**National curriculum coverage for each year group**

**Theme 3- 2022 - 2023**

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|  | **Early Years** | **Y1**  **Castles** | **Y2**  **Poles Apart** | **Y3**  **Walk Like an Egyptian** | **Y4**  **Raiders and settlers** | **Y5**  **I’m a Victorian child …. Get me out of here** | **Y6**  **Blitz and pieces** |
| **Science** | **Little Acorns**  **C&L – 0-3**  Understand simple questions about “who, what, where’.  **UTW 0-3**  Explore materials with different  properties.  Explore natural materials, indoors and outdoors.  **Great Oak**  **C&L 3-4**  Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”  **UTW 3-4**  Explore materials with different properties.  Explore natural materials, indoors and outside.  Explore and respond to different natural phenomena in their setting and on trips.  Use all their senses in hands on exploration of natural materials.  Explore collections of materials with similar and/or different properties.  Talk about what they see, using a wide vocabulary.  Explore how things work.  Plant seeds and care for growing plants.  Understand the key features of the life cycle of a plant and an animal.  Begin to understand the need to respect and care for the natural environment and all living things.  Explore and talk about different forces they can feel.  Talk about the differences between materials and changes they notice.  **Reception**  **C&L 3-4**  Use a wider range of vocabulary – linked to our topic.  Understand ‘why’ questions.  **C&L Reception**  Learn new vocabulary.  Use new vocabulary through the day.  Ask questions to find out more and to check they understand what has been said to them.  Articulate their ideas and thoughts in well-formed sentences.  **PSED Reception**  Know and talk about the different factors that support their overallhealth and wellbeing:  regular physical activity  healthy eating  toothbrushing  **UTW 3-4**  Talk about what they see, using a wide range of vocabulary.  Explore how things work.  Begin to understand the need to respect and care for the natural environment.  **UTW Reception**  Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  Recognise some environments that are different to the one in which they live.  Understand the effect of changing seasons on the natural world around them. | 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 physical properties.  During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:  asking simple questions and recognising that they can be answered in different ways  observing closely, using simple equipment  performing simple tests  identifying and classifying  using their observations and ideas to suggest answers to questions  gathering and recording data to help in answering questions | **Living things and their habitats**  Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other)  Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.  Explore and compare the differences between things that are living, dead and things that have never been alive.  Identify and name a variety of plants and animals in their habitats, including micro habitats | **Rocks**  Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.  Describe in simple terms how fossils are formed when things that have lived are trapped within rock.  Recognise that soils are made from rocks and organic matter.  **Light (Spring 2)**  Pupils should be taught to:  Recognise that they need light in order to see things and that dark is the absence of light.  Notice that light is reflected from surfaces.  Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.  Recognise that shadows are formed when the light from a light source is blocked by a solid object  Find patterns in the way that the size of shadows change. | **Animals, including humans**  Describe the simple functions of the basic parts of the digestive system in humans.  Identify the different types of teeth in humans and their simple functions.  Construct and interpret a variety of food chains, identifying producers, predators and prey. | Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate  Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs  Using test results to make predictions to set up further comparative and fair tests  Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations  Identifying scientific evidence that has been used to support or refute ideas or arguments  Comparing Materials  Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.  understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution  use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating | Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit  Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches  Use recognised symbols when representing a simple circuit in a diagram |
| **Art & Design** | **Little Acorns**  **PD 0-3**  Explore different materials and tools.  **EA&D 0-3**  Explore paint, using fingers and other parts of their body as well as brushes and other tools.  Express ideas and feelings through making marks and giving meanings to the marks they make.  **Great Oak**  **PD 0-3**  Develop manipulation and control.  Explore different materials and tools.  **PD 3-4**  Use one-handed tools and equipment, for example, making snips in paper with scissors.  Use a comfortable grip with good control when holding pens and pencils.  **EA&D 3-4**  Explore different materials freely, in order to develop their ideas about how to use them and what to make.  Develop their own ideas and then decide which materials to use to express them.  Join different materials and explore different textures.  Draw with increasing complexity and detail, such as representing a face with a circle and including details.  Use drawing to represent ideas like movement or loud noises.  Explore colour and colour mixing.  **Reception**  **Physical development 3-4 years**  Use large-muscle movements to wave flags and streamers, paint and make marks.  Use one-handed tools and equipment, for example, making snips in paper with scissors.  Use a comfortable grip with good control when holding pens and pencils.  Show a preference for a dominant hand.  **Physical development Reception**  Develop their small motor skills so that they can use a range of tools competently, safely and confidently.  Use their core muscle strength to achieve a good posture when sitting at a table or  sitting on the floor.  Develop overall body-strength, balance, co-ordination and agility.**Expressive Arts 3-4 years**  Explore different materials freely.  Join different materials and explore different textures.  Create closed shapes with continuous lines.  Explore colour and colour mixing.  **Expressive Arts Reception**  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning, refining their ideas and developing their ability to represent them. | Painting and mixed media: colour splash  Exploring colour mixing through paint play, children use a range of tools and  work on different surfaces. They create paintings inspired by Clarice Cliff and  Jasper Johns. | To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.  To develop a wide range of art and design techniques in using line, shape, form and space. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | Create sketch books to record their observations and use them to review and revisit ideas.  Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.  To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  Learn about great artists, architects and designers in history. | To create sketchbooks to record their observations and use them to review and revisit ideas.  To improve their mastery of Art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay].  To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. | To create sketch books to record their observations and use them to review and revisit ideas  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | Create sketch books to record their observations and use them to review and revisit ideas  Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  Learn about great artists, architects and designers in history. |
| **Computing** | **Little Acorns**  **(0-3 Years)**  **C/L** - Listen and respond to simple instructions.  **Literacy** - Enjoy drawing freely.  Mathematics - Notice patterns and arrange things in patterns.  **UTW** - Repeat actions that have an effect.  **Great Oak**  **(3-4 Years)**  **PD** - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.  **Mathematics** - Notice patterns and arrange things in patterns.  **Reception**  **PSED** - Increasingly follow rules, understanding why they are important.  **PD** - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  **EAD** - Explore, use and refine a variety of artistic effects to express their ideas and feelings. | **Spring 1 Programming A**  **Y1/Y2 -** understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.  **Y1/Y2 -** create and debug simple programs.  **Y1/Y2 -** use logical reasoning to predict the behaviour of simple programs.  **Y1 -**recognise common uses of information technology beyond school.  **Spring 2**  **Y1/Y2 -** use technology purposefully to create, organise, store, manipulate and retrieve digital content.  **Y1-** recognise common uses of information technology beyond school. | **Spring 1 Programming A**  **Y1/Y2 -** understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.  **Y1/Y2 -** create and debug simple programs.  **Y1/Y2 -** use logical reasoning to predict the behaviour of simple programs.  **Spring 2**  **Y1/Y2 -** use technology purposefully to create, organise, store, manipulate and retrieve digital content.  **Y2 -** use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | **Spring 1 Programming A**  **Y3/Y4 -** select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | **Spring 1 Programming A**  **Y4 -** use sequence, selection, and repetition in programs; work with variables and various forms of input and output.  **Y3/Y4 -** select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | **Spring 1 Programming A**  **Y5 -** use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.  **Y5/Y6 -** select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | **Spring 1 Programming A**  **Y5/Y6 -** select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. |
| **Design & Tech** | **Little Acorns**  **PD 0-3**  Explore different materials and tools.  **UTW 0-3**  Use imagination as they consider what they can do with different materials.  Make simple models to express their ideas.  **Great Oak**  **PD 3-4**  Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.  Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  Use one-handed tools and equipment, for example, making snips in paper with scissors.  **UTW 3-4**  Explore how things work.  **Reception**  **PSED 3-4**  Select and use activities and resources, with help when needed.  **PD 3-4**  Use large-muscle movements to wave flags and streamers, paint and make marks.  Use one-handed tools and equipment, for example, making snips in paper with scissors.  **Reception**  Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  Use their core muscle strength to achieve a good posture when sitting at a table or  sitting on the floor  **EA&D 3-4**  Explore how things work.  **EA&D Reception**  Create collaborately, sharing ideas, resources and skills | **Design**  **Textiles: Puppets**  Join fabrics together using pins, staples or glue.  Design a puppet and use a template.  Join their two puppets’ faces together as one.  