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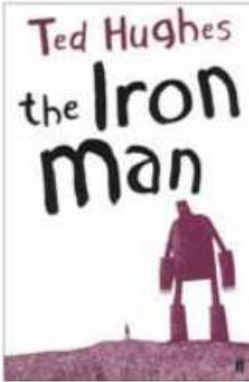
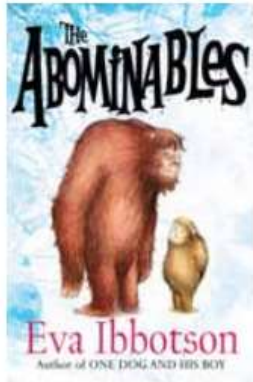
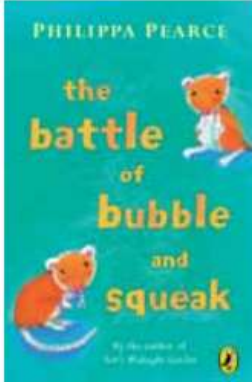

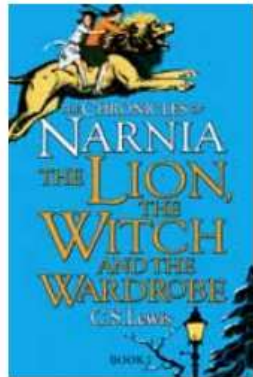

# KS1 & Lower KS2 Curriculum Overview

2024-2025

## Lower Key Stage 2 Curriculum Overview 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Engage Activity</b>	<ul style="list-style-type: none"> <li>Visit to Derby Museum (Stone age)</li> <li>Arbor Low/Nine Ladies</li> </ul>	<ul style="list-style-type: none"> <li>Mountaineering day – find out about equipment, safety etc</li> <li>Visit to clip n climb</li> </ul>	<ul style="list-style-type: none"> <li>Visit to Derby Museum (mummies)</li> <li>Derby Riverboat Trip</li> </ul>	<ul style="list-style-type: none"> <li>Chef visit</li> </ul>	<ul style="list-style-type: none"> <li>Ancient Greeks</li> <li>Olympics Day</li> </ul>	<ul style="list-style-type: none"> <li>Beeston Canal Heritage Visit</li> </ul>
<b>Inspire Day</b>	<b>Autumn Antics:</b> <ul style="list-style-type: none"> <li>Harvest</li> <li>Pumpkin carving</li> </ul>	<b>Winter Religious Festivals Day:</b> <ul style="list-style-type: none"> <li>Diwali</li> <li>Chanukah</li> <li>Christmas</li> </ul>	<b>Chinese New Year</b>	<b>World Book Day Spring Religious Festivals Day:</b> <ul style="list-style-type: none"> <li>Easter</li> <li>Pesach</li> <li>Eid al-Fitr</li> </ul>	<b>May Day Festival</b>	<b>Summer Celebration Day</b> <ul style="list-style-type: none"> <li>Whole School Enterprise Project</li> <li>Open Day</li> </ul>
<b>Forest Schools</b>	<b>Forest School Safety</b> <ul style="list-style-type: none"> <li>Co-construct safety rules for Forest School area</li> <li>Explore the area with reference to safe risk taking</li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li>Identifying shapes in natural objects.</li> <li>Comparing homes and habitats for humans/ animals. Identifying natural materials.</li> <li>Constructing structures of different sizes.</li> </ul>	<b>Shelter</b> <ul style="list-style-type: none"> <li>Identify different animals and insects that use forest school. Identify how they shelter from dangers</li> <li>Explore waterproof materials</li> <li>Construct a shelter for yourself and for animals</li> </ul>	<b>Warmth</b> <ul style="list-style-type: none"> <li>How to stay warm in cold weather</li> <li>Identify changes seen during winter.</li> <li>Identify how animals stay warm</li> <li>Explore materials for insulation and warmth</li> </ul>	<b>Plants</b> <ul style="list-style-type: none"> <li>Identify how plants grow</li> <li>Prepare vegetable beds</li> <li>Sow seeds</li> <li>Maintain veg beds</li> </ul>	<b>Materials</b> <ul style="list-style-type: none"> <li>Identify different materials around forest school.</li> <li>Explore uses for different materials.</li> </ul> <b>Tools</b> <ul style="list-style-type: none"> <li>Main outcomes of learning sequence Draw up safety rules for tool use. Identify uses for each tool Explore using different tools safely</li> <li>Construct a carved model/tool</li> </ul>	<b>Food</b> <ul style="list-style-type: none"> <li>Identify sources of food</li> <li>Harvest and identify foods from veg beds</li> <li>Observational drawing of foods</li> <li>Cook and eat foods harvested</li> </ul>

