**National curriculum coverage for each year group**

**Theme 2 - 2022 - 2023**

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|  | **Early Years** | **Y1**  **Bradford Remembers**  **Sign up! Sign up!** | **Y2**  **Bradford Remembers**  **Man Down!** | **Y3**  **Bradford Remembers**  **What was life like in the trenches?** | **Y4**  **Bradford Remembers**  **What happened to our women when the Pals were away?** | **Y5**  **Bradford Remembers**  **How do we remember the fallen in war?** | **Y6**  **Bradford Remembers Tommy’s Return** |
| Science | **Little Acorns**  **C & L 0-3 years**  Understand some simple questions about ‘who, what, where’  **UTW 0-3 years**  Explore materials with different properties. Explore natural materials, indoors and outdoors  **Great Oak Nursery**  **C & L 3-4 years**  Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”  **UTW 3-4 years**  Explore collections of materials with similar and/or different properties.  Talk about what they see, using a wide vocabulary.  Begin to make sense of their own life-story and family’s history.  **Reception**  **C & L 3-4 years** Understand why questions  **C & L Reception**  Learn new vocabulary.  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.  Describe events in some detail.  Use talk to help work out problems and organise thinking  and activities, and to explain how things work and why they might happen.  Use new vocabulary in different contexts.  **PSED Reception**  Know and talk about the different factors that support their overall health and wellbeing:  -regular physical activity  -healthy eating  -tooth brushing  -sensible amounts of ‘screen time’  -having a good sleep routine  -being a safe pedestrian  **UTW 3-4 years**  Talk about what they see using a wide vocabulary.  Explore how things work.  Begin to understand the need to repect and care for the natural environment.  **UTW Reception**  Explore the natural world around them. Describe what they see, hear and feel while they are outside. Understand the effect of changing seasons on the natural world around them. | **Animals (including humans):**  Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals  Identify and name a variety of common animals that are carnivores, herbivores and omnivores  Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)  ON-GOING TREE STUDY  Pupils should be taught to:  observe changes across the four seasons  observe and describe weather associated with the seasons and how day length varies  Identifying and classifying  use their observations and ideas to suggest answers to questions.  Gather and record data to help in answering questions. | **Animals (including Humans):**  Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).  Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | **Forces & Magnets**  Pupils will be taught to:  Compare how things move on different surfaces.  Notice that some forces need contact between two objects, but magnetic forces can act at a distance.  Observe how magnets attract or repel each other and attract some materials and not others.  Compare and group together a variety of everyday materials based on whether they are attracted to a magnet, and identify some magnetic materials.  Describe magnets as having two poles.  Predict whether two magnets will attract or repel each other, depending on which poles are facing. | **Electricity**  Pupils should be taught to:  identify common appliances that run on electricity  construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers  identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery  recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit  Recognise some common conductors and insulators, and associate metals with being good conductors | **Working scientifically – Forces –**  Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. I can demonstrate the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. I can show that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. | **Animals (including humans):**  Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood  Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function  Describe the ways in which nutrients and water are transported within animals, including humans. |
| Art & Design | **Little Acorns**  **Expressive arts 0-3 years**  Start to make marks intentionally.  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.  **Physical development 0-3 years**  Develop manipulation and control.  Explore different materials and tools.  **Great Oak**  **Expressive arts 0-3 years**  Start to make marks intentionally.  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.  **3-4 years**  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.  Draw with increasing complexity and detail, such as representing a face with a circle and including details.  **Physical development 0-3 years**  Develop manipulation and control.  Explore different materials and tools.  **Physical development 3-4 years**  Use large-muscle movements to wave flags and streamers, paint and make marks.  **Reception**  **Expressive Arts 3-4 years**  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills.  **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 ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills.  **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.  **Physical development Reception**  Develop their small motor skills so that they can use a range of tools competently, safely and confidently. |  | Not this half term | **Art – Growing Artists**  Pupils will be taught to:  create sketchbooks to record their observations and use them to review and revise 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]  about great artists, architects and designers in history | Drawing: Power prints Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print. | Sculpture and 3D: Interactive installation –  Learning about the features of installation art and how it can communicate a message; exploring the work of Cai Guo-Qiang and discovering how our life experiences can inspire our art; investigating how scale, location and interactive elements affect the way visitors experience installation art. | Not in this theme – doing DT |