Decorate a puppet to match their design. | **Make**  select from and use a range of tools and equipment to perform practical tasks  select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  **Technical Knowledge**  explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products  explore and evaluate a range of existing products  evaluate their ideas and products against design criteria  **Cooking & Nutrition:**  use the basic principles of a healthy and varied diet to prepare dishes  understand where food comes from. | Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups.  Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.  Understand how key events and individuals in design and technology have helped shape the world  Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | **Design**  Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  **Make**  Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and atheistic qualities  **Evaluate**  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  **Technical knowledge**  Apply their understanding of how to strengthen, stiffen and reinforce more complex structures |  | use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work |
| **Geography** | Little Acorns 0-3  **Personal, social & emotional development**  Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.  Great Oak Nursery 3-4 Years  **Personal, social & emotional development**  Develop their sense of responsibility and membership of a community. Begin to understand the need to respect and care for the natural environment and all living things.  Reception 4-5 Years   * Recognise some similarities and differences between life in this country and life in other countries. * Explore the natural world around them.   Recognise some environments that are different to the one in which they live. | Name and identify the county of Yorkshire.  Names of key cities around the UK (and their castles). | 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  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  Use basic geographical vocabulary to refer to:   * key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather   use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  use simple compass directions (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 | Children will be able to locate cities and famous landmarks of the UK.  Children will be able to locate countries in Europe.  Children will be able to locate famous landmarks of the UK, e.g. Skara Brae and Stonehenge. | Name and compare counties of the UK - Locating Scotland on map.  Name and locate key European regions - Scandinavia. | Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. |
| **History** | **Little Acorns**  **C and L 0-3 years**  Understand simple questions about “who, what, where”  **Great Oak Nursery**  **UTW 3-4 years**  Begin to make sense of their own life-story and family’s history.  **Reception**  **UTW Reception**  Comment on images of familiar situations in the past.  Compare and contrast stories, including figures from the past. | Significant historical events, people and places in their own locality  Events beyond living memory that are significant nationally. | Events beyond living memory that are significant nationally or globally  The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods | Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within the periods they study; Understand how our knowledge of the past is constructed from a range of sources.  Address historically valid questions about change, cause, similarity and difference, and significance.  Pupils will learn about:  The Roman Empire and its impact on Britain.  The Roman Empire by AD 42 and the power of its army.  Julius Caesar’s attempted invasion in 55-54 BC.  Successful invasions by Claudius and conquest, including Hadrian’s wall.  British Resistance e.g. Boudicca.  Rominisation of Britain.  Changes in Britain from the Stone Age to the Iron Age. | ♣ Scots invasions from Ireland to north Britain (now Scotland) ♣ Anglo-Saxon invasions, settlements and kingdoms: place names and village life ♣ Anglo-Saxon art and culture ♣ Christian conversion – Canterbury, Iona and Lindisfarne ♣ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory) This could include: ♣ Viking raids and invasion ♣ resistance by Alfred the Great and Athelstan, first king of England ♣ further Viking invasions and Danegeld ♣ Anglo-Saxon laws and justice ♣ Edward the Confessor and his death in 1066 | A study of an aspect/theme in British History that extends pupils chronological knowledge beyond 1066.  A significant turning point in British History  A local history study- links to Bradford. |  |
| **Languages** | N/A | N/A | N/A | Days of the week, counting to 20 and countries. | Recognise some basic French greetings.  Recognise the numbers 1-10.  Respond to some simple classroom instructions.  Respond to some simple questions when prompted with visual cues.  Recognise the days of the week.  Name a variety of colours.  Understand numbers up to 20, including out of sequence. | Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help  Speak in sentences, using familiar vocabulary, phrases and basic language structures  Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases  Present ideas and information orally to a range of audiences | Family, parts of the body |