<b>Read Write Inc.</b>	Read Write Inc. is closely matched to the National Curriculum in England 2014.
<b>Word Reading</b>	Apply phonic knowledge and skills to decode words. Reading green words and story green words. Read high frequency words – these are taught as red words.
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>▪ Develop pleasure in reading.</li> <li>▪ Daily BSL stories, fiction and nonfiction texts.</li> <li>▪ Sequence events in stories.</li> <li>▪ Make inferences and predictions</li> </ul>
<b>Transcription</b>	<p><b>Sounds are introduced sequentially in a structured and systematic way:</b></p> <ul style="list-style-type: none"> <li>▪ Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h sh r / j v y w / th z ch qu x ng nk</li> <li>▪ Set 2 Speed sounds teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy</li> <li>▪ Set 3 Speed sounds is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ur</li> </ul> <p><b>Get Writing activities:</b></p> <ol style="list-style-type: none"> <li>1. Play 'Fred Rhythms' to learn to spell the words – encoding</li> <li>2. Play 'Fred Fingers' to memorise the spelling – encoding</li> <li>3. Carry out a spelling check – encoding</li> <li>4. Take a spelling test – encoding</li> <li>5. Hold a sentence – encoding</li> <li>6. Build a sentence – language comprehension and encoding</li> <li>7. Edit for spelling and punctuation – language comprehension and encoding</li> <li>8. Write About</li> </ol> <p>Name Letters of the alphabet</p>
<b>Handwriting</b>	<p>Sit and hold pencil correctly.'</p> <p>Begin to form lower case letters in correct direction.'</p> <p>Capital letters.'</p> <p>'Digits 0-9.</p>
<b>Composition</b>	Extended pieces of writing, applying developing phonic knowledge and language comprehension

<b>Vocabulary grammar and punctuation</b>	Children are taught to use capital letters at the start of sentences, for names and for the word 'I'.					
<b>Read Write Inc- Fresh Start</b>	Texts matched to children's increasing knowledge of phonics and 'tricky' words. Reading and Writing activities					
<b>Reading</b>	<p><b>The Iron Man</b> Ted Hughes</p> 	<p><b>The Abominables</b> Eva Ibbotson</p> 	<p><b>The Battle of Bubble and Squeak</b> Philippa Pearce</p> 	<p><b>Hansel and Gretel</b> Anthony Browne</p> 	<p><b>The Lion the Witch and the Wardrobe</b> C S Lewis</p> 	<p><b>The Sheep Pig</b> Dick King Smith</p> 
<b>BSL</b>	<ul style="list-style-type: none"> <li>▪ About me</li> <li>▪ Sign names</li> <li>▪ Daily routine at school – 4 weeks</li> <li>▪ Deaf role models</li> </ul>		<ul style="list-style-type: none"> <li>▪ Food and drinks</li> <li>▪ What we do/don't hear</li> <li>▪ Farm animals</li> <li>▪ Communication and language differences</li> </ul>		<ul style="list-style-type: none"> <li>▪ Weather and Seasons</li> </ul> <p><b><u>Deaf Inspirations:</u></b></p> <ul style="list-style-type: none"> <li>▪ Project topic TBC</li> </ul>	

