

PSHE: Cross-curricular Links

English Spoken Language

SCARF materials provide wide range of opportunities for children to develop and demonstrate their skills relating to the English Spoken Language statutory requirements. You can use SCARF lessons to observe and record progress in these skills.

Pupils should be taught to:

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.

English

Curriculum requirement	SCARF lesson plans that support the teaching and learning of these
Write sentences by saying out loud what they are going to write about; composing a sentence orally before writing it; sequencing sentences to form short narratives; re-reading what they have written to check that it makes sense.	<ul style="list-style-type: none"> • Harold has a bad day • Harold learns to ride his bike • Then and now • Who can help? (1) • Including everyone
Develop positive attitudes towards and stamina for writing by writing for different purposes.	<ul style="list-style-type: none"> • Sam moves away • Harold's bathroom • Harold's postcard - helping us to keep clean and healthy • My special people • Our ideal classroom (1)

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	<ul style="list-style-type: none"> <u>When I feel like erupting</u> <u>Haven't you grown!</u> <u>Being a good friend</u> <u>What makes us who we are?</u> <u>Getting on with others</u>
Draft and write by organising paragraphs around a theme.	<ul style="list-style-type: none"> <u>Looking after our special people</u> <u>In the news!</u> <u>Making choices</u>
Draft and write in non-narrative material by using simple organisational devices [for example, headings and sub-headings].	<ul style="list-style-type: none"> <u>The people we share our world with</u>
Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	<ul style="list-style-type: none"> <u>Derek cooks dinner! (healthy eating)</u> <u>In the news!</u>
Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.	<ul style="list-style-type: none"> <u>Rat Park</u> <u>Dear Hetty (OPTIONAL)</u> <u>Dan's day (OPTIONAL)</u> <u>Five Ways to Wellbeing project</u> <u>Relationship cake recipe</u>
Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].	<ul style="list-style-type: none"> <u>Rat Park</u> <u>Is this normal?</u> <u>Project Pitch (parts 1 & 2) (OPTIONAL)</u> <u>Action stations! (OPTIONAL)</u> <u>Five Ways to Wellbeing project</u> <u>This will be your life!</u> <u>Relationship cake recipe</u>
Use dictionaries to check the spelling and meaning of words.	<ul style="list-style-type: none"> <u>Project Pitch (parts 1 & 2) (OPTIONAL)</u> <u>Action stations! (OPTIONAL)</u> <u>Relationship cake recipe</u>
Use a Thesaurus.	<ul style="list-style-type: none"> <u>Project Pitch (parts 1 & 2) (OPTIONAL)</u>

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	<ul style="list-style-type: none"> • Action stations! (OPTIONAL) • Relationship cake recipe

Mathematics

Purpose of study - SCARF lesson plans contribute to the following: Mathematics is essential for everyday life and necessary for financial literacy. Mathematics education provides a foundation for understand the world and a sense of enjoyment and curiosity about the subject.

Aims -SCARF lesson plans contribute to the following: Pupils should also apply their mathematical knowledge to...other subjects.

Curriculum requirement	SCARF lesson plans that support the teaching and learning of these
Recognise and know the value of different denominations of coins and notes.	<ul style="list-style-type: none"> • Harold's money • How should we look after our money?
Recognise and use language relating to dates, including days of the week, weeks, months and years.	<ul style="list-style-type: none"> • Harold's wash and brush up
Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].	<ul style="list-style-type: none"> • Harold's wash and brush up
Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.	<ul style="list-style-type: none"> • Harold saves for something special • Harold goes camping (OPTIONAL)
Add and subtract amounts of money to give change. Using £ and p in practical contexts.	<ul style="list-style-type: none"> • Can Harold afford it?
Estimate, compare and calculate money in pounds and pence.	<ul style="list-style-type: none"> • Harold's expenses (OPTIONAL) • Why pay taxes?
Solve problems involving money using decimal notation.	<ul style="list-style-type: none"> • What's it worth?

