



St Peter's of Eaton Square C of E Primary School

Y1 Curriculum Overview

IMPLEMENTATION – How We Will Deliver Our Curriculum

Our children are receptive to learning and have great potential and every adult will continue to promote high standards and a true love of learning. Our teachers will always attempt to use local learning opportunities within walking distance from the school (museums and galleries) to provide meaningful enrichment opportunities for the children.

IMPACT – How We Will Evaluate Our Curriculum

Children at St Peter's will develop detailed knowledge and skills across the whole curriculum taught and given regular opportunities to articulate their learning through opportunities for retrieval practice; to showcase that their fluency and mastery is incrementally improving. They will demonstrate a love of learning through pride in all that they do with the ability to persevere when challenges arise. The quality and breadth of work seen in books and learning environments will showcase their learning over time.

Service, hope, love, forgiveness, faith and wisdom will be integral to their values and relationships.

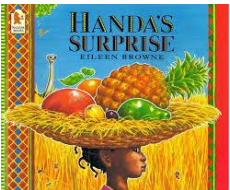
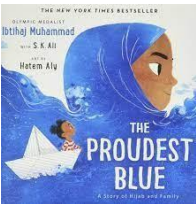


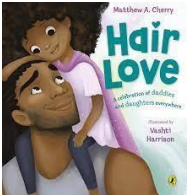
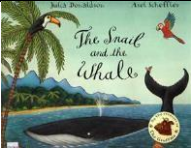
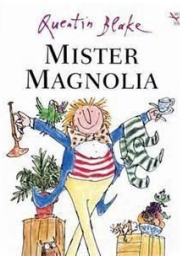
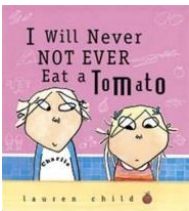

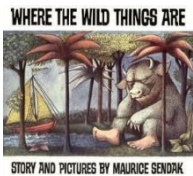
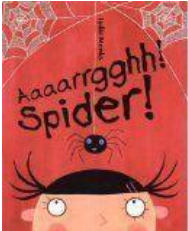

INTENT - Our Curriculum Intent

The curriculum at St Peter's aims to inspire children to learn, celebrating the rich diversity across St Peter's school, church and wider local community. Our curriculum places every child at the centre of learning. We endeavour to nurture our children's individuality, supporting their development of interpersonal skills and resilience to become creative, critical thinkers.

St Peter's curriculum works in parallel with the national curriculum and provides opportunities for all children including those with SEND and aims to break barriers and challenge stereotypes.

We pride ourselves on having a curriculum that gives a voice to all pupils which enables them to build important life skills, knowledge and cultural capital required for successful life opportunities.

YEAR 1

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Learning Project / Key Idea | Who am I? | Who are you? | What is conflict? | What is tolerance? | What is Westminster like? | How can we make changes? |
| Theme | Celebration of diversity using core text. Reflective of setting. (Breaking down barriers-intent) | Celebration of diversity using core text | Opportunities for critical thinking. Maths/science Friendship | Sustainability | Celebrating differences and diversity | Climate change and environmental issues |
| Core Texts |    |   |   |  <p>Poet study: Julia Donaldson</p>  |   |  |
| Cross-Curricular | English- <u>Non-Fiction:</u> Autobiography | English- <u>Non-Fiction:</u> Instructions | English- <u>Non-Fiction:</u> Fact file on science and materials | English- <u>Non-Fiction:</u> Explanation on foods from around the world | English- <u>Non-Fiction:</u> Non-chronological report on | English- <u>Non-Fiction:</u> Biography on Greta Thunberg |

