

# Long Term Curriculum Scheme of Learning

## Key Stage 1 Year 1

2024 -2025



At Barley Fields Primary School, our **Curriculum Promise** is a guarantee that we will provide every child with access to an aspirational, high-quality and sequenced curriculum where the needs of your child across a range of developmental areas – academic, social and emotional – will always be at the centre of our provision and planning. We will provide stimulating wider curriculum where all children will benefit from a diverse range of educational experiences and residential visits during their journey through our school.



Our curriculum is built on three pillars of intent and has the National Curriculum objectives at its foundation.

We have successfully designed our curriculum to be ambitious and to meet the needs of all children, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. As our children make progress; they know more, remember more and are able to do more.

All children study the full curriculum. We have carefully considered and analysed our curriculum with regard to equality and the possible implications for pupils with protected characteristics including Special Educational Needs. We do not narrow our

curriculum offer to any child but may amend the curriculum to offer bespoke provision if necessary.

Our curriculum promotes high standards and excellence in all areas and is based on practical and first-hand experiential learning. We embed the use of technology across the curriculum and have excellent resources in this area. In addition to the academic and creative subject teaching, we will promote learning through growth mindset and the enhance the development of personal skills in a fun, caring and mutually supportive environment. Barley Fields Primary is a Rights Respecting School and our ethos actively promotes British Values and Global Learning.

Stories with a repeating pattern



Main Writing Text Type:

- Recount - short repeated narrative sentences
- Invented narrative of a bear hunt

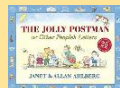
Short Burst Text Types

- Labels
- Captions
- Shopping Lists
- Simple Narrative Sentences

Performance Poetry



The Jolly Postman



Main Writing Text Type

- Informal Letter – imitate, innovate
- Informal Postcard



The Jolly Christmas Postman



Main Writing Text Type

- Wish Lists
- Invented letter to Santa



Monty the Penguin



Writing linked with John Lewis visual literacy

Pets



Main Writing Text Type

- Simple Fact



File – 'How to look after a...' immitate, innovate

Short Burst Writing

- Simple Fact File about an imaginative creature
- Blurbs for a non fiction text about animals



Where the Wild Things Are

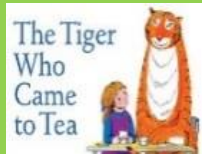


Main Writing Text Type:

- Book Review
- Character description of an invented wild thing
- Setting Description of the Land of the Wild things



Judith Kerr Stories



Main Writing Text Type

- Captions to match and sequence illustrations from the story



Short Burst Writing

- Shopping Lists
- Letter to the Tiger after his visit.
- Thought and speech bubbles



Main Writing Text Type

- Party Invitations



Mog the Forgetful Cat

Main Writing Text Type

- Personal Recount - Diary entry

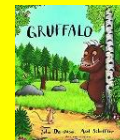
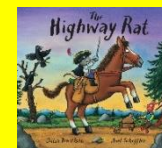


Judith Kerr



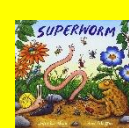
Main Writing Text Type

Julia Donaldson Stories



Main Writing Text Types

- Character Descriptions
- Speech Bubbles



Short Burst Writing

- Simple biography about Julia Donaldson
- Labels and Captions
- Book reviews
- Story sequencing – introduction to story mountains



The Disgusting Sandwich



Main Writing Text Type

- Simple Instructions - imitate, innovate and invent

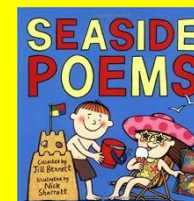


Short Burst Writing

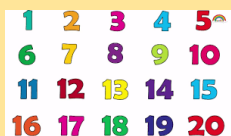
- Speech and thought bubbles
- Retelling the story narrative in sequence
- Informal Letter of apology