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Science

Curriculum requirement	SCARF lesson plans that support the teaching and learning of these
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<ul style="list-style-type: none"> • <u>Inside my wonderful body! (OPTIONAL)</u>
(Non-statutory guidance) Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.	<ul style="list-style-type: none"> • <u>Inside my wonderful body! (OPTIONAL)</u> • <u>Keeping privates private</u>
(Non-statutory guidance) Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy.	<ul style="list-style-type: none"> • <u>What does my body do?</u>
(Non-statutory guidance) Pupils should raise and answer questions that help them to become familiar with the life processes that are common to all living things.	<ul style="list-style-type: none"> • <u>My body, your body</u>
Notice that animals, including humans, have offspring which grow into adults.	<ul style="list-style-type: none"> • <u>My body, your body</u> • <u>Taking care of a baby</u>
Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).	<ul style="list-style-type: none"> • <u>What could Harold do?</u> • <u>My body needs... (OPTIONAL)</u> • <u>What does my body do?</u> • <u>Taking care of a baby</u>
Describe the importance for humans of exercise, eating the right amounts of different foods and hygiene.	<ul style="list-style-type: none"> • <u>Eat well</u> • <u>Harold's wash and brush up</u> • <u>Catch it! Bin it! Kill it!</u> • <u>Harold's bathroom</u> • <u>Harold's postcard - helping us to keep clean and healthy</u> • <u>I can eat a rainbow</u> • <u>What could Harold do?</u> • <u>Harold's picnic</u> • <u>My body needs... (OPTIONAL)</u>

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Curriculum requirement	SCARF lesson plans that support the teaching and learning of these
(Non-statutory guidance) Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans.	<ul style="list-style-type: none"> • <u>I can eat a rainbow</u> • <u>Super sleep</u> • <u>Harold's picnic</u> • <u>Taking care of a baby</u>
(Non-statutory guidance) Pupils should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. Growing into adults can include reference to baby, toddler, child, teenager, adult.	<ul style="list-style-type: none"> • <u>Haven't you grown!</u> • <u>Taking care of a baby</u>
Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.	<ul style="list-style-type: none"> • <u>Alcohol and cigarettes: the facts</u> • <u>Help or harm?</u> • <u>SCARF hotel</u>
(Non-statutory guidance) Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.	<ul style="list-style-type: none"> • <u>Body team work</u>
(Non-statutory guidance) Pupils might research different food groups and how they keep us healthy and design meals based on what they find out.	<ul style="list-style-type: none"> • <u>Derek cooks dinner! (healthy eating)</u>
Recognise that environments can change and that this can sometimes pose dangers to living things.	<ul style="list-style-type: none"> • <u>Let's have a tidy up! (OPTIONAL)</u> • <u>Harold's environment project</u>
(Non-statutory guidance) Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.	<ul style="list-style-type: none"> • <u>Let's have a tidy up! (OPTIONAL)</u> • <u>Harold's environment project</u> • <u>Harold's Seven Rs</u>
Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.	<ul style="list-style-type: none"> • <u>Making babies</u>

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Describe the changes as humans develop from birth to old age.	<ul style="list-style-type: none"> • Is this normal? • Making babies
(Non-statutory guidance) Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.	<ul style="list-style-type: none"> • Growing up and changing bodies • Is this normal? • Preparing for changes at puberty (formerly Period positive/preparing for periods)
(Non-statutory guidance) Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.	<ul style="list-style-type: none"> • Making babies
Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.	<ul style="list-style-type: none"> • Five Ways to Wellbeing project
Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	<ul style="list-style-type: none"> • What sort of drug is...? • Five Ways to Wellbeing project • Know the norms (OPTIONAL) • Medicines: check the label • Would you risk it? • Smoking: what is normal? (OPTIONAL) • Drugs: true or false? (OPTIONAL) • What's the risk? (1)
Describe the ways in which nutrients and water are transported within animals, including humans.	<ul style="list-style-type: none"> • Five Ways to Wellbeing project
(Non-statutory guidance) Pupils should build on their learning from Years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.	<ul style="list-style-type: none"> • Five Ways to Wellbeing project
(Non-statutory guidance) Pupils should learn how to keep their bodies healthy and how their bodies might be damaged –	<ul style="list-style-type: none"> • Rat Park • What sort of drug is...?