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| | Fiction: Narrative Diary- Captions and pictures | Fiction: Dialogue with speech bubbles | Fiction: Retell events in order with images | Fiction: Poetry: repetition,senses | animals/insects Fiction: Narrative | Fiction: Newspaper Report |
| Cross-Curricular | Science- Animals including humans | Science- Animals including humans | Science- Exploring everyday materials | Science- Using everyday materials | Science- Plants and seasonal changes – introduction to plants | Science- Plants and seasonal changes – seasonal changes |
| Cross-Curricular | Computing – How can I be safe with technology around me? | Computing – How can I use devices to create digital media? | Computing – How can I use my skills to create a project? | Computing – What is code? | Computing – How can I store information? | Computing – What is an algorithm? |
| Cross-Curricular | P.E Games - Basic skills and target games. Running, jumping, Throwing and catching, aiming and hitting. | P.E Gymnastics - Create and perform sequences that have a clear start,middle end. | P.E Dance - Create and perform patterns. Dances from aroundthe World. | P.E Net/Wall Games – Racket skills, forehand, backhand, serve, badminton, tennis, table tennis | P.E Games – Invasion Games. Develop team skills, passing, catching, receiving, dribbling, stopping. | P.E Athletics – Races (egg/spoon, 3 leg, relay), jumps, throws |
| Cross-Curricular | R.E. – What responsibility has God given people about taking care of creation? | R.E. – 1. Why are saints important to Christians? 2. Why is each person important in the Nativity Story? | R.E. – Judaism - What is it like to live as a Jew? | R.E. – 1. What are God’s rules for living? The 10 commandments 2. Why is Easter the most important festival for Christians? | R.E. – Islam - What does it mean to be a Muslim? | R.E. – Why did Jesus tell stories? |
| Cross-Curricular | History - Lives of significant individuals: David Attenborough / Jane Goodall | Geography – Where in the world do we all come from/have ties? Including a study of our school location. | History- Changes within living memory transport and toys. | Geography- London and our seasons. | History- Study an historicalfigure | Geography- Where is Africa? A comparison between Kenya and the UK. |
| Cross-Curricular | Art- Self portraits | D.T. Create a salt dough decoration | Art Understanding primary and secondary colours | D.T. Printing onto surfaces | Art Create a collage | D.T. Creating paper masks |
| Cross-Curricular | Music – Unit 1: Listening and performing -Listening to teacher -Imitating song phrases Unit 2: Performing/Singing | Music – Unit 3: Listening and thinking -Recorded sound -Voiced sounds Unit 4: Performing/Singing -Songs and games -Higher/lower pitch | Music – Unit 6: Performing/Singing -Starting pitch control -Wider pitch range/songs and dynamics control | Music – Unit 9: Concept timbre -Voices and instruments Unit 10: Performing/Singing -One breath per phrase -Sound quality | Music – Unit 11: Listening and thinking -Recognising sound/melody Unit 12: Performing/Singing and playing | Music – Unit 14: Concepts: Dynamics, pitch, tempo -Louder to quieter (louder to quieter) -Higher to lower (pitch) |

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| | -Finding the singing voice -Pitch matching and individual singing | Unit 5: Listening and thinking -Recognising known sound/melody | Unit 7: Listening and thinking -Finding the thinking voice Unit 8: Performing/Playing -Percussion sound | | -Rhythmic speech and tapping -Actions felt as pulse Rhythm on percussion Unit 13: Concept phrase -Start and end | -Faster to slower (tempo) Unit 15: Listening and thinking -Internalising rhythmic concept and melodic phrases Unit 16: Concept: Rhythm -Simple time rhythm -Speaking names (ta-teh-teh) |
| Cross-Curricular | PSHE - Being Me in My World | PSHE - Celebrating Difference | PSHE - Dreams and Goals | PSHE - Healthy Me | PSHE - Relationships | PSHE - Changing Me |
| Experiences / Visits | <i>Nature walk (RE) Cultural diversity-Black History</i> | <i>Christmas productions/panto Local area walk Farm</i> | <i>Toy Museum</i> | <i>St. Paul's Cathedral / London Bus Trip Visit to local supermarket/café / Pizza Express workshop</i> | <i>Kew Gardens Museum of the home</i> | <i>Theatre</i> |
| National Curriculum / Knowledge | Science – Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Identify and name a variety of common animals including fish, amphibians, reptiles, | Science – Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 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. Using their observations to compare and contrast animals at first hand or | Science – Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple | Science – Compare and group together a variety of everyday materials on the basis of their simple physical properties Explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not | Science – Identify and describe the basic structure of a variety of common flowering plants, including trees Become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem). Observe the growth of | Science – Observe and describe weather associated with the seasons and how day length varies Pupils should observe and talk about changes in the weather and the seasons. Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the |

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| | <p>birds and mammals</p> <p>Understand how to take care of animals taken from their local environment and the need to return them safely after study.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> | <p>through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.</p> <p>Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study.</p> | <p>physical properties</p> <p>Explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. Pupils should explore and experiment with a wide variety of materials</p> | <p>waterproof; absorbent/not absorbent; opaque/transparent. Pupils should explore and experiment with a wide variety of materials</p> <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> | <p>flowers and vegetables that they have planted.</p> <p>Keep records of how plants have changed over time, for example, the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.</p> | <p>seasons change.</p> <p>Observe changes across the 4 seasons</p> |
| National Curriculum / Knowledge | <p>Computing -</p> <p>Use technology safely and respectfully, keeping personal information private</p> <p>Identify where to go for help about concerns, contact or content online</p> | <p>Computing -</p> <p>Recognise common uses of information technology beyond school</p> <p>Use technology to create, retrieve and manipulate digital content</p> <p>Use technology safely, respectfully and responsibly.</p> | <p>Computing -</p> <p>Recognise common uses of information technology beyond school</p> <p>Use technology to manipulate digital content.</p> <p>use technology safely and respectfully</p> | <p>Computing -</p> <p>create and debug simple programs</p> <p>use logical reasoning to predict the behaviour of simple programs</p> | <p>Computing -</p> <p>Understand the activities involved in planning, creating, and evaluating computing artefacts</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>recognise common uses of information technology beyond school</p> | <p>Computing -</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices;</p> |
| National Curriculum / Knowledge | <p>P.E-</p> <p>Pupils should develop</p> | <p>P.E-</p> <p>Pupils should develop</p> | <p>P.E-</p> <p>Develop fundamental</p> | <p>P.E-</p> <p>Pupils should develop</p> | <p>P.E-</p> <p>Pupils should develop</p> | <p>P.E-</p> <p>Pupils should develop</p> |