| **Music** | **Little Acorns**  **Expressive Arts and Design 0-3**  Join in with songs and rhymes, making some sounds.  Explore a range of sounds and instruments- play them in different ways.  Show attention to sounds and music.  Explore their voices and making sounds.  Explore a range of sound-makers and instruments and play them in different ways.  **Great Oak-**  **C&L 3-4**  Sing a large repertoire of songs.  **Expressive Arts and Design** **3-4**  Remember and sing entire songs.  Sing the pitch of a tone sung by another person (‘pitch match’).  Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  Create their own songs, or improvise a song around one they know.  **Reception**  **C&L 3-4**  Sing a large repertoire of songs.  **C&L Reception**  Listen carefully to rhymes and songs, paying attention to how they sound.  Learn rhymes, poems and songs.  **EA&D 3-4**  Remember and sing entire songs.  **EA&D Reception**  Sing in a group or on their own, increasingly matching the pitch and following the melody. | Use their voices expressively and creatively by singing songs and speaking chants and rhymes  play tuned and untuned 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. | Use their voices expressively and creatively by singing songs and speaking chants and rhymes  Play tuned and untuned instruments musically  Listen with concentration and understanding to a range of high-quality live and recorded music | Begin to recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music.  Play and perform in solo and ensemble contexts.  Listen with attention to detail.  Appreciate and understand a range of high- quality live and recorded music. | Sing as part of an ensemble with confidence.  Play and perform in solo or ensemble contexts with increasing confidence  Use musical language to appraise a piece or style of music | perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians  Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  improvise and compose music for a range of purposes using the inter-related dimensions of music  listen with attention to detail and recall sounds with increasing aural memory  Use and understand staff and other musical notations  appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Develop an understanding of the history of music. |
| **PE** | **Little Acorns**  **Physical Development:0-3**  Enjoy moving when outdoors and inside.  Gradually gain control of their whole body through continual practice of large movements, waving, rolling, crawling, walking.  Pass objects from one hand to another. Let go of things and hands them to another person or drops them.  Walk, run, jump and climb-start to use stairs independently.  Develop manipulation and control.  Use large and small motor skills to do things independently.  Spin, roll and independently use ropes and swings.  **Understanding the world 0-3**  Explore natural materials, indoors and outside.  **Great Oak**  **Personal, social & emotional development 3-4**  Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.  **Physical Development 3-4** Spin, roll and independently use ropes and swings (for example, tyre swings).  Sit on a push-along wheeled toy, use a scooter or ride a tricycle.  Develop manipulation and control.  Explore different materials and tools.  Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.  **Understanding the world 3-4**  Explore natural materials, indoors and outside.  **Reception**  **Physical Development -Reception**  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  Develop their small motor skills so that they can use a range of tools competently, safely and confidently.  Use their core muscle strength to achieve a good posture when sitting at a table or  sitting on the floor  Combine different movements with ease and fluency  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Develop overall body-strength, balance, co-ordination and agility.  Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. | Street dance Perform dances using simple movement patterns  master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. | Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | **Street Dance**  **Cricket - Sports UK**  Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. | **Swimming**  Learn to swim competently, confidently and proficiently over a distance of at least 25 metres.  Use a range of strokes effectively  Perform safe self-rescue in different water-based situations.  **Cricket**  Link this unit to our visit to Nell Bank where the children will be learning orienteering and geo- caching  Math’s link: teach the unit  Describe movements between positions  Identifying points of the compass. | Outdoor Adventure games & Street dance  Dance - perform dances using a range of movement patterns |  |
| **PSHE**  **Spring 1** | **Little Acorns 0-3**  Listen and respond to simple instructions.  Understand simple questions about “who, what, where’.  Start to say how they are feeling, using words as well as actions.  Find ways to calm themselves, through being calmed and comforted by their key person.  Establish their sense of self.  Engage with others through gestures, gaze and talk.  Play with increasing confidence on their own and with others children, because they know their key person is nearby.  Be increasingly able to talk about manage their emotions.  Develop friendships with other children.  Thrive as they develop self-assurance.  Notice and ask questions about differences, such as skin colour, gender, special needs.  Safely explore emotions beyond their normal range through play and stories.  Are talking about feelings in more elaborated ways.  **Great Oak nursery**  **3-4years**  Start a conversation with an adult or a friend and continue it for many turns.  Develop their sense of responsibility and membership of a community.  Play with one or more other children, extending and elaborating play ideas.  Remember rules without needing an adult to remind them.  Develop appropriate ways of being assertive.  Talk with others to solve conflicts.  Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  **Reception**  **Reception**  **Keeping myself safe**  Use talk to help work out problems and organise thinking  and activities, and to explain how things work and why theymight happen.  Develop social phrases.  See themselves as a valuable individual.  Build constructive and respectful relationships.  Express their feelings and consider the feelings of others.  Show resilience and perseverance in the face of challenge.  Identify and moderate their own feelings socially and emotionally.  