Class	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Theme Descriptor	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolutions.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolutions.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolutions.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolutions.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolutions.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolutions.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolutions.
Central Idea	Personal choices can impact the environment.	People have a responsibility to understand how to look after living things (plants).	Human behaviour can affect the survival of our planet.	People can go on vacation to explore different communities.	Children encounter a range of risk, challenges and opportunities.	Maintaining peace and resolving conflict can help humans to live harmoniously.	The rights of a child provide opportunities for life
Lines of inquiry							
Line of Inquiry 1 - multi-structural	An inquiry into the different things that can affect the environment.	An inquiry into different kinds of plants.	An inquiry into animal habitats within our planet.	An inquiry into what a vacation is.	An inquiry into the opportunities children have.	An inquiry into different kinds of conflict.	An inquiry into the rights of a child
Line of Inquiry 2- relational	An inquiry into how the environment is affected.	An inquiry into how to look after plants.	An inquiry into human causes of endangerment (causation)	An inquiry into tourism opportunities.	An inquiry into the challenges have around the world.	An inquiry into the ways to maintain peace.	An inquiry into how children's rights are exercised
Line of Inquiry 3 - extended abstract	An inquiry into how I can make a positive impact on the environment.	An inquiry into our responsibility to the natural world.	An inquiry into conservation efforts (responsibility)	An inquiry into the effects of tourism on a location.	An inquiry into how history affects opportunities and the effect this has on a locality.	An inquiry into the effects of conflict.	An inquiry into the impact when there is an absence of equal opportunities
SDGs	12	15	14 & 15	8	10	16	10
Key text	Somebody Swallowed Stanley Old Enough To Save The Planet	Iola plants a garden, the amazing life cycle of plants Jaspers Beanstalk	https://www.amazon.co.uk/Why-Caps-Melting-Lets-Read-Find-Out/dp/0060546719/ref=sr_1_1?crid=1VK59DEXCES5F&keywords=why+are+the+ice+caps+melting&qid=1644146258&sprefix=why+are+the+ice+caps+melting%2Caps%2C107&sr=8-1	Great adventures https://www.amazon.co.uk/Alastair-Humphreys-Great-Adventurers/dp/1787416267/ref=pd_sbs_11/261-2170416-4298105?pd_rd_w=7mDHL&pf_rd_p=c07415a0-09a7-4604-aaca-c3fcee246443&pf_rd_r=NY146H64RKXDM46TDY8P&pd_rd_r=fb1b658b-1e55-45c7-86e3-89c1242f7f73&pd_rd_wg=88fOs&pd_rd_i=1787416267&psc=1The Boy who biked the world: on the road to Africa https://www.amazon.co.uk/Boy-Who-Biked-World-Africa/dp/1903070759 Strangeworlds Travel Agency https://www.amazon.co.uk/Strangeworlds-Travel-Agency-L-Lapinski/dp/1534483527/ref=tmm_pap_swatch_0?_encoding=UTF8&qid=1646138977&sr=1-4	Coming to England: The windrush generation https://www.amazon.co.uk/Coming-England-Inspiring-Celebrating-Generation/dp/1529009421/ref=pd_sbs_15/261-2170416-4298105?pd_rd_w=fIZKk&pf_rd_p=c07415a0-09a7-4604-aaca-c3fcee246443&pf_rd_r=CMS1DAPXDJH05KAHMTNY&pd_rd_r=209197ce-3126-4bf8-a249-5f2316af190b&pd_rd_wg=iNFQ5&pd_rd_i=1529009421&psc=1 The place for me: Windrush generation https://www.amazon.co.uk/Place-Me-Stories-About-Windrush/dp/0702307904/ref=pd_sbs_8/261-2170416-4298105?pd_rd_w=tTAuj&pf_rd_p=c07415a0-09a7-4604-aaca-c3fcee246443&pf_rd_r=0MT3J3828M4JPGBHD3HG&pd_rd_r=5ac5f85f-b616-4402-b6bf-13d6d0ca61c1&pd_rd_wg=DcV1n&pd_rd_i=0702307904&psc=1 Tall story https://www.amazon.co.uk/Tall-Story-Candy-Gourlay/dp/1848531370/ref=sr_1_1?keywords=tall+story+candy+gourlay&qid=1644581595&s=books&sprefix=A+tall+story+%2Cstripbooks%2C73&sr=1-1	Stay where you are and then leave John Boyne https://www.amazon.co.uk/Stay-Where-You-Then-Leave/dp/0552570583	I am Malala - Malala Yousafzai https://www.amazon.co.uk/Am-Malala-Stood-Education-Changed/dp/1780622163/ref=sr_1_3?crid=2SWOAEZSV2U0V&keywords=i+am+malala&qid=1644582198&s=books&sprefix=i+am+malala%2Cstripbooks%2C76&sr=1-3