**SaLT**

**Social Thinking**

**Principles:**

- Coloured zones
- Green strategies
- Mood and attitude

**Language skills:**

- Blanks 2/3
- Descriptions
- Emotions vocabulary

**Communication skills:**

- People reading
- Group discussion
- Impact and consequence

**Narrative: Zog**

**Watch clip/recap Sequence Play script Activity**

**Principles:**

- Retelling a story using characters
- Understanding a narrative

**Language skills:**

- Expressive language using direct speech/BSL
- Understanding story sequence

**Communication skills:**

- Shared peer interaction
- Negotiating parts and turns
- Social confidence

**Blanks: Lego films**

**Watch clip/recap Activity Prediction or explanation**

**Principles:**

- Use and develop language for thinking at suitable blanks level.

**Language Skills:**

- Level 1: Naming
- Level 2: Describing
- Level 3: Retelling
- Level 4: Predicting, Justifying

**Communication skills:**

- Giving opinions, creating ideas, inferring, predicting.

**Memory Games**

**Recall task Memory game Circle time**

**Principles:**

- Learn and practice memory strategies

**Language Skills:**

- Memorise, retrieve and recall
- Social interaction

**Communication skills:**

- Working with others
- Sharing strategies

**Lego Therapy**

**Principles:**

- Using Lego Therapy principles. Groups of 2-4 undertaking roles of: Engineer, Builder, Supplier

**Language Skills:**

- Describe, Request, Decline, Repeat, Rephrase, Clarify, Explain

**Communication Skills:**

- Team working
- Problem Solving
- Perspective Taking
- Flexibility

**Vocabulary Boosters**

**Weekly topic vocabulary Story Flashcards Creative activity**

**Principles:**

- Naming and associating words
- Vocabulary

**Language Skills:**

- Ask/respond 'what is it?'

**Communication Skills:**

- Applying new vocabulary in context

<b>Maths</b>	<b>Stage 1</b>		<b>Stage 2</b>		<b>Stage 2</b>	
	<ul style="list-style-type: none"> <li>▪ Multiplication and Division</li> <li>▪ Fractions</li> <li>▪ Position and Direction</li> <li>▪ Place Value (within 100)</li> <li>▪ Money</li> <li>▪ Time</li> </ul>		<ul style="list-style-type: none"> <li>▪ Place Value</li> <li>▪ Addition and Subtraction</li> <li>▪ Money</li> <li>▪ Multiplication and Division</li> </ul>		<ul style="list-style-type: none"> <li>▪ Multiplication and Division</li> <li>▪ Statistics</li> <li>▪ Properties of Shape</li> <li>▪ Fractions</li> <li>▪ Length and Height</li> </ul>	
	<b>Stage 2</b>		<b>Stage 2</b>		<b>Stage 2</b>	
<b>Science</b>	<b>Animals including Humans</b>		<b>Light</b>		<b>Forces and Magnets</b>	
	<ul style="list-style-type: none"> <li>▪ Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food – they get</li> </ul>		<ul style="list-style-type: none"> <li>▪ Recognise that they need light in order to see things, and that dark is the absence of light.</li> <li>▪ Notice that light is reflected from surfaces.</li> <li>▪ Recognise that light from the sun can be</li> </ul>		<ul style="list-style-type: none"> <li>▪ Compare how things move on different surfaces.</li> <li>▪ Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>▪ Observe how magnets attract or repel each other and attract some materials and not others.</li> <li>▪ Compare and group together a variety of everyday materials on the basis of whether</li> </ul>	
	<b>Plants</b>		<b>Rocks</b>			
<ul style="list-style-type: none"> <li>▪ Identify and describe the functions of different parts of flowering plants: roots; stem/trunk; leaves; and flowers.</li> <li>▪ Explore the requirements of plants for life and</li> </ul>		<ul style="list-style-type: none"> <li>▪ Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>▪ Describe in simple terms how fossils are formed when</li> </ul>				