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| | <p>fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Participate in team games, developing simple tactics for attacking and defending.</p> | <p>fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations perform dances using simple movement patterns.</p> | <p>movement skills, develop competency and confidence across a broad range of opportunities. Extend their agility, balance and coordination, individually and with others. Competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Master basic movements including running, jumping, throwing and catching, developing balance, agility and co-ordination, begin to apply.</p> | <p>fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Perform dances using simple movement patterns.</p> | <p>fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> | <p>fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> |
| National Curriculum / Knowledge & Skills | <p>R.E. – Key concepts/ideas:</p> <ul style="list-style-type: none"> • Creation: Creation refers to humans, animals and the natural world. • To identify how to be good stewards. • What does it mean to be made in God's image? | <p>R.E. – Key concepts/ideas:</p> <ul style="list-style-type: none"> • What are the qualities that make a saint? • The meaning of All Saints Day. <p>Key concepts/ideas:</p> <ul style="list-style-type: none"> • Incarnation • What Christians believe about the Nativity. • The importance of the | <p>R.E. – Key concepts/ideas:</p> <ul style="list-style-type: none"> • The meaning of some Jewish symbols – star of David. • The importance of the Torah. • The importance of Shabbat. • The importance of the synagogue (Book a | <p>R.E. – Key concepts/ideas:</p> <ul style="list-style-type: none"> • People of God • The meaning of the ten commandments • Where do our rules for living come from? • How do rules help develop communities? <p>Key concepts/ideas:</p> <ul style="list-style-type: none"> • Salvation | <p>R.E. – Key concepts/ideas:</p> <ul style="list-style-type: none"> • The meaning of prophet • Sacred texts • Places of worship • The importance of Muhammad (pbuh.) • The importance of the Qur'an and how it is treated by Muslims. | <p>R.E. – Key concepts/ideas:</p> <ul style="list-style-type: none"> • Gospel • Why Christians believe stories Jesus told are important; selection of different parables – what they teach about life and about the nature of God. |

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| | | <p>Characters, who they were, and how they impacted on the lives of others.</p> <ul style="list-style-type: none"> •Christian living, the church, ordinary people. •Belonging and the importance of love, respect and faith. | <p>visit)</p> <ul style="list-style-type: none"> • How do Jews worship? | <ul style="list-style-type: none"> •The events of the Easter story, as told in the Bible. •The meaning of Palm Sunday, The Last Supper and Good Friday. •Jesus' death and resurrection. | <ul style="list-style-type: none"> •What do the stories teach about Muslim beliefs and Islamic practices? (including prayer, birth rites and Islamic art) •What is the significance of the Mosque? <ul style="list-style-type: none"> • What are the similarities and differences of worship and ideas about Allah, (God,) between Islam and other faiths? | |
| National Curriculum / Knowledge | <p>History –</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> | <p>Geography - Geographical Skills and Fieldwork</p> <p>Use North, South, East and West and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans. Use simple fieldwork and observational skills to study the geography of</p> | <p>History –</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> | <p>Geography - Locational Knowledge</p> <p>Name, locate, identify characteristics of the four countries, capital cities and seas of the UK.</p> <p>Human and Physical Geography</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> | <p>History –</p> <p>Significant historical events, people and places in their own locality.</p> | <p>Geography - Place knowledge</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Human and physical geography</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> |

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| | | their school and its grounds and the key human and physical features of its surrounding environment. | | | | |
| National Curriculum / Knowledge | <p>Art – Use a range of materials creatively to design and make products.</p> <p>To use drawing and painting to develop and share their ideas, experiences and imagination. Primary colours. Experience colour mixing to make secondary colours & name them. Uses talk to organise, sequence and clarify thinking, ideas and feelings. Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Uses talk to organise, sequence and clarify thinking, ideas and feelings.</p> | <p>D.T. – To use a range of materials creatively to design and make products.</p> <p>To develop a wide range of art and design techniques in using shape, form and space. Make their design using appropriate techniques, selecting from a range of tools and equipment.</p> <p>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p> | <p>Art– To use drawing and painting to develop and share their ideas, experiences and imagination. Mix and match colours to different artefacts and objects. Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p> | <p>D.T. – To use a range of materials creatively to design and make products.</p> <p>To develop a wide range of art and design techniques in using shape, form and space.</p> <p>Use a variety of different size/ size brushes and tools i.e. sponge brushes, fingers, twigs</p> <p>Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p> <p>Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc.</p> | <p>Art – To use a range of materials creatively to design and make products. To use a range of materials creatively to design and make products. With help, cut shapes using scissors and other modelling tools. Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p> | <p>Art & D.T. – Use a range of materials creatively to design and make products. To use drawing and painting to develop and share their ideas, experiences and imagination. Primary colours. Experience colour mixing to make secondary colours & name them. Uses talk to organise, sequence and clarify thinking, ideas and feelings. Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Uses talk to organise, sequence and clarify thinking, ideas and feelings. To use a range of materials creatively to design and make products.</p> <p>To develop a wide range of art and design techniques</p> |