Performance Poetry



		<p><b>Main Writing Text Type</b></p> <ul style="list-style-type: none"> <li>Retelling a narrative story</li> </ul> 		<ul style="list-style-type: none"> <li>Simple biography about Judith Kerr</li> </ul> 		
<b>English – Reading</b>	 <p>Guided Reading</p>	 <p>Guided Reading</p>	 <p>Guided Reading</p>	 <p>Guided Reading</p>	 <p>Guided Reading</p>	 <p>Guided Reading</p>
	<p>Phase 3 consolidation Phase 4 <b>Adjacent consonants</b></p> 	<p>Phase 5a <b>New graphemes</b></p> 	<p>Phase 5a <b>New graphemes</b></p> 	<p>Phase 5b <b>Alternative sounds</b></p> 	<p>All phases consolidation and preparation for Phonics Screening Check</p> 	<p>All phases consolidation and preparation for Phonics Screening Check</p> 
	<p>High Frequency Word Reading</p> <p>Action Words Book 2</p> 	<p>High Frequency Word Reading</p> <p>Action Words Book 2</p> 	<p>High Frequency Word Reading</p> <p>Action Words Book 2</p> 	<p>High Frequency Word Reading</p> <p>Action Words Book 2</p> 	<p>High Frequency Word Reading</p> <p>Introduce Action Words Book 3</p> 	<p>High Frequency Word Reading</p> <p>Y1/2 Common Exception Word Assessment</p>
	<p>Class Reader</p> 	<p>Class Reader</p> 	<p>Class Reader</p> 	<p>Class Reader</p> 	<p>Class Reader</p> 	<p>Class Reader</p> 
	<p>Blue books</p> <p>Green books</p> <p>Book Band</p>	<p>Blue books</p> <p>Green books</p> <p>Book Band</p>	<p>Green books</p> <p>Orange books</p> <p>Book Band</p>	<p>Green books</p> <p>Orange books</p> <p>Book Band</p>	<p>Orange books</p> <p>Turquoise books</p> <p>Book Band</p>	<p>Book Band</p> <p>Turquoise books</p>



**Number: Place Value (within 20)**

1. Understanding 20
2. Count, read and write numbers to 20
3. Finding one more and one less
4. Using a number line to 20
5. Estimate on a number line to 20
6. Compare numbers to 20
7. Order numbers to 20



**Number: Addition and Subtraction (within 10)**

**Addition**

1. Part whole models
2. Writing number sentences
3. Fact Families – Addition
4. Number bonds to 10
5. Addition
6. Addition Problems

**Subtraction**

- Find a part
- Subtraction – Take away/cross out (How many left?)



**Number: Addition and Subtraction (within 20)**

**Addition**

1. Addition within 20 (by counting on in ones)
2. Adding ones (using number bonds)
3. Find and make number bonds to 20
4. Doubles and near doubles

**Subtraction**

1. Subtract ones using number bonds
2. Subtraction – counting back
3. Subtraction – finding the difference
4. Related Facts
5. Missing number problems

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

**Number: Place Value (within 50)**

1. Counting from 20-50
2. Counting in multiples of 10 – 10, 20, 30, 40 and 50
3. Counting by making groups of 10



**Number: Addition and Subtraction (within 50)**

1. Addition and subtraction within 50
2. Addition Facts to 20
3. Solve addition and subtraction reasoning problems



- Measurement: Length and Height**
1. Compare Length and Height
  2. Measuring Length – Using Non-standard units
  3. Measuring Length - Using Standard Units

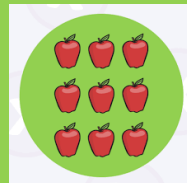


**Measurement: Mass and Weight,**

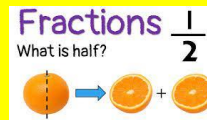
1. Heavier and Lighter - compare the weight of objects practically – heavier and lighter
2. Use scales to measure Mass with non-standard units
3. Compare and order the mass of objects



- Measurement: Capacity and Volume**
1. Exploring Capacity and Volume - Full and empty
  2. Measure Capacity
  3. Compare Capacity

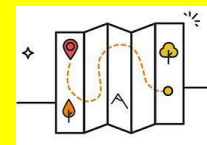


- Number: Multiplication and Division**
1. Counting in multiples of 2, 5 and 10



**Number: Fractions**

1. Recognising and finding a half of whole objects and shapes
2. Recognising half of a quantity
3. Finding a half of a quantity
4. Recognise and find a quarter of whole objects and shapes
5. Recognise and find a quarter of a quantity



**Geometry: Position and Direction**

1. Describing Turns
2. Describing Position – left and right,
3. Describing Position and Movement – forwards and backwards
4. Describing Position Direction and Movement – above and below
5. Using Ordinal Numbers to describe position