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Curriculum requirement	SCARF lesson plans that support the teaching and learning of these
including how some drugs and other substances can be harmful to the human body.	<ul style="list-style-type: none"> • Smoking: what is normal? (OPTIONAL) • Drugs: true or false? (OPTIONAL) • What's the risk? (1) • What is HIV? (OPTIONAL)
(Non-statutory guidance) Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.	<ul style="list-style-type: none"> • Rat Park • What sort of drug is...? • Smoking: what is normal? (OPTIONAL) • Drugs: true or false? (OPTIONAL) • What's the risk? (1)
Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.	<ul style="list-style-type: none"> • Making babies

Computing

Purpose of study - SCARF lesson plans contribute to the following: Computing ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims- SCARF lesson plans contribute to the following: Ensure that all pupils are responsible, competent, confident and creative users of information and communication technology.

Curriculum requirement	SCARF lesson plans that support the teaching and learning of these
Use technology safely and respectfully, keeping personal information private.	<ul style="list-style-type: none"> • Sharing pictures
Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	<ul style="list-style-type: none"> • Sharing pictures
Use technology safely, respectfully and responsibly.	<ul style="list-style-type: none"> • It's a puzzle (OPTIONAL) • Ok or not ok? (part 2) • Rat Park

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Curriculum requirement	SCARF lesson plans that support the teaching and learning of these
	<ul style="list-style-type: none"> • <u>Think before you click!</u> • <u>Spot bullying</u> • <u>Traffic lights (OPTIONAL)</u> • <u>Communication (OPTIONAL)</u> • <u>I look great!</u> • <u>None of your business!</u> • <u>Play, like, share</u> • <u>Fakebook friends</u> • <u>Help! I'm a teenager - get me out of here!</u> • <u>To share or not to share?</u>
Recognise acceptable/unacceptable behaviour.	<ul style="list-style-type: none"> • <u>It's a puzzle (OPTIONAL)</u> • <u>Ok or not ok? (part 2)</u> • <u>Think before you click!</u> • <u>Spot bullying</u> • <u>Traffic lights (OPTIONAL)</u> • <u>Communication (OPTIONAL)</u> • <u>I look great!</u> • <u>None of your business!</u> • <u>Play, like, share</u> • <u>Raisin challenge (1) (OPTIONAL)</u> • <u>Fakebook friends</u> • <u>Help! I'm a teenager - get me out of here!</u> • <u>To share or not to share?</u>
Identify a range of ways to report concerns about content and contact.	<ul style="list-style-type: none"> • <u>It's a puzzle (OPTIONAL)</u> • <u>Think before you click!</u> • <u>Spot bullying</u> • <u>Traffic lights (OPTIONAL)</u> • <u>Stop, start, stereotypes</u>



The Acorn Partnership

Walsley Woodgrove Primary School

Long Lane C of E Primary School

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Design and Technology

Aims - SCARF lesson plans contribute to the following: Understand and apply the principles of nutrition.

Curriculum requirement	SCARF lesson plans that support the teaching and learning of these
Use the basic principles of a healthy and varied diet to prepare dishes.	<ul style="list-style-type: none"> • Eat well

Geography

Purpose of study - SCARF lesson plans contribute to the following: Growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Curriculum requirement	SCARF lesson plans that support the teaching and learning of these
Use basic geographical vocabulary to refer to key physical and human features.	<ul style="list-style-type: none"> • How can we look after our environment?
Use simple fieldwork and observational skills to study the geography of their school and the key human and physical features of its surrounding environment.	<ul style="list-style-type: none"> • Around and about the school • How can we look after our environment?

History

Purpose of study- SCARF lesson plans contribute to the following: Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims-SCARF lesson plans contribute to the following: Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.