	<p>nutrition from what they eat.</p> <ul style="list-style-type: none"> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<p>dangerous and that there are ways to protect their eyes.</p> <ul style="list-style-type: none"> <li>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</li> <li>Find patterns in the way that the size of shadows change.</li> </ul>	<p>they are attracted to a magnet, and identify some magnetic materials.</p> <ul style="list-style-type: none"> <li>Describe magnets as having two poles.</li> <li>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<p>growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <ul style="list-style-type: none"> <li>Investigate the way in which water is transported within plants.</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<p>things that have lived are trapped within rock.</p> <ul style="list-style-type: none"> <li>Recognise that soils are made from rocks and organic matter.</li> </ul>	
<b>History</b>	<p><b>Enquiry Question:</b></p> <ul style="list-style-type: none"> <li>How did the Stone Age, Bronze Age and Iron Age people affect our lives?</li> </ul>	<p><b>Enquiry Question:</b></p> <ul style="list-style-type: none"> <li>Who conquered mountains and oceans?</li> </ul>	<p><b>Enquiry Question:</b></p> <ul style="list-style-type: none"> <li>Why was (and is) the Nile so important to Egyptian life?</li> </ul>	<p><b>Enquiry Question:</b></p> <ul style="list-style-type: none"> <li>How have human diets changed?</li> </ul>	<p><b>Enquiry Question:</b></p> <ul style="list-style-type: none"> <li>How did the Ancient Greeks affect our lives?</li> </ul>	<p><b>Enquiry Question:</b></p> <ul style="list-style-type: none"> <li>How did canals contribute to changes in British society?</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>Counties and Cities in the UK</li> <li>Land use in the UK (deforestation)</li> <li>Compare different land use – farm, factory.</li> </ul>	<ul style="list-style-type: none"> <li>Climate Zones</li> <li>The Water Cycle</li> </ul>	<ul style="list-style-type: none"> <li>France (Germany rotation)</li> <li>Comparing the UK with France/ (Germany)</li> <li>Weather and Climate</li> <li>Human and Physical features- landmarks.</li> </ul>			

<b>Art &amp; Design</b>	Cave art Media: charcoals, working on textured surfaces, painting with natural materials	Monet (impressionist painter) Explore his life and work <b>Media: light and colour</b>	Egyptian self portrait	Japanese food art	<b>Sculpture</b> Make and decorate an Ancient Greek clay pot from air-drying clay	Make a canal boat using junk modelling Use water colours
<b>Design &amp; Technology</b>	Structures	Hydraulic monster	Levers and linkages	3D board game	Chocolate moulds	Carnival hat/float
<b>Food Technology</b>	<b>Eatwell plate</b> <b>Practical work will include:</b> <ul style="list-style-type: none"> <li>▪ Investigating different varieties of apples.</li> <li>▪ Baked apples</li> <li>▪ Apple muffins</li> <li>▪ Apple and cinnamon rings</li> <li>▪ Vegetable samosas</li> <li>▪ Vegetable skewers</li> <li>▪ Different types of bread</li> <li>▪ Pizza</li> <li>▪ Winter Vegetable soup</li> <li>▪ Baked stuffed onions</li> <li>▪ Festive baking</li> </ul>		<b>Food around the World</b> Portion sizes Use an increasing range of equipment Recognise and name an increasing range of food.  <b>Practical work will include:</b> <ul style="list-style-type: none"> <li>▪ Pancakes</li> <li>▪ Egg custards</li> <li>▪ Potato cakes</li> <li>▪ Beetroot and cheese parcels</li> <li>▪ Chocolate tasting</li> <li>▪ Chocolate and Beetroot muffins</li> </ul>		<b>Food storage</b> Food from different animals. Food from different parts of the plant. Food grown in different climates.  <b>Practical work will include:</b> <ul style="list-style-type: none"> <li>▪ Buried treasure recipe</li> <li>▪ Sunset Pasta salad</li> <li>▪ Broccoli and Bean salad</li> <li>▪ Garlic and herb pinwheels</li> <li>▪ Tomato and Basil salad</li> <li>▪ Courgette and tomato chutney</li> </ul>	