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| | | | | | | <p>in using shape, form and space Enjoy using a variety of malleable media</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p> |
| National Curriculum / Knowledge | <p>Music- Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> | <p>Music- Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un- tuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> | <p>Music- Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un- tuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> | <p>Music- Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un- tuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> | <p>Music- Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un- tuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> | <p>Music- Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un- tuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> |

| National Curriculum / Knowledge | <p>PSHE –</p> <p>(R7)- Know how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>(R9)- Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>(R12)- know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds) or make different choices or have different preferences or beliefs.</p> <p>(R14)- Know the conventions of courtesy and manners.</p> <p>(R16)- Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in position of authority.</p> <p>(H2)- Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>(H3)- Know how to recognize and talk about there emotions,</p> | <p>PSHE –</p> <p>(R7)- Know how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>R8)- Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>(R9)- Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>(R10) – Know that most friendships have ups and downs, and that these can be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>(R11)- Know how to recognize who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>R12)- know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or</p> | <p>PSHE –</p> <p>R12)- know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds) or make different choices or have different preferences or beliefs.</p> <p>(R16)- Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in position of authority.</p> <p>(R30)- Know how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>(H2)- Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>(H3)- Know how to recognize and talk about there emotions, including having a varied vocabulary of words to use when talking about their own and other's feelings.</p> <p>(H4)- Know how to judge whether what they are feeling and how they are</p> | <p>PSHE –</p> <p>(R15)- Know the importance of self-respect and how this links to their own happiness.</p> <p>(H1)- Know that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>(H2)- Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>(H3)- Know how to recognize and talk about there emotions, including having a varied vocabulary of words to use when talking about their own and other's feelings.</p> <p>(H5)- Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>(H6)- Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>(H18)-Know the characteristics and mental and physical benefits of an active lifecycle.</p> <p>(H19)-Know the importance of building regular exercise into daily</p> | <p>PSHE –</p> <p>(R1) Know that families are important for children growing up because they can give love, security and stability.</p> <p>-(R2) Know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>-(R3) know that others' families, either in school, or the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>- (R4) Know that stable, caring relationships, which may be of different types, are the heart of happy families, and are important for children's security as they grow up.</p> <p>(R7)-Know how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>(R8)- Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and</p> | <p>PSHE –</p> <p>(R1) Know that families are important for children growing up because they can give love, security and stability.</p> <p>-(R6) Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>(R15)- Know the importance of self-respect and how this links to their own happiness.</p> <p>(R19)- Know the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>(R25) –Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context.</p> <p>(R26) –Know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>(R29)- Know how to recognize and report feelings of being unsafe or feeling bad about an adult.</p> <p>(R32)- Know where to get advice e.g. family, school and /or other sources.</p> <p>(H2)- Know that there is</p> |
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| | <p>including having a varied vocabulary of words to use when talking about their own and other's feelings.</p> <p>(H4)- Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>(H7) –Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> | <p>backgrounds) or make different choices or have different preferences or beliefs.</p> <p>R13)- Know practical steps they can take in a range of different context to improve or support respectful relationships.</p> <p>(R16)- Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in position of authority.</p> <p>(R17) Know about different types of bullying (including cyberbullying), responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>(R19)- Know the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>(R25) –Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context.</p> <p>(R29)- Know how to recognize and report feelings of being unsafe or feeling bad about an adult.</p> <p>(R31)- Know how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>(R32)- Know where to get advice e.g. family, school and /or other sources.</p> <p>(H2)- Know that there is a normal range of emotions</p> | <p>behaving is appropriate and proportionate.</p> | <p>and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>(H21)-Know how and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p>(H22)-Know what constitutes a healthy diet (including understanding calories and other nutritional content)</p> <p>(H23)-Know the principles of planning and preparing a range of healthy meals,</p> <p>(H24)-Know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p> <p>(H25)-Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p> <p>(H28)-Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</p> <p>(H30)-Know about personal hygiene and germs including bacteria, viruses, how they are</p> | <p>experiences and support with problems and difficulties.</p> <p>(R9)- Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>(R10) – Know that most friendships have ups and downs, and that these can be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>(R11)- Know how to recognize who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>R12)- know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds) or make different choices or have different preferences or beliefs.</p> <p>(R13)- Know practical steps they can take in a range of different context to improve or support respectful relationships.</p> | <p>a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>(H3)- Know how to recognize and talk about there emotions, including having a varied vocabulary of words to use when talking about their own and other's feelings.</p> <p>(H4)- Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>(H34)-Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p> |