| Computing | **Little Acorns**  **Physical development 0-3 years**  Develop manipulation and control  **Great Oak**  **PSED 3-4 years**  Remember rules without needing an adult to remind them  **Physical development 3-4 years**  Match their developing physical skills to tasks and activities in the setting  **Reception**  **PSED Reception**  Show resilience and perseverance in the face of a challenge  **Physical development**  Develop their small motor skills so that they can use a range of  tools competently, safely and confidently  **EA&D**  Explore, use and refine a variety of artistic effects to express  their ideas and feelings. | **Autumn 2 – Creating Media**  **Y1/Y2 -** use technology purposefully to create, organise, store, manipulate and retrieve digital content. | **Autumn 2 – Creating Media**  **Y1/Y2 -** use technology purposefully to create, organise, store, manipulate and retrieve digital content.  **Y2 -** recognise common uses of information technology beyond school. | **Autumn 2 – Creating Media**  **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. | **Autumn 2 – Creating Media**  **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.  **Y4 –** use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.  **Y4 -** use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | **Autumn 2 – Creating Media**  **Y5/Y6 -** 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.  **Y5/Y6 -** use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | **Autumn 2 – Creating Media**  **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.  **Y5/Y6 -** use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. |
| Design & Tech | **Little Acorns**  **UTW 0-3 years**  Explore materials with different properties  Explore natural materials, indoors and outdoors  **Great Oak**  **PSED 3-4 years**  Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them  **Physical Development 3 – 4 years**  Use large-muscle movements to wave flags and streamers,  paint and make marks  **EA&D 3 – 4 years**  Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park  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  **Reception**  **PSED 3 – 4 years**  Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them  **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  **Physical Development - Reception**  Develop their small motor skills so that they can use a range of  tools competently, safely and confidently  **UTW- 3-4 years**  Explore how things work  **EA&D- 3-4 years**  Explore different materials freely, in order to develop their ideas about how to use them and what to make  Create closed shapes with continuous lines, and begin to use these shapes to represent objects    **EA&D – 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 ideas  and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills | Identify some features that would appeal to the client (a mouse) and create a suitable design.  Explain how their design appeals to the mouse.  Make stable structures, which will eventually support the turbine, out of card, tape and glue.  Make functioning turbines and axles that are assembled into the main supporting structure.  Say what is good about their windmill and what they could do better. | Design purposeful, functional, appealing products for themselves and other users based on design criteria.  Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.  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.  Explore and evaluate a range of existing products.  Evaluate their ideas and products against design criteria.  Build structures, exploring how they can be made stronger, stiffer and more stable. | Not taught in this half term | **Not in theme 2.** | Not taught in this half term | 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  Selecting suitable fabrics, using templating, pinning, decorating and stitching to create a waistcoat for a teddy bear. |
| Geography | **Little Acorns**  **UTW 0 – 3 years**  Explore natural materials, indoors and outdoors  **Great Oak**  **UTW 3 -4 years**  Talk about what they see, using a wide vocabulary  **Reception**  **UTW – Reception**  Explore the natural world around them  Describe what they see, feel and hear outside  Understand the effect of changing seasons on the natural world around them | Weather Patterns | Name and locate and identify characteristics of the 4 countries and capital cities of the UK including the surrounding seas.  Use world maps, atlases and globes to identify the UK and its countries as well as countries and continents, including oceans, at this key stage | Locate the worlds countries, using maps to focus on Europe  Describe and understand key aspects of biomes (temperate biome) | **Locational knowledge –** name and locate counties and cities of the United Kingdom. | Bradford Pals - How do we remember the fallen in war?  Location knowledge-  Locate the world’s countries using maps and focusing on Europe. | **Locational knowledge –** name and locate counties and cities of the United Kingdom. |