Class	Reception	Y1	Y2	Y3	Y4	Y5	Y6
English Writing	Literacy: Writing: How can you write instructions to grow a vegetable patch? When writing sentences, what do we have to include? What goes at the beginning of a sentence? Could we use another word for.....?	Genres Covered: Narrative, Letter - Understand and use adverbs such as kindly, fast, carefully, crossly, which describe how an action is done; - Use adverbs to describe people's actions. - Continue to identify past tense verb forms; build bank of past tense words child can write e.g. looked, gave, ate, was, came, found, hid, made. -Understand how the prefix –un can alter the meaning of verbs and adjectives.	Genres Covered: Letter, Narrative, Non-Chronological Report - Consolidate learning. - Reinforce use of subordinate conjunctions. - Continue to identify present and past tense verb forms. - Play games to reinforce understanding of the four sentence functions; identify given sentences; compose different sentence types.	Genres Covered: Letter, Recount, Narrative - identify word classes in contexts which are challenging; in guided writing, discuss whether particular words are needed e.g. Do they make the sentence stronger? How? - make suitable choices of sentence type according to chosen genre; know when an exclamation requires a !; write sentences with increasing grammatical accuracy - use a growing range of conjunctions to confidently join ideas within sentences; identify conjunctions in texts and own writing - increasingly control a variety of verb forms in spoken and written contexts; spot quickly during reading - begin to use a comma to separate main clause from subordinate clause; match words in contracted form to their equivalent e.g. could've = could have - refine understanding of the meaning of less familiar words, being more adventurous to use these in own writing; sometimes use a dictionary and thesaurus to build these skills; define relevant topic vocabulary - in spoken and written contexts, apply known rules of Standard English; respond to errors by modelling correct verb forms orally	Genres Covered: Narrative, Recount, Poetry - identify word classes in contexts which are challenging; in guided writing, discuss whether particular words are effective - Do they make the sentence stronger?; play games to consolidate four key word classes - independently make suitable choices of sentence type according to chosen genre; write sentences with increasing grammatical control, in both dialogue and narrative, and in non-fiction writing - make successful choices when composing sentences, according to the genre; read own writing aloud to an audience, as part of evaluation process - increasingly control a variety of verb forms in spoken and written contexts; identify confidently during reading; practise changing extract from one tense to another - during shared and guided writing activities, model regular use of a comma to separate main clause from subordinate clause; read sentence aloud to hear its sense - refine understanding of the meaning of less familiar words, being more adventurous to use these in own writing; use a dictionary and thesaurus to build these skills; match homophone word cards to their meanings - in spoken and written contexts, apply known rules of Standard English; respond to errors by modelling correct verb forms orally; drama which requires formal language	Genres Covered: Instructions, Poetry, Narrative, - also identify word classes in contexts which are challenging; in guided writing, discuss whether particular words are effective - Do they make the sentence stronger?; How?; play games to consolidate word classes - identify commands and questions from more abstract possibilities (which may be indirect); write a variety of sentence types when writing dialogue, in order to show character or advance the action e.g. exclamation - write formal and informal sentences, selecting conjunctions and cohesive devices to suit level of formality; dictate formal and informal sentences - increasingly control a variety of verb forms in spoken and written contexts; identify confidently during reading; spell correctly a wide range of verb forms useful and relevant to own writing - read sentence aloud to hear its sense; discuss, highlight and analyse range of punctuation in texts, sometimes improving punctuation choices; revise meaning of ambiguity - refine understanding of the meaning of less familiar words, being more adventurous to use these in own writing; use a dictionary and thesaurus to build these skills; match homophone word cards to their meanings - in spoken and written contexts, apply known rules of Standard English to practise formal language	Genres Covered: Biographies, Play Script, Non-Chronological Report, Poetry - use cloze procedure activity to insert words of a given word class, including pronoun, preposition and determiner; edit teacher's weak sentence which requires improvement; dictate sentences which model word classes taught; play games to consolidate word classes; also identify word classes in contexts which are challenging; independently find the antonyms to a set of given words; revise possessive pronoun; strengthen and improve verbs in writing - identify commands, questions and exclamations from more abstract possibilities (which may be indirect); write a variety of sentence types when writing dialogue, in order to show character or advance the action - employ and control a variety of verb forms in spoken and written contexts; spell correctly a wide range of verb forms useful and relevant to own writing; identify 1st or 3rd person when reading - read and enjoy poetry, comparing its use of sentence structure and punctuation with that of prose; write different types of poems - use bullet points where appropriate; revise use of apostrophe; provide dictated sentences which require decisions about punctuation, sometimes including dash, semi-colon and colon; read sentence aloud to hear its sense; discuss, highlight and analyse range of punctuation in texts, sometimes improving punctuation choices; revise meaning of ambiguity - refine definitions of challenging words, being more adventurous to use these in own writing; use a dictionary and thesaurus to build these skills; edit and improve words; match homophone word cards to their meanings - apply Standard English to practise formal language, including the subjunctive form e.g. Were they to get lost…