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| | | <p>(e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>(H3)- Know how to recognize and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and other's feelings.</p> <p>(H7) –Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>(H8) –Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>(H9)-know where and how to seek support (including recognizing the triggers for seeking support) including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> | | <p>spread and treated, and the importance of handwashing</p> | <p>R14)- Know the conventions of courtesy and manners.</p> <p>(R15)- Know the importance of self-respect and how this links to their own happiness.</p> <p>(R16)- Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in position of authority.</p> <p>(R19)- Know the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>(R25) –Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>(R26) –Know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>(R28)- Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>(R30)- Know how to ask for advice or help for themselves or others,</p> | |
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| | | | | | <p>and to keep trying until they are heard.</p> <p>(R32)- Know where to get advice e.g. family, school and /or other sources.</p> <p>(H2)- Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>(H3)- Know how to recognize and talk about there emotions, including having a varied vocabulary of words to use when talking about their own and other's feelings.</p> <p>(H6)- Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>(H9)-know where and how to seek support (including recognizing the triggers for seeking support) including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> | |
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| Skills | Science - | Science – | Science - | Science - | Science – | Science - |
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| | <p>Understand what animals need in order to grow</p> <p>Possible scientific enquiry type: Identifying and classifying</p> <p>Know where birds live and what they need</p> <p>Possible scientific enquiry type: Observations to suggest answers to questions</p> <p>Explore how animals need to be cared for differently</p> <p>Possible scientific enquiry type: Grouping and classifying</p> <p>Discover how an animal's offspring is the same as its parent</p> <p>Possible scientific enquiry type: Grouping and classifying</p> <p>Identify a variety of animals including fish, amphibians, reptiles, birds and mammals</p> <p>Possible scientific enquiry type: Identifying and classifying</p> <p>Identify a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Possible scientific enquiry type: Observing</p> | <p>Understand what a plant needs in order to grow well</p> <p>Possible scientific enquiry type: Grouping and classifying</p> <p>Learn about the senses of hearing and smell</p> <p>Possible scientific enquiry type: Grouping and classifying</p> <p>Identify, name, draw and label the basic parts of the human body</p> <p>Possible scientific enquiry type: Performing simple tests</p> <p>Learn about changes in your body since you were a baby</p> <p>Possible scientific enquiry type: Observe changes over time</p> <p>Understand the importance in taking care of your body</p> <p>Possible scientific enquiry type: Grouping and classifying</p> <p>Show how humans mimic nature</p> <p>Possible scientific enquiry type: Using observations and ideas to suggest answers to questions</p> | <p>Identify the material objects are made from</p> <p>Possible scientific enquiry type: Identifying and classifying.</p> <p>Gathering and recording data to help in answering questions</p> <p>Describe some simple physical properties of materials</p> <p>Possible scientific enquiry type: Identifying and classifying.</p> <p>Observing closely using simple equipment</p> <p>Group together materials by their physical properties</p> <p>Possible scientific enquiry type: Classifying materials</p> <p>Explore everyday materials which are opaque or transparent</p> <p>Possible scientific enquiry type: Perform simple tests</p> <p>Know the story of Wilbur and Orville Wright</p> <p>Possible scientific enquiry type: Perform simple tests</p> <p>Explore everyday materials which are absorbent or non-absorbent</p> | <p>Know everyday uses of magnets</p> <p>Possible scientific enquiry type: Identifying and classifying.</p> <p>Recognise a variety of widely used materials</p> <p>Possible scientific enquiry type: Observing closely using simple equipment</p> <p>Understand why materials are chosen for specific tasks</p> <p>Possible scientific enquiry type: Perform simple tests</p> <p>Understand that magnets only attract certain metals</p> <p>Possible scientific enquiry type: Identifying and classifying.</p> <p>Understand that magnets have a north and a south pole</p> <p>Possible scientific enquiry type: Perform simple tests</p> <p>Know how to test materials for their strength; understand that some materials are natural, and some are man-made</p> <p>Possible scientific enquiry type: Perform simple tests</p> | <p>Know the basic parts of a plant</p> <p>Possible scientific enquiry type: Observe closely and use simple scientific words</p> <p>Identify and name a variety of common wild and garden plants</p> <p>Possible scientific enquiry type: Observe closely</p> <p>Identify and describe the basic structure of a variety of common flowering plants and trees</p> <p>Possible scientific enquiry type: Collecting data and sorting</p> <p>Understand the difference between an evergreen and deciduous plant</p> <p>Possible scientific enquiry type: Observing closely using simple equipment</p> <p>Know about different arable crops grown by farmers</p> <p>Possible scientific enquiry type: Perform simple tests</p> <p>How plants change over time</p> <p>Possible scientific enquiry type: Identifying and classifying</p> | <p>Recognise different types of weather</p> <p>Possible scientific enquiry type: Use observations and ideas to suggest answers to questions</p> <p>Learn about clouds and rainfall</p> <p>Possible scientific enquiry type: Use observations and ideas to suggest answers to questions</p> <p>Recognise different types of cold weather</p> <p>Possible scientific enquiry type: Use observations and ideas to suggest answers to questions</p> <p>Explain how to keep safe during thunderstorms</p> <p>Possible scientific enquiry type: Perform simple tests</p> <p>Look at different types of weather and how it affects places on Earth</p> <p>Possible scientific enquiry type: Gathering and recording data to help in answering questions</p> <p>Identify the four seasons</p> <p>Possible scientific enquiry type: Using observations and ideas to suggest answers to</p> |