| History | **Little Acorns**  **C&L 0 – 3 years**  Understand simple questions about who, what, where  **Great Oak**  **UTW 3 -4 years**  Begin to make sense of their own life-story and family’s history | Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.  Identify similarities and differences between ways of life in different periods  They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. | 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.  Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] | Pupils will be taught: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality | ♣ 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 | Bradford Pals - How do we remember the fallen in war?  A study of an aspect or theme of British history that extends pupils chronological knowledge beyond 1066.  A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)  A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.  Who were the Bradford Pals and why did they sign up to fight together in WW1. What happened to them whilst at war? How were they treated when they got home? What were the impacts of the war on the Bradford Pals and the wider world? How did this lead to the beginning of WW2? |
| Languages | N/A | N/A | N/A |  |  |  | The World Around Us. 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. |
| Music | **Little Acorns**  **C&L 0-3 years**  Enjoys singing, music and toys that make sound  **EA&D 0-3 years**  Join in with songs and rhymes, making some sounds  Explore a range of sounds and instruments – ply them in different ways  **Great Oak**  **C&L 3-4 years**  Sing a large repertoire of songs  **EA&D 0-3 years**  Enjoy and take part in action songs  **EA&D 3-4 years**  Respond to what they have heard, expressing their thoughts and feelings  Remember and sing entire songs  **Reception**  **C&L 3-4 years**  Enjoy songs and rhymes, tuning in and paying attention  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 years**  Remember and sing entire songs  **EA&D 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 ideas  and developing their ability to represent them.  Create collaboratively sharing ideas, resources and skills.  Listen attentively, move to and talk about music, expressing their feelings and responses.  Sing in a group or on their own, increasingly matching the pitch and following the melody.  Explore and engage in music making and dance, performing solo or in groups. | Use their voices expressively and creatively by singing songs and speaking chants and rhymes  Play 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. (half term focus on rhythm) | 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. | Pupils will be taught to:  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.  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. | 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 | Trumpets –  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. | Classroom Jazz 2 –  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**  **PD 0-3 years**  Walk, run, jump and climb – start to use stairs independently  Fit themselves into spaces like tunnels, dens, large boxes and move around in them  Enjoy starting to kick, throw and catch a ball  Spin, roll and independently use ropes and swings  **Great Oak**  **PSED 3-4 years**  Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.  Increasingly follow rules, understanding why they are important.  Do not always need an adult to remind them of a rule.  **PD 3-4 years**  Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  Go up steps and stairs, or climb up apparatus, using alternate feet.  Skip, hop, stand on one leg and hold a pose for a game like musical statues.  Use large-muscle movements to wave flags and streamers,  paint and make marks.  Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.  Be increasingly independent, as they get dressed and undressed. For example, putting coats on and doing up zips  **Reception**  **PSED 3-4 years**  Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.  Increasingly follow rules, understanding why they are important.  **PSED – Reception**  Manage their own needs  **PD 3-4 years**  Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  Go up steps and stairs, or climb up apparatus, using alternate feet.  Skip, hop, stand on one leg and hold a pose for a game like musical statues.  Use large-muscle movements to wave flags and streamers,  paint and make marks.  Show a preference for a dominant hand.  Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. **Reception**  **PD – Reception**  Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.  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 outdoors, alone and in a group.  Develop overall body strength, balance, coordination and agility  **EA&D – 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 ideas  and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills.  Listen attentively, move to and talk about music, expressing their feelings and responses.  Watch and talk about dance and performance art, expressing their feelings and responses.  Explore and engage in music making and dance, performing solo or in groups. | Football  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. Participate in team games, developing simple tactics for attacking and defending | 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 | **Golf**  Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.  