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Curriculum requirement	SCARF lesson plans that support the teaching and learning of these
Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms.	<ul style="list-style-type: none"> <u>Captain Coram 1 - Gin Lane: children's rights in the 18th century</u> <u>Captain Coram 2 - Thomas Coram and the Foundling Hospital</u> <u>Captain Coram 3 - Funds for Foundlings: 18th century artists raise money for the 1st children's charity</u> <u>Captain Coram 4 - Hetty Feather, fictional foundling: children's rights in the 19th century</u> <u>Captain Coram 5 - Life for Foundlings in the 20th century</u> <u>Captain Coram 6 - Coram today: children's rights in the 21st century</u> <u>Media manipulation</u> <u>I am fantastic!</u> <u>Stop, start, stereotypes</u>
Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	<ul style="list-style-type: none"> <u>Captain Coram 1 - Gin Lane: children's rights in the 18th century</u> <u>Media manipulation</u> <u>I am fantastic!</u> <u>Stop, start, stereotypes</u>
Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.	<ul style="list-style-type: none"> <u>Captain Coram 5 - Life for Foundlings in the 20th century</u>
Pupils should understand how our knowledge of the past is constructed from a range of sources.	<ul style="list-style-type: none"> <u>Captain Coram 1 - Gin Lane: children's rights in the 18th century</u> <u>Captain Coram 2 - Thomas Coram and the Foundling Hospital</u> <u>Captain Coram 3 - Funds for Foundlings: 18th century artists raise money for the 1st children's charity</u> <u>Captain Coram 4 - Hetty Feather, fictional foundling: children's rights in the 19th century</u> <u>Captain Coram 5 - Life for Foundlings in the 20th century</u> <u>Captain Coram 6 - Coram today: children's rights in the 21st century</u>

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Pupils should be taught about a study of an aspect or theme in British history that extends their chronological knowledge beyond 1066.

- [Captain Coram 1 - Gin Lane: children's rights in the 18th century](#)
- [Captain Coram 2 - Thomas Coram and the Foundling Hospital](#)
- [Captain Coram 3 - Funds for Foundlings: 18th century artists raise money for the 1st children's charity](#)
- [Captain Coram 4 - Hetty Feather, fictional foundling: children's rights in the 19th century](#)
- [Captain Coram 5 - Life for Foundlings in the 20th century](#)
- [Captain Coram 6 - Coram today: children's rights in the 21st century](#)

Music

Curriculum requirement	SCARF lesson plans that support the teaching and learning of these
Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	<ul style="list-style-type: none"> • Harold's wash and brush up

Art and Design

Purpose of study- SCARF lesson plans contribute to the following: Pupils should know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims - SCARF lesson plans contribute to the following: Produce creative work, exploring their ideas and recording their experiences. Know about great artist and understand the historical and cultural development of their art forms.

Curriculum requirement	SCARF lesson plans that support the teaching and learning of these
Use a range of materials creatively to design and make products.	<ul style="list-style-type: none"> • Who are our special people? • Our special people balloons • Around and about the school • How can we look after our environment?
Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	<ul style="list-style-type: none"> • Around and about the school • How can we look after our environment?

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Curriculum requirement	SCARF lesson plans that support the teaching and learning of these
Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	<ul style="list-style-type: none"> • Rat Park • Volunteering is cool (OPTIONAL) • Community art (OPTIONAL) • Five Ways to Wellbeing project
Learn about great artists, architects and designers in history.	<ul style="list-style-type: none"> • Captain Coram 3 - Funds for Foundlings: 18th century artists raise money for the 1st children's charity

Physical Education

Purpose of study- SCARF lesson plans contribute to the following: Physical education should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities, build character and help to embed values such as fairness and respect.

Aims- SCARF lesson plans contribute to the following: The national curriculum for physical education aims to ensure that all pupils: lead healthy active lives.

Religious Education

SCARF lesson plans and assemblies provide materials and resources to support teachers in helping children to think about values and put these into practice in their everyday life. SCARF values are closely aligned to those of different faiths and also help schools in promoting children's spiritual, moral, social and cultural development (SMSC).