Class	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Maths	White Rose: Find my Pattern: doubling, sharing and grouping, even and odd, spatial reasoning (3), visualise and build On the move: deepening understanding, patterns and relationships, spatial reasoning (4), mapping	White Rose: Money Measurement: Money Measurement: Time	White Rose Measurement: Time Measurement: Mass, Capacity & Temperature	White Rose Geometry: Properties of Shape Measurement: Mass and Capacity	White Rose Geometry: Properties of Shape Geometry: Position & Direction	White Rose Geometry: Position & Direction Measurement: Converting units Measurement: Volume	White Rose Consolidation
Science	Understanding the world: Can they explain the basic needs of plants? Can they observe the growth of plants over time?	Plants: Can they name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant? Can they identify and name a range of common plants and trees? Can they recognise deciduous and evergreen trees? Can they name the trunk, branches and root of a tree? Can they describe the parts of a plant (roots, stem, leaves, flowers)?	Living Things and their Habitats Can they match certain living things to the habitats they are found in? Can they explain the differences between living and non-living things? Can they decide whether something is living, dead or non-living? Can they describe how plants and animals are suited to their habitat? Can they describe how a habitat provides for the basic needs of things living there? Can they describe a range of different habitats?	Light Can they recognise that they need light in order to see things? Can they recognise that dark is the absence of light? Can they notice that light is reflected from surfaces? Can they recognise that light from the sun can be dangerous and that there are ways to protect their eyes? Can they recognise that shadows are formed when the light from a light source is blocked by a solid object? Can they find patterns in the way that the size of shadows change?	Electricity: Can they explain how a bulb might get lighter? Can they recognise if all metals are conductors of electricity? Can they work out which metals can be used to connect across a gap in a circuit? Can they explain why cautions are necessary for working safely with electricity?	Earth and Space: Can they compare the time of day at different places on the earth? Can they create shadow clocks? Can they begin to understand how older civilizations used the sun to create astronomical clocks, e.g. Stonehenge? Can they explore the work of some scientists? (Ptolemy, Alhazen, Copernicus)	Living Things and their Habitats: Can they describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including microorganisms, plants and animals? Can they give reasons for classifying plants and animals based on specific characteristics? Can they explain why classification is important? Can they readily group animals into reptiles, fish, amphibians, birds and mammals? Can they subdivide their original groupings and explain their divisions? Can they group animals into vertebrates and invertebrates? Can they find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification?
History	Understanding the world - How has the planet changed over time? Is it shared differently now than in the past?	Knowledge and Interpretation: Do they appreciate that some famous people have helped our lives be better today? Can they tell us about an important historical event?	Knowledge and Interpretation: Can they explain why their locality (as wide as it needs to be) is associated with a special historical event? Historical Enquiry Can they research a famous event that happens in Britain and why it has been happening for some time? Can they explain why someone in the past acted in the way they did?	Historical Enquiry Can they use various sources of evidence to answer questions? Can they use various sources to piece together information about a period in history?	Historical Enquiry: Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multimedia skills when doing so?	Knowledge and Interpretation: Do they have a good understanding as to how crime and punishment has changed over the years?	Historical Enquiry: Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?