Develop flexibility, strength, technique, control and balance.  Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | **Swimming**  Swim competently, confidently and proficiently over a distance of 25m  Use a range of strokes effectively  Perform safe self-rescue in different water-based situations.  **Dance**  Perform dances using a range of movement patterns  Develop flexibility, strength, technique and balance  Collaborate and learn to evaluate and recognise their own success.  Compare their performances with the previous ones to demonstrate improvement to achieve their personal best. | **Orienteering – Sports UK**  Take part in outdoor and adventurous activity challenges both individually and within a team | Hockey Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.  Compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| PSHEE | **Little Acorns**  **PSED 0-3 years**  Develop friendship with other children  Feel strong enough to develop a range of emotions  Grow in independence, rejecting help  **Great Oak**  **C&L 3 – 4 years**  Can start a conversation with an adult or a friend and continue it for many turns  **PSED 3 – 4 years**  Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.  Develop their sense of responsibility and membership of a community.  Play with one or more other children, extending and elaborating play ideas.  Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.  Increasingly follow rules, understanding why they are important.  Do not always need an adult to remind them of a rule.  Develop appropriate ways of being assertive.  Talk with others to solve conflicts.  Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.  Begin to understand how others might be feeling.  **UTW 3 – 4 years**  Begin to make sense of their own life story and family’s history  Show interest in different occupations  Continue developing positive attitudes about the differences between people  **Reception**  **C&L 3 – 4 years**  Be able to express point of view and to debate when they disagree with an adult or a friend using words as well as actions  **C&L Reception**  Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen  Develop social phrases  **PSED 3 – 4 years**  Develop their sense of responsibility and membership of a community  Help to find solutions to conflicts and rivalries  Increasing follow rules  Begin to understand how others might feel  **PSED – Reception**  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.  **PD – Reception**  Further develop their skills they need to manage the school day successfully:  -lining up and queuing  -mealtimes | Identify the differences and similarities between people;  Empathise with those who are different from them;  Begin to appreciate the positive aspects of these differences.  Explain the difference between unkindness, teasing and bullying;  Understand that bullying is usually quite rare.  Explain some of their school rules and how those rules help to keep everybody safe.  Identify some of the people who are special to them;  Recognise and name some of the qualities that make a person special to them.  Recognise and explain what is fair and unfair, kind and unkind;  Suggest ways they can show kindness to others. | Identify some of the physical and non-physical differences and similarities between people;  Know and use words and phrases that show respect for other people.  Recognise and explain how a person's behaviour can affect other people.  Identify people who are special to them;  Explain some of the ways those people are special to them.  Explain how it feels to be part of a group;  Explain how it feels to be left out from a group;  Identify groups they are part of;  Suggest and use strategies for helping someone who is feeling left out.  Recognise and describe acts of kindness and unkindness;  Explain how these impact on other people's feelings;  Suggest kind words and actions they can show to others;  Show acts of kindness to others in school.  Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);  Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships. | Recognise that there are many different types of family;  Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'  Define the term 'community';  Identify the different communities that they belong to;  Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.  Reflect on listening skills;  Give examples of respectful language;  Give examples of how to challenge another's viewpoint, respectfully.  Explain that people living in the UK have different origins;  Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;  Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together.  Recognise the factors that make people similar to and different from each other;  Recognise that repeated name calling is a form of bullying;  Suggest strategies for dealing with name calling (including talking to a trusted adult).  Understand and explain some of the reasons why different people are bullied;  Explore why people have prejudiced views and understand what this is. | Define the terms 'negotiation' and 'compromise';  Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.  Understand that they have the right to protect their personal body space;  Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;  Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.  Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);  Give examples of features of these different types of relationships, including how they influence what is shared.  List some of the ways that people are different to each other (including differences of race, gender, religion);  Recognise potential consequences of aggressive behaviour;  Suggest strategies for dealing with someone who is behaving aggressively.  List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);  Define the word respect and demonstrate ways of showing respect to others' differences.  Understand and identify stereotypes, including those promoted in the media. | Define some key qualities of friendship;  Describe ways of making a friendship last;  Explain why friendships sometimes end.  Rehearse active listening skills:  Demonstrate respectfulness in responding to others;  Respond appropriately to others.  Develop an understanding of discrimination and its injustice, and describe this using examples;  Empathise with people who have been, and currently are, subjected to injustice, including through racism;  Consider how discriminatory behaviour can be challenged.  Identify and describe the different groups that make up their school/wider community/other parts of the UK;  Describe the benefits of living in a diverse society;  Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.  Understand that the information we see online, either text or images, is not always true or accurate;  Recognise that some people post things online about themselves that aren’t true, sometimes this is so that people will like them;  Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.  Identify the consequences of positive and negative behaviour on themselves and others;  Give examples of how individual/group actions can impact on others in a positive or negative way. | Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;  Suggest strategies for dealing with bullying, as a bystander;  Describe positive attributes of their peers.  Know that all people are unique but that we have far more in common with each other than what is different about us;  Consider how a bystander can respond to someone being rude, offensive or bullying someone else;  Demonstrate ways of offering support to someone who has been bullied.  Demonstrate ways of showing respect to others, using verbal and non-verbal communication.  Understand and explain the term prejudice;  Identify and describe the different groups that make up their school/wider community/other parts of the UK;  Describe the benefits of living in a diverse society;  Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.  Explain the difference between a friend and an acquaintance;  Describe qualities of a strong, positive friendship;  Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).  Define what is meant by the term stereotype;  Recognise how the media can sometimes reinforce gender stereotypes;  Recognise that people fall into a wide range of what is seen as normal;  Challenge stereotypical gender portrayals of people. |
| RE | **Little Acorns**  **PSED 0-3 years**  Notice and ask questions about differences, such as skin colour, gender, special needs  **UTW 0-3 years**  Make connections between features of their families and others  **Great Oak**  **PSED 3-4 years**  Develop their sense of responsibility and membership of a community  **UTW 3-4 years**  Continue to develop positive attitudes about the differences between people  **Reception**  **PSED 3-4 years**  Develop their sense of responsibility and membership of a community  **PSED Reception**  See themselves as a valuable individual.  Think about the perspectives of others.  **UTW 3-4 years**  Continue to develop positive attitudes about the differences between people  **UTW Reception**  Name and describe people who are familiar to them.  Recognise that people have different beliefs and celebrate special times in different ways. | Name some celebrations and talk about how these are celebrated  Talk about their experiences and feelings connected to celebrations or customs  Notice what happens and respond to questions about the meanings of religious celebrations | Re-tell stories about religious and non-religious rules, suggesting some meanings  Find out about and give examples of different religious rules  Begin to express ideas about what makes a good rule and why these are important in helping people to live together co-operatively | Re-tell some Jewish stories and consider their importance.  Discover how Jews express their faith through rituals and actions.  Express ideas about the rituals and practices which demonstrate belonging to a community | Explore and describe ways beliefs and values are expressed in different religions through symbols and actions  Give examples of ways in which people show they belong  Explain why belonging to a community may be valuable but also challenging | Identify and explain features of some special places and journeys  Suggest reasons why special places and journeys inspire people  Investigate places of pilgrimage and reflect on the challenges involved in the journey | Summarise some features of Sikh practice (e.g. sewa, prayer) in the home and in the community  Using a developing religious vocabulary, explain and give reasons for some Sikh beliefs and symbols (e.g. Khanda, 5Ks) considering the meanings behind them  Discuss and apply ideas about Sikh practices and beliefs, recognising the challenges and value of belonging to the Sikh community |