenational.academy/units/stop-think-stay-safe-b704</a>
Autumn term current affairs. Lockdown capsule	<a href="https://teachers.thenational.academy/units/lockdown-capsule-d03a">https://teachers.thenational.academy/units/lockdown-capsule-d03a</a>