**Number and Place Value: (within 100)**

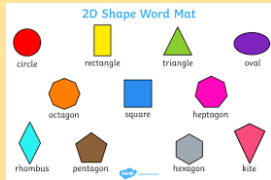
1. Count from 50-100
2. Counting in tens to 100
3. Partition numbers to 100 into tens and ones
4. Placing numbers on a number line to 100
5. Identify numbers one more and one less to 100
6. Compare numbers with the same amount of tens
7. Compare two numbers larger and smaller within 100



**Measurement: Money**

1. Unitising – matching coins to their value
2. Recognising the value of coins and notes
3. Counting amounts of money with coins – 1p, 2p, 5p and 10p

- Subtraction on a number line



**Geometry: Shape 2D and 3D**

1. Recognising and describing 2D Shapes
2. Sorting and classifying 2D Shapes
3. Recognising and describing 3D Shapes
4. Sort and classify 3D shapes
5. Creating Patterns with 2D and 3D shapes.

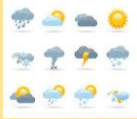




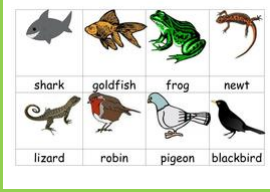




4. Introduction to partitioning - Tens and Ones
5. Partition into tens and ones
6. Using the number line to 50
7. 1 more 1 less than a number to 50




2. Making and counting in equal groups (multiples of 2, 5 and 10)
3. Make arrays to represent multiples
4. Introduction to doubling
5. Exploring the concept of sharing into equal groups 2, 5 and 10
6. Making equal groups – sharing
7. Introduction to halving









**Measurement: Time**

1. Sequence familiar events in chronological order
2. Know the days of the week
3. Know the months of the year
4. Understand units of time – hours, minutes and seconds
5. Read and set the time to the Hour
6. Read and set the time to the half hour

<b>Science</b>	<p><b>Seasonal Change Weather Watch</b></p>  <p><b>Seasonal Changes Signs of Autumn</b></p> 	<p><b>Materials Everyday Materials</b></p> 	<p><b>Animals Including Humans My Body and the 5 Senses</b></p>  <p><b>Seasonal Change Signs of Winter</b></p> 	<p><b>Animals Including Humans Identifying Animals</b></p> 	<p><b>Seasonal Change Signs of Spring</b></p>  <p><b>Plants Identifying Plants</b></p> 	<p><b>How Plants Grow</b></p>  <p><b>Seasonal Change Signs of Summer</b></p> 
	<ol style="list-style-type: none"> <li>1. What do we already know about weather?</li> <li>2. What are the seasons?</li> <li>3. How much water falls when it rains?</li> <li>4. How are animals affected by the seasons?</li> <li>5. How can we tell if the wind is blowing?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is a material?</li> <li>2. What is it made from?</li> <li>3. How can I describe materials?</li> <li>4. Which materials are waterproof?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is the weather like in Winter?</li> <li>2. What happens to some animals in winter?</li> <li>3. What are the days like in winter?</li> <li>4. How do we measure temperature?</li> </ol> <ol style="list-style-type: none"> <li>1. What are the names of the parts of my body?</li> <li>2. How do I use my body to complete tasks?</li> <li>3. What is sight?</li> <li>4. What is touch?</li> <li>5. What is smell?</li> <li>6. What is taste?</li> <li>7. What is hearing?</li> </ol>	<ol style="list-style-type: none"> <li>1. What animals can I identify? What do they eat?</li> <li>2. What is a mammal?</li> <li>3. What are birds and reptiles?</li> <li>4. What are fish and amphibians?</li> <li>5. How do we take care of animals?</li> </ol>	<ol style="list-style-type: none"> <li>1. What happens as Winter turns to Spring?</li> <li>2. What is the weather like in Spring?</li> <li>3. What can I see on a Spring walk?</li> </ol> <ol style="list-style-type: none"> <li>1. What is a plant?</li> <li>2. What plants can we see in the garden?</li> <li>3. What are wild plants?</li> <li>4. What is a tree?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are the parts of a plant?</li> <li>2. How do plants change as they grow?</li> </ol> <ol style="list-style-type: none"> <li>1. What changes as Spring turns into Summer?</li> <li>2. What is the weather like on Summer?</li> <li>3. How do I stay safe in the sun?</li> </ol>