<b>Music</b>	<p><b>Exploring elements of music through Graphic score</b></p> <ul style="list-style-type: none"> <li>▪ Explore the concepts of fast/slow, loud/quiet through graphic representation of size and shape.</li> <li>▪ Submit and introduce the idea that different shapes/colours may represent different instruments.</li> <li>▪ Pupils to practice performance of Graphic scores through imitation and demonstration.</li> <li>▪ Pupils will create and perform their own Graphic scores.</li> </ul>	<p><b>Pitch and duration</b></p> <ul style="list-style-type: none"> <li>▪ Use some aspects of the previous Graphic score topic to introduce the idea of pitch and low and high.</li> <li>▪ Introduce pupils to the pitch colour coding system established at RSDD.</li> <li>▪ Through various listening activities, practical activities and assessments allow pupils to explore different pitches from low to high.</li> <li>▪ Along with this, introduce ideas of long and short sounds across different pitch ranges, exploring duration in parallel to pitch.</li> <li>▪ Return to the dynamic and tempo based elements of term 1, showing pupils how pitch also fits in with these elements.</li> </ul>	<p><b>Exploring musical skills part 2</b></p> <ul style="list-style-type: none"> <li>▪ Begin introducing pupils to traditional note durations (crotchet, minim, quavers, triplets semiquavers), include the vocabulary but focus primarily on accurate performance of these concepts.</li> <li>▪ Create basic rhythmic lines that pupils can use to practice performing note durations.</li> <li>▪ Once this is mastered to a suitable degree add in traditionally written dynamics to this and also spend some time exploring accented rhythms.</li> <li>▪ Introduce the words dynamics, and tempo as descriptors of what they are doing.</li> </ul>
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## Computing

Throughout the year students will use a variety of software including presentation, spreadsheets, word processing, databases and desktop publishing to develop and extend their transferable computer skills.  
 Their programming knowledge will be supported through use of text based programming (Python) and graphical based programming (Scratch).  
 They will also be given the opportunity to increase their awareness of theoretical topics connected to Computing and will also be able to explore hardware. Online safety and awareness will be integrated throughout the year