Class	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Geography	Understanding the world - What resources do we get from the earth? What resources are we using more of? What resources can be reused/recycled? Can they recognise why some environments are different to their own?	Can they name a few towns in the south and north of the UK?	Human Geography: Do they think that people ever spoil the area? How? Do they think that people try to make the area better? How? Geographical Knowledge: Can they name the continents of the world and find them in an atlas? Can they name the world's oceans and find them in an atlas? Can they describe some of the features associated with an island?	Geographical Enquiry Can they work out how long it would take to get to a given destination taking account of the mode of transport? Physical Geography Can they explain why a locality has certain physical features? Human Geography Can they explain how people's lives vary due to weather? Geographical Knowledge Can they name the two largest seas around Europe?	Geographical Enquiry: Can they label the same features on an aerial photograph as on a map? Physical Geography: Can they explain how a locality has changed over time with reference to physical features?	Geographical Enquiry: Can they find possible answers to their own geographical questions? Physical Geography: Can they explain how a location fits into its wider geographical location; with reference to physical features?	Human Geography: Can they explain how human activity has caused an environment to change? Can they analyse population data on two settlements and report on findings and questions raised?
Art	Expressive Arts and Design: Creating with materials: Can you build something using recycled materials? What recycled materials have you used? How is this sharing the planet effectively?	3D: Can they add texture by using tools? Can they make different kinds of shapes? Can they cut, roll and coil materials such as clay, dough or plasticine?	Painting: Can they mix paint to create all the secondary colours? Can they mix and match colours, predict outcomes? Can they mix their own brown? Can they make tints by adding white? Can they make tones by adding black?	3D/Textiles Can they create pop-ups? Can they use more than one type of stitch? Can they join fabric together to form a quilt using padding? Can they use sewing to add detail to a piece of work?	3D/Textiles: Can they begin to sculpt clay and other mouldable materials?	3D/Textiles: Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.	Collage: Can they justify the materials they have chosen? Can they combine pattern, tone and shape?
DT	Expressive Arts and Design: Creating with materials: Can you build something using recycled materials? What recycled materials have you used? How is this sharing the planet effectively?	Construction: Can they talk with others about how they want to construct their product? Can they select appropriate resources and tools for their building projects? Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?	Use of Materials: Can they measure materials to use in a model or structure? Can they join the material in different ways? Can they use joining, folding or rolling to make it stronger?	Textiles Can they join textiles of different types in different ways? Can they choose textiles both for their appearance and also qualities?	Mouldable Materials: Can they use a range of advanced techniques to shape and mould? Do they use finishing techniques, showing an awareness of the audience?	Cooking and Nutrition Can they describe what they do to be both hygienic and safe? How have they presented their product well?	Stiff and Flexible Sheet Materials: How have they ensured that their work is precise and accurate? Can they hide joints so as to improve the look of their product?

Class	Reception	Y1	Y2	Y3	Y4	Y5	Y6
RE	Understanding the world - Why is important to share? What type of things do you share? Who do you share with?	1.7 What does it mean to belong to a faith community? ☐ Talk about what is special and of value about belonging to a group that is important to them (B2). ☐ Show an awareness that some people belong to different religions (B1). ☐ Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). ☐ Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). ☐ Identify two ways people show they belong to each other when they get married (A1). ☐ Respond to examples of co-operation between different people (C2) ☐ Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2). ☐ Identify some similarities and differences between the ceremonies studied (B3).	1.8 How should we care for others and the world, and why does it matter? ☐ Talk about how religions teach that people are valuable, giving simple examples (B1). ☐ Recognise that some people believe God created the world and so we should look after it (A2). ☐ Re-tell Bible stories and stories from another faith about caring for others and the world (A2). ☐ Identify ways that some people make a response to God by caring for others and the world (B1). ☐ Talk about issues of good and bad, right and wrong arising from the stories (C3). ☐ Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) ☐ Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). ☐ Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1). ☐ Answer the title question thoughtfully, in the light of their learning in this unit (C1).	L2.4 Why do people pray? ☐ Describe what some believers say and do when they pray (A1). ☐ Respond thoughtfully to examples of how praying helps religious believers (B2). ☐ Describe the practice of prayer in the religions studied (A2). ☐ Make connections between what people believe about prayer and what they do when they pray (A3). ☐ Describe ways in which prayer can comfort and challenge believers (B2). ☐ Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). ☐ Explain similarities and differences between how people pray (B3). ☐ Consider and evaluate the significance of prayer in the lives of people today (A1).	L2.9 What can we learn from religions about deciding what is right and wrong? ☐ Recall and talk about some rules for living in religious traditions (B2). ☐ Find out at least two teachings from religions about how to live a good life (C3). ☐ Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). ☐ Make connections between stories of temptation and why people can find it difficult to be good (A2). ☐ Give examples of ways in which some inspirational people have been guided by their religion (B1). ☐ Discuss their own and others' ideas about how people decide right and wrong (C3). ☐ Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (B3). ☐ Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3).	U2.6 What does it mean to be a Muslim in Britain today? ☐ Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1). ☐ Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1). ☐ Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). ☐ Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). ☐ Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). ☐ Make connections between the key functions of the mosque and the beliefs of Muslims (A1). ☐ Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1). ☐ Answer the title key question from different perspectives, including their own (C1).	U2.8: What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)? ☐ Describe what Ahimsa, Grace or Ummah mean to religious people (A1). ☐ Respond sensitively to examples of religious practice with ideas of their own (B2). ☐ Make connections between beliefs and behaviour in different religions (A1). ☐ Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). ☐ Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1). ☐ Consider similarities and differences between beliefs and behaviour in different faiths (B3). ☐ Explain similarities in ways in which key beliefs make a difference to life in two or three religions (A1). ☐ Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas (B3).