<b>Computing</b>	<p>Technology Around Us</p> 	<p>Digital Painting</p> 	<p>Digital Writing</p> 	<p>Grouping Data</p> 	<p>Moving A Robot</p> 	<p>Introduction to Animation</p> 
	<ol style="list-style-type: none"> <li>1. Technology In Our Classroom.</li> <li>2. Using Technology</li> <li>3. How do I use a Computer Keyboard-</li> <li>4. How do I further develop Key Board Skills?</li> <li>5. Using a computer responsibly</li> </ol>	<ol style="list-style-type: none"> <li>1. How Can We Paint Using Computers?</li> <li>2. Using Shapes and Lines to paint digitally</li> <li>3. Making Careful Choices when painting digitally</li> <li>4. Painting using a computer Independently</li> <li>5. Comparing Computer Art and Paintings- In class</li> </ol>	<ol style="list-style-type: none"> <li>1. Exploring the Keyboard</li> <li>2. Exploring the Toolbar</li> <li>3. Making Changes to Text</li> <li>4. Explaining My Choices</li> <li>5. Pencil or Keyboard?</li> </ol>	<ol style="list-style-type: none"> <li>1. Label and Match</li> <li>2. Group and Count</li> <li>3. Count and describe an Object</li> <li>4. Making Different Groups</li> <li>5. Comparing Groups</li> <li>6. Answering Questions- Computers</li> </ol>	<ol style="list-style-type: none"> <li>1. What are buttons for?- In class</li> <li>2. Using and giving Directions - In class</li> <li>3. Using Forwards and Backwards Commands- In class</li> <li>4. Using direction Commands - Four Directions - In class</li> <li>5. Getting There – planning a simple programme - In class</li> <li>6. Creating Routes - In class</li> </ol>	<ol style="list-style-type: none"> <li>1. Comparing Tools to give commands – iPads</li> <li>2. Joining Blocks to create a series of programming commands- iPads</li> <li>3. Changing values and recognising effects – iPads</li> <li>4. Adding Sprites – iPads</li> <li>5. Project Design – animation and algorithm- In class</li> <li>6. Following My Design to write an animation program – iPads</li> </ol>
<b>Digital Literacy</b>	 <p>Health, well-being and lifestyle</p>	 <p>Privacy and security</p>	 <p>Online relationships</p>  <p>Online reputation</p>	 <p>Self-image and identity</p>  <p>Online bullying</p>	 <p>Managing online information</p>  <p>Copyright and ownership</p>	




<b>History</b>	<b>Childhood Then and Now</b> 	<b>Super Sixties: Moon Landing</b> 	<b>Castles</b> 
	<ol style="list-style-type: none"> <li>1. What are our toys like today?</li> <li>2. Does everyone have the same toys?</li> <li>3. Which toys were played with in the past?</li> <li>4. Can we sort toys past and present?</li> <li>5. What were our grandparents' toys like and how do we know?</li> <li>6. How can we set up a Toy museum in our school?</li> </ol>	<ol style="list-style-type: none"> <li>1. When were the '60's' and what was life like?</li> <li>2. Has man ever been to the moon and how can we know for sure?</li> <li>3. What did they do when they got to the Moon and how do we know?</li> <li>4. Why did the astronauts risk their lives to go to the Moon?</li> <li>5. How should we commemorate this great achievement?</li> </ol>	<ol style="list-style-type: none"> <li>1. What do stories tell us about castles?</li> <li>2. What is a castle and who built them?</li> <li>3. What are the different types of castle?</li> <li>4. What were the different features of a castle?</li> <li>5. What was daily life like for people who lived in castles?</li> </ol>




<b>Geography</b>	<b>Mapping Skills: Me and My School</b> 	<b>Awareness of Location and Place: Where do I live?</b> 	<b>Awareness of Location and Place: The country we live in!</b> 
	<ol style="list-style-type: none"> <li>1. Where is my school?</li> <li>2. What is inside our classroom?</li> <li>3. What is around my school?</li> <li>4. How do I get to school?</li> </ol>	<ol style="list-style-type: none"> <li>1. What can we see in our local area?</li> <li>2. Who travels around our local area?</li> <li>3. Who works in our local area?</li> <li>4. How could our local area be made safer?</li> <li>5. What changes are happening in our local area?</li> </ol>	<ol style="list-style-type: none"> <li>1. Which country do I live in?</li> <li>2. What countries make up the UK?</li> <li>3. What are capital cities and what are they like?</li> <li>4. Where is Ingleby Barwick in the UK?</li> <li>5. Where is London?</li> </ol>