<p><b>Communication and Networks</b></p> <ul style="list-style-type: none"> <li>The use of different Internet services and develop an awareness of how to do so safely</li> </ul> <p><b>Algorithms</b></p> <ul style="list-style-type: none"> <li>How to create algorithms and programs using sequence, repetition, selection and loops</li> <li>How to explain what is happening in a program</li> </ul> <p><b>Data</b></p> <ul style="list-style-type: none"> <li>What is meant by data and how it is used.</li> </ul>	<p><b>Communication and Networks</b></p> <ul style="list-style-type: none"> <li>The difference between the Internet and the World Wide Web</li> <li>How people affect a network</li> <li>How computers collect data</li> </ul> <p><b>Hardware and Processing</b></p> <ul style="list-style-type: none"> <li>The difference between hardware and software and how they work</li> </ul> <p><b>Data</b></p> <ul style="list-style-type: none"> <li>The difference between data and information</li> </ul>	<p><b>Algorithms Programming and Development</b></p> <ul style="list-style-type: none"> <li>How to design solutions that use two-way selection</li> </ul> <p>This half terms work builds upon knowledge from Autumn 1 in a different programming context</p>	<p><b>Communication and Networks</b></p> <ul style="list-style-type: none"> <li>The need for and how to use Safe Search</li> <li>What is acceptable/unacceptable behaviour when using digital technologies and online services</li> </ul> <p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>How to create, sort and search in a flat file database</li> </ul>	<p><b>Programming and Development</b></p> <ul style="list-style-type: none"> <li>Concatenation</li> <li>Variables</li> </ul> <p><b>Algorithms Programming and Development</b></p> <ul style="list-style-type: none"> <li>How to create algorithms and programs using sequence, repetition, selection and loops</li> <li>How to explain what is happening in a program</li> </ul> <p>This half term again builds upon knowledge from Autumn 1, Spring 1 in a different programming context</p>	<p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>How to keep safe and secure in an online world</li> </ul>
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<b>Religious Education</b>	L2.7 What does it mean to be a Christian in Britain today?	L2.5 Why are festivals important to religious communities?	L2.1 What do different people believe about God?	L2.4 Why do people pray?	L2.2 Why is the Bible so important for Christians today?
<b>Physical Education</b>	<p><b>Striking and Fielding</b></p> <p><b>Fielding</b></p> <p><b>Throw and catch</b></p> <ul style="list-style-type: none"> <li>▪ With a partner</li> <li>▪ To self</li> <li>▪ At different heights and distances</li> </ul> <p>▪ <b>Intercept the ball</b></p> <ul style="list-style-type: none"> <li>▪ At different heights and angles</li> </ul> <p><b>Batting</b></p> <p><b>Strike the ball</b></p> <ul style="list-style-type: none"> <li>▪ Different directions and different height.</li> </ul> <p><b>Bowling</b></p> <ul style="list-style-type: none"> <li>▪ With accuracy</li> <li>▪ Underarm bowl</li> </ul> <p><b>Attack and defend</b></p> <ul style="list-style-type: none"> <li>▪ Awareness that they are trying to outwit an opponent</li> <li>▪ When fielding cover all spaces and be aware of the batters strengths and cover areas</li> </ul> <p><b>Tactics</b></p> <ul style="list-style-type: none"> <li>▪ Understand simple tactics of the game</li> <li>▪ Demonstrate simple tactics</li> <li>▪ Understand and follow the rules</li> </ul>	<p><b>Dance</b></p> <p><b>Control and coordination.</b></p> <ul style="list-style-type: none"> <li>▪ Move with fluency and control</li> <li>▪ Make simple and more complex shapes with the body</li> <li>▪ Change of speed, direction and level</li> </ul> <p><b>Travel</b></p> <ul style="list-style-type: none"> <li>▪ On feet in a variety of ways i.e. hands</li> <li>▪ other body parts</li> </ul> <p><b>Perform</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate mood and feeling</li> <li>▪ Copy , repeat and begin to create routines</li> </ul> <p>A range of dance themes</p>	<p><b>Trampolining and Gymnastics</b></p> <p><b>Performance of a range of gymnastics skills e.g.</b></p> <ul style="list-style-type: none"> <li>▪ Shapes – tuck and star</li> <li>▪ Rolls – forward</li> <li>▪ Twists – half and full</li> <li>▪ Seated landing – seat</li> <li>▪ Combination of movements</li> </ul> <p><b>Sequences</b></p> <ul style="list-style-type: none"> <li>▪ Copy and repeat sequences/routines</li> </ul> <p><b>Body shapes</b></p> <ul style="list-style-type: none"> <li>▪ Curled</li> <li>▪ Stretched</li> <li>▪ Wide</li> <li>▪ Tall</li> </ul> <p><b>Balance</b></p> <ul style="list-style-type: none"> <li>▪ Greater degree of control and variety</li> </ul> <p><b>Control</b></p> <ul style="list-style-type: none"> <li>▪ Change of speed and direction</li> <li>▪ Travels with fluency</li> </ul> <p><b>Rotation (taking weight)</b></p> <ul style="list-style-type: none"> <li>▪ Different body parts</li> <li>▪ Different directions</li> </ul>	<p><b>Athletics</b></p> <p><b>Track events</b></p> <p><b>Running</b></p> <ul style="list-style-type: none"> <li>▪ 25m</li> <li>▪ 50m</li> <li>▪ 75m</li> <li>▪ 100m</li> <li>▪ Relay</li> </ul> <p><b>Field events</b></p> <ul style="list-style-type: none"> <li>▪ Discus</li> <li>▪ Shot putt</li> <li>▪ Javelin</li> <li>▪ Long jump</li> </ul> <p><b>Explore travelling</b></p> <ul style="list-style-type: none"> <li>▪ Running at different speeds</li> <li>▪ Controlled take-offs and landings</li> </ul>	