Think about the perspectives of others.  Manage their own needs.   * Personal hygieneKnow and talk about the different factors that support their overallhealth and wellbeing: * regular physical activity * healthy eating * toothbrushing * sensible amounts of ‘screen time’ * having a good sleep routine * being a safe pedestrian   Further develop the skills they need to manage the school day successfully:  - lining up and queuing  - mealtimes  Name and describe people who are familiar to them. | **Keeping myself safe**  Understand that the body gets energy from food, water and air (oxygen);  Recognise that exercise and sleep are important parts of a healthy lifestyle.  Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;  Identify simple bedtime routines that promote healthy sleep.  Recognise emotions and physical feelings associated with feeling unsafe;  Identify people who can help them when they feel unsafe.  Recognise the range of feelings that are associated with loss.  Understand that medicines can sometimes make people feel better when they’re ill;  Explain simple issues of safety and responsibility about medicines and their use.  Understand and learn the PANTS rules;  Name and know which parts should be private;  Explain the difference between appropriate and inappropriate touch;  Understand that they have the right to say “no” to unwanted touch;  Start thinking about who they trust and who they can ask for help. | **Keeping myself safe**  Understand that medicines can sometimes make people feel better when they’re ill;  Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;  Explain simple issues of safety and responsibility about medicines and their use.  Identify situations in which they would feel safe or unsafe;  Suggest actions for dealing with unsafe situations including who they could ask for help.  Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.  Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;  Identify the types of touch they like and do not like;  Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.  Recognise that some touches are not fun and can hurt or be upsetting;  Know that they can ask someone to stop touching them;  Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.  Identify safe secrets (including surprises) and unsafe secrets;  Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.  Identify how inappropriate touch can make someone feel;  Understand that there are unsafe secrets and secrets that are nice surprises;  Explain that if someone is being touched in a way that they don’t like they have to tell someone in their safety network so they can help it stop. | **Keeping myself safe**  Identify situations which are safe or unsafe;  Identify people who can help if a situation is unsafe;  Suggest strategies for keeping safe.  Define the words danger and risk and explain the difference between the two;  Demonstrate strategies for dealing with a risky situation.  Identify risk factors in given situations;  Suggest ways of reducing or managing those risks.  Identify some key risks from and effects of cigarettes and alcohol;  Know that most people choose not to smoke cigarettes; (Social Norms message)  Define the word 'drug' and understand that nicotine and alcohol are both drugs.  Evaluate the validity of statements relating to online safety;  Recognise potential risks associated with browsing online;  Give examples of strategies for safe browsing online.  Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;  Recognise and describe appropriate behaviour online as well as offline;  Identify what constitutes personal information and when it is not appropriate or safe to share this;  Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.  Demonstrate strategies for assessing risks;  Understand and explain decision-making skills;  Understand where to get help from when making decisions.  Understand that medicines are drugs and suggest ways that they can be helpful or harmful. | **Keeping myself safe**  Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;  Identify situations which are either dangerous, risky or hazardous;  Suggest simple strategies for managing risk.  Identify images that are safe/unsafe to share online;  Know and explain strategies for safe online sharing;  Understand and explain the implications of sharing images online without consent.  Define what is meant by the word 'dare';  Identify from given scenarios which are dares and which are not;  Suggest strategies for managing dares.  Understand that medicines are drugs;  Explain safety issues for medicine use;  Suggest alternatives to taking a medicine when unwell;  Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).  Understand some of the key risks and effects of smoking and drinking alcohol;  Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).  Describe stages of identifying and managing risk;  Suggest people they can ask for help in managing risk.  Understand that we can be influenced both positively and negatively;  Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. | **Keeping myself safe**  Explain what a habit is, giving examples;  Describe why and how a habit can be hard to change.  Recognise that there are positive and negative risks;  Explain how to weigh up risk factors when making a decision;  Describe some of the possible outcomes of taking a risk.  Demonstrate strategies to deal with both face-to-face and online bullying;  Demonstrate strategies and skills for supporting others who are bullied;  Recognise and describe the difference between online and face-to-face bullying.  Define what is meant by a dare;  Explain why someone might give a dare;  Suggest ways of standing up to someone who gives a dare.  Recognise which situations are risky;  Explore and share their views about decision making when faced with a risky situation;  Suggest what someone should do when faced with a risky situation.  Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private;  Recognise that people aren’t always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face;  Know how to protect personal information online;  Recognise disrespectful behaviour online and know how to respond to it.  Understand some of the complexities of categorising drugs;  Know that all medicines are drugs but not all drugs are medicines;  Understand ways in which medicines can be helpful or harmful and used safely or unsafely.  Understand the actual norms around smoking and the reasons for common misperceptions of these.  Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;  Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. | **Keeping myself safe**  Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;  Understand and describe the ease with which something posted online can spread.  Identify strategies for keeping personal information safe online;  Describe safe behaviours when using communication technology.  Know that it is illegal to create and share sexual images of children under 18 years old;  Explore the risks of sharing photos and films of themselves with other people directly or online;  Know how to keep their information private online.  Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;  Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.  Explain how drugs can be categorised into different groups depending on their medical and legal context;  Demonstrate an understanding that drugs can have both medical and non-medical uses;  Explain in simple terms some of the laws that control drugs in this country.  Understand some of the basic laws in relation to drugs;  Explain why there are laws relating to drugs in this country.  Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;  Describe some of the effects and risks of drinking alcohol.  Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;  Explain how these emotional needs impact on people's behaviour;  Suggest positive ways that people can get their emotional need met.  Understand and give examples of conflicting emotions;  Understand and reflect on how independence and responsibility go together. |
| **PSHE Spring 2** |  | **Rights and responsibilities**  Recognise the importance of regular hygiene routines;  Sequence personal hygiene routines into a logical order.  Identify what they like about the school environment;  Recognise who cares for and looks after the school environment.  Demonstrate responsibility in looking after something (e.g. a class pet or plant);  Explain the importance of looking after things that belong to themselves or to others.  Explain where people get money from;  List some of the things that money may be spent on in a family home.  Recognise that different notes and coins have different monetary value;  Explain the importance of keeping money safe;  Identify safe places to keep money;  Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). | **Rights and responsibilities**  Describe and record strategies for getting on with others in the classroom.  Explain, and be able to use, strategies for dealing with impulsive behaviour.  Identify special people in the school and community who can help to keep them safe;  Know how to ask for help.  Identify what they like about the school environment;  Identify any problems with the school environment (e.g. things needing repair);  Make suggestions for improving the school environment;  Recognise that they all have a responsibility for helping to look after the school environment.  Understand that people have choices about what they do with their money;  Know that money can be saved for a use at a future time;  Explain how they might feel when they spend money on different things.  Recognise that money can be spent on items which are essential or non-essential;  Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this. | **Rights and responsibilities**  Define what a volunteer is;  Identify people who are volunteers in the school community;  Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.  Identify key people who are responsible for them to stay safe and healthy;  Suggest ways they can help these people.  Understand the difference between 'fact' and 'opinion';  Understand how an event can be perceived from different viewpoints;  Plan, draft and publish a recount using the appropriate language.  Define what is meant by the environment;  Evaluate and explain different methods of looking after the school environment;  Devise methods of promoting their priority method.  Understand the terms 'income', 'saving' and 'spending';  Recognise that there are times we can buy items we want and times when we need to save for items;  Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)  Explain that people earn their income through their jobs;  Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.) | **Rights and responsibilities**  Explain how different people in the school and local community help them stay healthy and safe;  Define what is meant by 'being responsible';  Describe the various responsibilities of those who help them stay healthy and safe;  Suggest ways they can help the people who keep them healthy and safe.  Understand that humans have rights and also responsibilities;  Identify some rights and also responsibilities that come with these.  Understand the reason we have rules;  Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council);  Recognise that everyone can make a difference within a democratic process.  Define the word influence;  Recognise that reports in the media can influence the way they think about a topic;  Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.  Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;  Recognise that they can play a role in influencing outcomes of situations by their actions.  