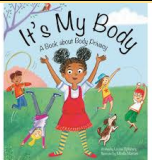



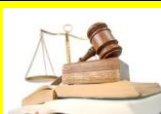


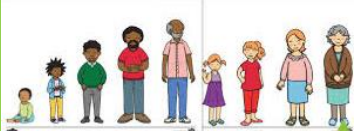

<b>Physical Education</b>	 <p>Games Ball Skills – Hands 1 Skill development</p>	 <p>Locomotion - Jumping</p>	 <p>Gymnastics Wide, Narrow and Curled PPA</p>	 <p>Games Ball Skills Rackets, Bats and Balls PPA</p>	<p>Health and Well Being Agility Enrichment – S Short</p> 	 <p>Team Building Teacher Led</p>
	 <p>PPA Locomotion - Running Enrichment – Sally S</p>	 <p>Teacher Led Gymnastics Body Parts PPA</p>	 <p>Games Ball Skills - Feet Enrichment – S Short</p>	 <p>Dance and Movement Enrichment – S Jones</p>	 <p>Locomotion Running and Jumping – Outdoor Athletics (sports day) PPA</p>	 <p>Attack v Defence Games For Understanding PPA</p>
	 <p>Dance and Movement Enrichment – Sam J</p>	 <p>Relax Kids Enrichment – K Thompson</p>				

<b>Music</b>	 <p>Old school Hip-hop - How do pulse, rhythm and pitch work together?</p>	 <p>Reggae - Pulse, rhythm and pitch, rapping, dancing and singing.</p>	 <p>Blues, Baroque, Latin, Bhangra, Folk, Funk - How to be in the groove with different styles of music.</p>	 <p>Bossa Nova - Pulse, rhythm and pitch in different styles of music.</p>	 <p>Listen &amp; appraise, improvise and compose.</p>	 <p>Classical - The history of music. Consolidation of learning and ability to learn the language of music.</p>
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<b>Art and Design</b>	 <p style="text-align: center;"><b>Colour creations Kandinsky</b></p>	<p style="text-align: center;"><b>Self Portraits – Picasso</b></p> 	<p style="text-align: center;"><b>Earth Art – Andy Goldsworthy</b></p> 
	<ol style="list-style-type: none"> <li>1. What is colour?</li> <li>2. What are primary colours</li> <li>3. How do you make secondary colours?</li> <li>4. Why do you think artists use different colours?</li> <li>5. Who is Wassily Kandinsky?</li> <li>6. Can you create a piece of artwork in the style of Kandinsky?</li> </ol>	<ol style="list-style-type: none"> <li>1. Who is Pablo Picasso?</li> <li>2. What is a portrait?</li> <li>3. What is a self-portrait?</li> <li>4. Can you draw a portrait in the style of Picasso?</li> <li>5. Does a portrait tell us anything about the person in it?</li> <li>6. Can you create a piece of artwork in the style of Picasso?</li> </ol>	<ol style="list-style-type: none"> <li>1. Have you ever built a sculpture in the snow/sand?</li> <li>2. How can we create earth art using natural materials?</li> <li>3. Who is Andy Goldsworthy</li> <li>4. Can I develop sculpting techniques?</li> <li>5. Can I create a joint art work?</li> <li>6. Can I use natural materials such as leaves and flowers to create an 'animal' sculpture or a create artwork?</li> </ol>

<b>Design Technology</b>	<p style="text-align: center;"><b>Sliders and Levers</b></p>  <p style="text-align: center;"><b>Moving Pictures</b></p>	<p style="text-align: center;"><b>Free standing structures</b></p>  <p style="text-align: center;"><b>Playgrounds</b></p>	<p style="text-align: center;"><b>Food</b></p>  <p style="text-align: center;"><b>Eat more fruit and vegetables</b></p>
	<ol style="list-style-type: none"> <li>1. What is a sliding mechanism?</li> <li>2. What is a lever and pivot?</li> <li>3. What is a wheel mechanism?</li> <li>4. Can I design a moving picture?</li> <li>5. Can I make a moving picture?</li> <li>6. Can I evaluate my moving picture?</li> </ol>	<ol style="list-style-type: none"> <li>1. What structures can I see in the playground?</li> <li>2. How can I join materials to create a piece of playground equipment?</li> <li>3. Can I design a piece of playground equipment?</li> <li>4. Can I build a model of playground equipment and follow my design?</li> <li>5. What do I think about my model?</li> </ol>	<ol style="list-style-type: none"> <li>1. What fruits and vegetables do we like to eat?</li> <li>2. What do fruits and vegetables taste like?</li> <li>3. How can we prepare fruits and vegetables to eat?</li> <li>4. Can I design a fruit salad or a vegetable soup?</li> <li>5. Can I make my salad design?</li> <li>6. What do I think of my design?</li> </ol>