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| | closely using scientific equipment | | Possible scientific enquiry type: Perform simple tests | | | questions |
| Skills | Computing – Online Safety SMART Digital Citizenship How can we balance technology in our lives? Foundational Skills How can technology help us? What are the components of a computer? Keyboard skills: where to find the keys on the keyboard (numbers and letters) | Computing – Using Google for Education Joining a classroom Working on teacher made documents Turning in an assignment | Computing – Cross-Curricular Projects How can I present English Writing Project on a Word Doc? | Computing – Introduction to Code What is code? Creating a sequence How do we use code? | Computing – Grouping, creating and storing data How can I describe and compare data? | Computing – Programming with Code What is an algorithm? |
| Skills | P.E. - Improve the way they coordinate and control their bodies and a range of equipment remember, repeat and link combinations of skills. Choose, use and vary simple tactics. Recognise and describe what their bodies feel like during different types of activity. Recognise good quality in performance use information to improve their work. | P.E. - Use a range of equipment to move on/off, over, under, along and through safely. Will be able to investigate movement, stillness and how to use space safely. To copy or create, remember or repeat short movement phrases. | P.E. - Explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance. Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas. Recognise and describe how different dance activities make them feel. Understand the importance of warming | P.E. - Improve the way they coordinate and control their bodies and a range of equipment remember, repeat and link combinations of skills. Choose, use and vary simple tactics. Recognise and describe what their bodies feel like during different types of activity. Recognise good quality in performance use information to improve their work. | P.E. - Improve the way they coordinate and control their bodies and a range of equipment remember, repeat and link combinations of skills. Choose, use and vary simple tactics. Recognise and describe what their bodies feel like during different types of activity. Recognise good quality in performance use information to improve their work. | P.E. - Improve the way they coordinate and control their bodies and a range of equipment remember, repeat and link combinations of skills. Choose, use and vary simple tactics. Recognise and describe what their bodies feel like during different types of activity. Recognise good quality in performance use information to improve their work. |

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| | | | up and cooling down. Watch and describe dance phrases and dances and use what they learn to improve their work. | | | |
| Skills | RE – <i>See National Curriculum Knowledge & Skills above</i> | RE – <i>See National Curriculum Knowledge & Skills above</i> | RE – <i>See National Curriculum Knowledge & Skills above</i> | RE – <i>See National Curriculum Knowledge & Skills above</i> | RE – <i>See National Curriculum Knowledge & Skills above</i> | RE – <i>See National Curriculum Knowledge & Skills above</i> |
| Skills | <p>History – Knowledge and understanding of events, people and changes in the past Recall some facts about people/events before living memory. Say why people may have acted the way they did.</p> <p>Historical enquiry Identify different ways in which the past is represented. Explore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?”. Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer.</p> <p>Chronological understanding</p> | <p>Geography - Knowledge Location I know the four compass points NSEW I know what a continent is and I know I live in Europe. I can name, locate and identify the countries and capitals of the UK. Understanding Place I can identify the daily and seasonal weather (using appropriate vocabulary e.g. temperature, rain, wind, sunshine) I can describe how weather can change during a day or what it is likely to be like at different times of the year (in my locality / at another place I have studied).</p> | <p>History – Knowledge and understanding of events, people and changes in the past Recall some facts about people/events before living memory. Say why people may have acted the way they did.</p> <p>Historical enquiry Identify different ways in which the past is represented. Explore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?”. Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer.</p> <p>Chronological understanding</p> | <p>Geography – Knowledge Location I know the four compass points NSEW I know what a continent is and I know I live in Europe. I can name, locate and identify the countries and capitals of the UK. Understanding Place I can identify the daily and seasonal weather (using appropriate vocabulary e.g. temperature, rain, wind, sunshine) I can describe how weather can change during a day or what it is likely to be like at different times of the year (in my locality / at another place I have studied).</p> | <p>History – Knowledge and understanding of events, people and changes in the past Recall some facts about people/events before living memory. Say why people may have acted the way they did.</p> <p>Historical enquiry Identify different ways in which the past is represented. Explore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?”. Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer.</p> <p>Chronological understanding</p> | <p>Geography – Knowledge Location I know the four compass points NSEW I know what a continent is and I know I live in Europe. I can name, locate and identify the countries and capitals of the UK. Understanding Place I can identify the daily and seasonal weather (using appropriate vocabulary e.g. temperature, rain, wind, sunshine) I can describe how weather can change during a day or what it is likely to be like at different times of the year (in my locality / at another place I have studied).</p> |