	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>▪ Build water confidence</li> <li>▪ Breathing</li> <li>▪ Safe entries</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>▪ Introduce water safety skills</li> <li>▪ Safe entries</li> </ul>		<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>▪ Basic skills needed to build swimming ability</li> <li>▪ Streamlining strokes</li> </ul>	<p><b>Cycling</b></p> <ul style="list-style-type: none"> <li>▪ Gain the confidence and skills to work towards riding a pedal bike independently</li> </ul>	<p><b>Cycling</b></p> <ul style="list-style-type: none"> <li>▪ Gain the confidence and skills to work towards riding a pedal bike independently</li> </ul>
<p><b>PSHE/Wellbeing</b></p>	<p><b>Relationships – How can we be a good friend?</b></p> <ul style="list-style-type: none"> <li>▪ How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</li> <li>▪ How to recognise if others are feeling lonely and excluded and strategies to include them</li> <li>▪ How to build good friendships, including identifying qualities that contribute to positive friendships</li> </ul> <p><b>Relationships – What are families like?</b></p> <ul style="list-style-type: none"> <li>▪ How families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</li> <li>▪ How common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</li> <li>▪ How people within families should care for each other and the different ways they demonstrate this</li> <li>▪ How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</li> </ul>	<p><b>Health and Wellbeing – Why should we eat well and look after our teeth?</b></p> <ul style="list-style-type: none"> <li>▪ How to eat a healthy diet and the benefits of nutritionally rich foods</li> <li>▪ How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular dentist visits</li> <li>▪ How not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</li> <li>▪ How people make choices about what to eat and drink, including who or what influences these</li> <li>▪ How, when and where to ask for advice and help about healthy eating and dental care</li> </ul> <p><b>Health and wellbeing – What keeps us safe, including online?</b></p> <ul style="list-style-type: none"> <li>▪ Their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</li> <li>▪ How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</li> </ul>	<p><b>Health and wellbeing – What keeps us safe?</b></p> <ul style="list-style-type: none"> <li>▪ How to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</li> <li>▪ How to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</li> </ul> <p><b>Health and wellbeing – Keeping safe</b></p> <ul style="list-style-type: none"> <li>▪ How everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</li> <li>▪ How to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns</li> <li>▪ What to do in an emergency, including calling for help (BSL999) and speaking/communicating with the emergency services</li> </ul>			

## Citizenship/ Careers

### **Relationships – How can we be a good friend?**

- that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences
- how to recognise if a friendship is making them unhappy, feel
- uncomfortable or unsafe and how to ask for support

### **Living in the wider world – What makes a community?**

- How they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups
- What is meant by a diverse community; how different groups make up the wider/local community around the school, inc the deaf community
- How the community helps everyone to feel included and values
- Different contributions that people make
- How to be respectful towards people who may live differently to them

### **Health and Wellbeing – Why should we keep active and sleep well?**

- How regular physical activity benefits bodies and feelings
- How to be active on a daily and weekly basis - how to balance time online with other activities
- How to make choices about physical activity, including what and who influences decisions
- How the lack of physical activity can affect health and wellbeing
- How lack of sleep can affect the body and mood and simple routines that support good quality sleep
- How to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried

### **Living in the wider world – The jobs people do**

- Different jobs that people do including those that care for others
- Gender stereotypes in jobs
- Different clothes for different jobs
- Meet the community police officer

### **Living in the wider world - recycling**

- Why we recycle
- What can we recycle
- How this affects the environment

### **Contributing to the community/working together**

- Participate in a whole school enterprise project which benefits the community/charity

### **Careers**

- My achievements this year
- The skills I have learnt