Class	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Music	Expressive arts and design: Being imaginative and expressive - Can you create an instrument using recycled materials? Can you create music in a group or on your own related to the planet we live on? Can they listen to music and explain their thoughts and feelings about that piece of music?	Composing: Can they show sounds by using pictures?	Composing: Can they order sounds to create a beginning, middle and end? Can they create music in response to different starting points? Can they choose sounds which create an effect? Can they use symbols to represent sounds? Can they make connections between notations and musical sounds?	Appraising Can they recognise the work of at least one famous composer? Performing Can they play clear notes on instruments? Composing Can they compose melodies and songs?	Appraising: Can they identify how a change in timbre can change the effect of a piece of music? Performing: Can they use selected pitches simultaneously to produce simple harmony?	Composing Can they use a music diary to record aspects of the composition process? Appraising Can they suggest improvements to their own or others' work?	Composing: Do they recognise that different forms of notation serve different purposes? Can they use different forms of notation? Appraising: Can they refine and improve their work?
Computing	Understanding the world: How will you use the iPad to capture and edit a photograph? How will you create a video of researched information using clips/ iMovie?	Algorithms and Programs: Can they create a simple series of instructions - left and right? Can they record their routes? Do they understand forwards, backwards, up and down? Can they put two instructions together to control a programmable toy? Can they begin to plan and test a Bee-bot journey?	Can they record sounds into software and playback? Can they insert pre recorded sounds into a presentation? Can they capture still and moving images?	Algorithms and Programs Can they draw a square, rectangle and other regular shapes on the screen, using commands? Can they write more complex programs?	Algorithms and Programs: Can they use repeat instructions to draw regular shapes on screen, using commands? Can they experiment with variables to control models? Can they make turns specifying the degrees? Can they give an on-screen robot specific directional instructions that takes them from x to y? Can they make accurate predictions about the outcome of a program they have written?	Presentation: Can they use a range of presentation applications? Do they consider the audience when editing a simple film? Do they know how to prepare and then present a simple film? Can they use ICT to record sounds and capture both still and video images? Can they make a homepage for a website that contains links to other pages? Can they capture sounds, images and video? Can they use the word count tool to check the length of a document? Can they use bullets and numbering tools?	Communicating: Can they conduct a video chat with people in another country or organisation?

Class	Reception	Y1	Y2	Y3	Y4	Y5	Y6
PSHE/RSE	Personal, Social and Emotional Development: Managing self, self regulation and building relationships - Can I give my opinions in a way that is respectful to others? Can I think about how other might feel? Can I explain/demonstrate how I regulate my emotions?	L4: that they belong to different groups and communities such as family and school.	L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed.

L5: what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).

L7: about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices. | L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer

L17. to explore and critique how the media present information | L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people

L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world

L17. to explore and critique how the media present information | L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.

R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support | H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement

H19. about human reproduction-how babies are conceived and born. **(Parental Right to withdrawal)**.

H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact.