Understand some of the ways that various national and international environmental organisations work to help take care of the environment;  Understand and explain the value of this work.  Define the terms 'income' and 'expenditure';  List some of the items and services of expenditure in the school and in the home;  Prioritise items of expenditure in the home from most essential to least essential.  Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';  Understand how a payslip is laid out showing both pay and deductions;  Prioritise public services from most essential to least essential. | **Rights and responsibilities**  Identify, write and discuss issues currently in the media concerning health and wellbeing;  Express their opinions on an issue concerning health and wellbeing;  Make recommendations on an issue concerning health and wellbeing.  Understand the difference between a fact and an opinion;  Understand what biased reporting is and the need to think critically about things we read.  Define the differences between responsibilities, rights and duties;  Discuss what can make them difficult to follow;  Identify the impact on individuals and the wider community if responsibilities are not carried out.  Explain what we mean by the terms voluntary, community and pressure (action) group;  Give examples of voluntary groups, the kind of work they do and its value.  State the costs involved in producing and selling an item;  Suggest questions a consumer should ask before buying a product.  Define the terms loan, credit, debt and interest;  Suggest advice for a range of situations involving personal finance.  Explain some of the areas that local councils have responsibility for;  Understand that local councillors are elected to represent their local community. | **Rights and responsibilities**  Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;  Describe the language and techniques that make up a biased report;  Analyse a report also extract the facts from it.  Know the legal age (and reason behind these) for having a social media account;  Understand why people don’t tell the truth and often post only the good bits about themselves, online;  Recognise that people’s lives are much more balanced in real life, with positives and negatives.  Explain some benefits of saving money;  Describe the different ways money can be saved, outlining the pros and cons of each method;  Describe the costs that go into producing an item;  Suggest sale prices for a variety of items, taking into account a range of factors;  Explain what is meant by the term interest.  Recognise and explain that different jobs have different levels of pay and the factors that influence this;  Explain the different types of tax (income tax and VAT) which help to fund public services;  Evaluate the different public services and compare their value.  Explain what we mean by the terms voluntary, community and pressure (action) group;  Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.  Explain what is meant by living in an environmentally sustainable way;  Suggest actions that could be taken to live in a more environmentally sustainable way. |
| **RE** | **Little Acorns**  **PSED 0-3**  Notice and ask questions about differences, such as skin colour, gender, special needs.  **UTW 0-3**  Make connections between the features of their family and other families.  **Great Oak**  **PSED 3-4**  Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.  Continue to develop positive attitudes about the differences between people.  **Reception**  **PSED 3-4**  Develop their sense of responsibility and membership of a community.  **UTW Reception**  Name and describe people who are familiar to them.  Recognise some similarities and differences between life in this country and life in other countries.  Recognise that people have different beliefs and celebrate special times in different ways | **What does it mean to belong to a church or mosque?**  Talk about places of worship and the objects and symbols they might see.  Notice what happens in special places or on special occasions and respond to questions about this | **How and why do people pray?** Find out how Christians and Muslims pray and name some artefacts relating to prayer  Recognise similarities and differences between how Christians and Muslims pray  Ask questions and respond to questions about prayer  Begin to express their own ideas about the meaning of prayer | **What is spirituality and how do people experience this?**  Observe and respond thoughtfully to the ways beliefs and spirituality are expressed through various art forms  Express their beliefs and values through creating a piece of expressive art | **What do the creation stories tell us?**  Re-tell a range of creation stories, making links between them.  Express ideas about creation and suggest meanings for the stories  Express different views and ideas about helping to look after the world around them | **What values are shown in codes for living?**  Investigate and make connections between morals and values found in religious teachings and everyday life.  Identify and explain similarities and differences between Humanist, Muslim, Jewish and Christian values  Apply ideas about values and how people choose to live their lives.  Discuss and give examples of right and wrong, love, forgiveness, truth, consequences and honesty | **What do Christians believe about Jesus’ death and resurrection?**  Explore and summarise how Christians understand the significance of Jesus’ death and resurrection, considering narratives from the Gospels  Express understanding and ask questions about how Jesus’ death is seen as a sacrifice, as a way of forgiveness and salvation. Show understanding of these terms and weigh up what they mean for Christians today  Explain how festivals and seasons are celebrated, including Ascension and Pentecost |