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| | <p>Understand the difference between things that happened in the past and the present. Describe things that happened to themselves and other people in the past. Order a set of events or objects. Use a timeline to place important events. Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, before I was born. When my parents/carers were young.</p> <p>Historical interpretation Look at books, videos, photographs, pictures and artefacts to find out about the past.</p> <p>Organisation and communication Sort events or objects into groups (i.e. then and now.) Use timelines to order events or objects. Tell stories about the past. Talk, write and draw about things from the past.</p> | <p>I can talk about and describe my locality. Enquiry and Skills I can use plans, maps, globes, atlases and aerial images to recognise some features and places (in my locality/ in the wider world) I can investigate my locality through fieldwork and make simple observations. I can talk about /describe a locality using some appropriate vocabulary e.g. features, location, geographical characteristics such as weather and what happens there). I can ask and answer some questions to help me investigate.</p> | <p>Understand the difference between things that happened in the past and the present. Describe things that happened to themselves and other people in the past. Order a set of events or objects. Use a timeline to place important events. Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, before I was born. When my parents/carers were young.</p> <p>Historical interpretation Look at books, videos, photographs, pictures and artefacts to find out about the past.</p> <p>Organisation and communication Sort events or objects into groups (i.e. then and now.) Use timelines to order events or objects. Tell stories about the past. Talk, write and draw about things from the past.</p> | <p>I can talk about and describe my locality. Enquiry and Skills I can use plans, maps, globes, atlases and aerial images to recognise some features and places (in my locality/ in the wider world) I can investigate my locality through fieldwork and make simple observations. I can talk about /describe a locality using some appropriate vocabulary e.g. features, location, geographical characteristics such as weather and what happens there). I can ask and answer some questions to help me investigate.</p> | <p>Understand the difference between things that happened in the past and the present. Describe things that happened to themselves and other people in the past. Order a set of events or objects. Use a timeline to place important events. Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, before I was born. When my parents/carers were young.</p> <p>Historical interpretation Look at books, videos, photographs, pictures and artefacts to find out about the past.</p> <p>Organisation and communication Sort events or objects into groups (i.e. then and now.) Use timelines to order events or objects. Tell stories about the past. Talk, write and draw about things from the past.</p> | <p>I can talk about and describe my locality. Enquiry and Skills I can use plans, maps, globes, atlases and aerial images to recognise some features and places (in my locality/ in the wider world) I can investigate my locality through fieldwork and make simple observations. I can talk about /describe a locality using some appropriate vocabulary e.g. features, location, geographical characteristics such as weather and what happens there). I can ask and answer some questions to help me investigate.</p> |
| Skills | <p>Art – Primary colours.</p> | <p>D.T. – With help measure, mark out, cut and shape a range of materials.</p> | <p>Art- Mix primary colours to make secondary colours Experiment with</p> | <p>D.T. – Use a variety of techniques (e.g. paper collage, mixed media,</p> | <p>Art- Mix primary colours to make secondary colours Experiment with</p> | <p>DT - Experiment in a variety of malleable media</p> |

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| | <p>Experience colour mixing to make secondary colours & name them.</p> <p>Apply mark making to painting using a range of tools.</p> <p>Understand the basic use of a sketchbook and work out ideas for drawings.</p> <p>Become confident in using pencils to sketch from observation and imagination.</p> | <p>Assemble, join and combine materials and components together using a variety of temporary methods e.g., glues or masking tape.</p> <p>Apply simple decoration techniques, including painting.</p> | <p>different brushstrokes using the same brush and other painting tools</p> <p>Begin to show control over the types of marks made.</p> <p>Use key painting vocabulary to demonstrate knowledge and understanding: primary colours, secondary colours, neutral colours, warm colours, cool colours, watercolour wash, sweep, dab.</p> | <p>wax or oil resist, layering different textures)</p> <p>Arrange materials to achieve planned effect (a complete picture or design)</p> | <p>different brushstrokes using the same brush and other painting tools</p> <p>Begin to show control over the types of marks made.</p> <p>Use key painting vocabulary to demonstrate knowledge and understanding: primary colours, secondary colours, neutral colours, warm colours, cool colours, watercolour wash, sweep, dab.</p> | <p>Add different textures to work. Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</p> |
| Skills | <p>Music –</p> <p>Listen and move in time to the song.</p> <p>Listen to a piece of music and move in time to its steady beat.</p> <p>Sing this cumulative song from memory, remembering the order of the verses.</p> <p>Sing with expression.</p> <p>Play classroom instruments to accompany the song.</p> <p>Recognise similar instrument sounds used in their own classroom.</p> <p>Compose and devise a dramatic group performance using props and kitchen sound-makers.</p> | <p>Music –</p> <p>Listen actively to Aquarium.</p> <p>Recognise and respond to the musical characteristics of the music through movement/dance.</p> <p>Play percussion instruments with expression.</p> <p>Compose by experimenting with sounds to create aquarium inspired music and draw sounds using graphic symbols.</p> | <p>Music –</p> <p>Sing a dotted melody accurately and mark rests with untuned percussion</p> <p>Add a clapping game while singing a song</p> <p>Make up new lyrics and clapping/ tapping patterns for a song</p> <p>Sing a song with changing speeds</p> <p>Perform actions accurately following contrasting rhythm patterns</p> <p>Create a performance using new ‘travel’ words and movements, and appropriate speeds</p> | <p>Music –</p> <p>Chant rhythmically as a group and add sound effects</p> <p>Sing a three-note melody and play it on tuned percussion</p> <p>Add a game and adapt it to create new versions</p> <p>Sing either part of a call-and-response song</p> <p>Play the response sections on tuned percussion using the correct mallet hold</p> <p>Use pairs of rhyming words to invent new lyrics and moves</p> | <p>Music –</p> <p>Sing a traditional song in a minor key</p> <p>Communicate a long narrative from memory and with good enunciation 3</p> <p>Perform as a call-and-response song with group solos</p> <p>Sing a traditional song from memory</p> <p>Perform a dance in time with music</p> <p>Create and perform a rhythmic ostinato</p> | <p>Music –</p> <p>Sing a song with a verse and chorus structure, and add actions</p> <p>Sing and play dotted rhythms accurately</p> <p>Create a performance incorporating singing, percussion and solo acting roles</p> <p>Sing a song that includes a time change from march to jig</p> <p>Mark the pulse on untuned percussion and recognise a change in time signature</p> <p>Perform a full version of the song, including an accompanying dance</p> |