H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)

H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request |

Class	Reception	Y1	Y2	Y3	Y4	Y5	Y6
PE	Physical Development: 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. National Curriculum: Athletics: How will you alter the speed and direction when running?	Athletics -Pupils will begin to link running and jumping. -To learn and refine a range of running which includes varying pathways and speeds. -Develop throwing techniques to send objects over long distances. -Engage in competitive activities against self and others. -Master basic running, jumping and throwing skills.	Athletics: -Develop power, agility, coordination and balance over a variety of activities. -Can throw and handle a variety of objects including quoits, beanbags, balls, hoops. -Can negotiate obstacles showing increased control of body and limbs. -Develop agility in running. -Participate in competitions for running, jumping and throwing.	Athletics: -Control movements and body actions in response to specific instructions. -Demonstrate agility and speed. -Jump for height and distance with control and balance. -Throw with speed and power and apply appropriate force. -Compete against self and others developing simple technique. -Master basic movements including running, throwing and jumping. -Work collaboratively and individually to help improve self and others.	Rounders: -To develop the range of rounders skills that can apply in a competitive context. -Choose and use a range of simple tactics in isolation and in a game context. -Identify different positions in rounders and the roles of those positions. -Play in competitive games developing stamina and endurance. -Practice and use running, sprinting and dynamic balance in games. -Work collaboratively to use basic tactics and strategies for batting and fielding.	Athletics: -Sustain pace over short and longer distances such as running 100m and running for 2 minutes. -Able to run as part of a relay team working at their maximum speed. -Perform a range of jumps and throws demonstrating increasing power and accuracy. -Master basic movements including running, throwing and jumping and identify ways to improve. -Compete against self and others selecting and applying simple techniques effectively. -Work collaboratively and individually to help improve self and others.	Athletics: -Become confident and expert in a range of techniques and recognise their own success. -Apply strength and flexibility to a broad range of throwing, running and jumping activities. -Work in collaboration and demonstrate improvement when working with self and others. -Accurately and confidently judge across a range of activities. -Compete developing fluency in skills and techniques individually and as part of a team. -Work in collaboration to apply strategies for maximising speed and distance. -Compare and contrast team and individual performances across a range of activities.
Trips/Visits							
Important Days							
Esafety	- I can identify rules that help keep us safe and healthy in and beyond the home when I am using technology. - I can give some simple examples of these rules	• I can explain rules to keep myself safe when using technology both in and beyond the home • I can explain that passwords are used to protect information, accounts and devices • I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names) • I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. • I can explain why work I create using technology belongs to me • I can say why it belongs to me (e.g. I designed it or I filmed it) • I can save my work under a suitable title/name so that others know it belongs to me (e.g. filename, name on content) • I understand that work made by others does not belong to me even if I save a copy.	I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. • I can say how those rules/guides can help anyone accessing online technologies	Privacy and Security: • I can describe simple strategies for creating and keeping passwords private. • I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult. • I can describe how connected devices can collect and share anyone's information with others. Copyright and Ownership: • I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	Privacy and Security: • I can describe strategies for keeping personal information private, depending on context. • I can explain that internet use is never fully private and is monitored e.g. adult supervision • I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. • I know what the digital age of consent is and the impact this has on online services asking for consent. Copyright and Ownership: • When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to use it. • I can give some simple examples of content which I must not use without permission from the owner e.g. videos, music, images	Privacy and Security: • I can explain what a strong password is and demonstrate how to create one. • I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice messages, geolocation) with others. • I can explain what app permissions are and can givensome examples Copyright and Ownership: • I can assess and justify when it is acceptable to use the work of others. • I can give examples of content that is permitted to be reused and know how this content can be found online.	Privacy and Security: • I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser. • I can explain what to do if a password is shared, lost or stolen. • I can describe how and why people should keep their software and apps up to date e.g. auto updates. • I can describe simple ways to increase privacy on apps and services that provide privacy settings. • I can describes ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing) • I know that online services have terms and conditions that govern their use. Copyright and Ownership: • I can demonstrate the use of a search tool to find and access online content which can be reused by others. • I can demonstrate how to make references to and acknowledge sources I have used from the internet.
MFL	Spanish: animal names (cat, dog, horse)	Languagenut Unit 1.6	Languagenut Unit 2.6	Languagenut Unit 8	Languagenut Unit 14	Languagenut Unit 20	Languagenut Unit 24