| Skills | <p>PSHE - Knowledge</p> <p>Understand the rights and responsibilities of a member of a class</p> <p>Understand that their views are important</p> <p>Understand that their choices have consequences</p> <p>Understand their own rights and responsibilities with their classroom</p> <p>Social and Emotional Skills</p> <p>Understanding that they are special</p> <p>Understand that they are safe in their class</p> <p>Identifying helpful behaviours to make the class a safe place</p> <p>Identify what it's like to feel proud of an achievement</p> <p>Recognise feelings associated with positive and negative consequences</p> <p>Understand that they have choices</p> | <p>PSHE - Knowledge</p> <p>Know that people have differences and similarities</p> <p>Know what bullying means</p> <p>Know who to tell if they or someone else is being bullied or is feeling unhappy</p> <p>Know skills to make friendships</p> <p>Know that people are unique and that it is OK to be different</p> <p>Social and Emotional skills</p> <p>Recognise ways in which they are the same as their friends and ways they are different</p> <p>Identify what is bullying and what isn't</p> <p>Understand how being bullied might feel</p> <p>Know ways to help a person who is being bullied</p> <p>Identify emotions associated with making a new friend</p> | <p>PSHE - Knowledge</p> <p>Know how to set simple goals</p> <p>Know how to achieve a goal</p> <p>Know how to work well with a partner</p> <p>Know that tackling a challenge can stretch their learning</p> <p>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</p> <p>Know when a goal has been achieved</p> <p>Social and Emotional skills</p> <p>Recognise things that they do well</p> <p>Explain how they learn best</p> <p>Celebrate an achievement with a friend</p> <p>Recognise their own feelings when faced with a challenge</p> <p>Recognise their own feelings when they are faced with an obstacle</p> <p>Recognise how they feel when they overcome</p> | <p>PSHE - Knowledge</p> <p>Know the difference between being healthy and unhealthy</p> <p>Know some ways to keep healthy</p> <p>Know how to make healthy lifestyle choices</p> <p>Know how to keep themselves clean and healthy</p> <p>Know that germs cause disease / illness</p> <p>Know that all household products, including medicines, can be harmful if not used properly</p> <p>Know that medicines can help them if they feel poorly</p> <p>Know how to keep safe when crossing the road</p> <p>Know about people who can keep them safe</p> <p>Social and Emotional skills</p> <p>Feel good about themselves when they make healthy choices</p> | <p>PSHE - Knowledge</p> <p>Know that everyone's family is different</p> <p>Know that there are lots of different types of families</p> <p>Know that families are founded on belonging, love and care</p> <p>Know how to make a friend</p> <p>Know the characteristics of healthy and safe friends</p> <p>Know that physical contact can be used as a greeting</p> <p>Know about the different people in the school community and how they help</p> <p>Know who to ask for help in the school Community</p> <p>Social and Emotional skills</p> <p>Can express how it feels to be part of a family and to care for family members</p> | <p>PSHE - Knowledge</p> <p>Know that animals including humans have a life cycle</p> <p>Know that changes happen when we grow up</p> <p>Know that people grow up at different rates and that is normal</p> <p>Know the names of male and female private body parts</p> <p>Know that there are correct names for private body parts and nicknames, and when to use them</p> <p>Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p> <p>Know that learning brings about change</p> <p>Social and Emotional skills</p> |
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| | | <p>Verbalise some of the attributes that make them unique and special</p> | <p>an obstacle</p> <p>Can store feelings of success so that they can be used in the future</p> | <p>Realise that they are special</p> <p>Keep themselves safe</p> <p>Recognise ways to look after themselves if they feel poorly</p> <p>Recognise when they feel frightened and know how to ask for help</p> <p>Recognise how being healthy helps them to feel happy</p> | <p>Can say what being a good friend means</p> <p>Can show skills of friendship</p> <p>Can identify forms of physical contact they prefer</p> <p>Can say no when they receive a touch they don't like</p> <p>Can praise themselves and others</p> <p>Can recognise some of their personal qualities</p> <p>Can say why they appreciate a special relationship</p> | <p>Understand and accepts that change is a natural part of getting older</p> <p>Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</p> <p>Can express why they enjoy learning</p> <p>Can suggest ways to manage change e.g. moving to a new class</p> |
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