<b>RE</b>	<p style="text-align: center;"><b>Belonging</b></p>  <p style="text-align: center;"><b>How is someone welcomed to Christianity?</b></p>	<p style="text-align: center;"><b>Beliefs &amp; Practices</b></p>  <p style="text-align: center;"><b>Why do Christians give gifts at Christmas?</b></p>	<p style="text-align: center;"><b>Belonging</b></p>  <p style="text-align: center;"><b>What does it mean to belong? Sikhism</b></p>	<p style="text-align: center;"><b>Beliefs &amp; Practices</b></p>  <p style="text-align: center;"><b>What are the key events associated with the Easter story?</b></p>	<p style="text-align: center;"><b>Belonging</b></p>  <p style="text-align: center;"><b>What does it mean to belong? Islam</b></p>	<p style="text-align: center;"><b>Founders and Leaders</b></p>  <p style="text-align: center;"><b>Who is Mohammed and why is he important?</b></p>
	<ol style="list-style-type: none"> <li>1. What does belonging mean?</li> <li>2. Who are Christians?</li> <li>3. What is a baptism?</li> <li>4. Is it only babies who get baptised?</li> <li>5. What happened when Jesus got baptised?</li> <li>6. Why is baptism important to Christians?</li> </ol>	<ol style="list-style-type: none"> <li>1. Why do we give gifts?</li> <li>2. What happened when Jesus was born?</li> <li>3. What gift would a Christian give to baby Jesus?</li> <li>4. What is a gift you could give that you can't see?</li> <li>5. Why do Christians believe that Jesus is God's gift to the world?</li> </ol>	<ol style="list-style-type: none"> <li>1. What do you remember about belonging to Christianity?</li> <li>2. How do Sikhs welcome a baby?</li> <li>3. What are the 5Ks?</li> <li>4. What is kara prashad and why is it important?</li> <li>5. How do Sikhs show that they belong?</li> </ol>	<ol style="list-style-type: none"> <li>1. What happens in spring?</li> <li>2. What is the Easter story?</li> <li>3. Why do we have eggs at Easter?</li> <li>4. What happened on Palm Sunday?</li> <li>5. What do Christians remember at Easter?</li> </ol>	<ol style="list-style-type: none"> <li>1. How do people show they belong?</li> <li>2. How do people show they belong to Islam?</li> <li>3. What is a Mosque?</li> <li>4. How do Muslims welcome a baby?</li> <li>5. What do we know about belonging to Islam?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is a leader?</li> <li>2. Who was Muhammed?</li> <li>3. If an angel sent a message to earth today, what would it say?</li> <li>4. What stories of Muhammed do Muslims tell?</li> <li>5. Why is Muhammed special to Muslims?</li> </ol>

<b>PSHE</b>	 <p style="text-align: center;"><b>Health and Wellbeing Growing and Changing</b></p>	 <p style="text-align: center;"><b>Health and Wellbeing Aiming High- Goals</b></p>	 <p style="text-align: center;"><b>Relationships- Be Yourself</b></p>	 <p style="text-align: center;"><b>Relationships- Teamwork</b></p>	 <p style="text-align: center;"><b>Living in Britain today- Democracy and Law</b></p>	 <p style="text-align: center;"><b>MONEY MATTERS- Where does Money Come From?</b></p>
	<ol style="list-style-type: none"> <li>1. What is a healthy diet?</li> <li>2. Why is it important to eat well?</li> <li>3. What are germs and how they can be bad for us?</li> <li>4. How we can keep ourselves clean?</li> <li>5. Why are some things dangerous to eat and drink and how can they harm us?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is a positive learning attitude?</li> <li>2. How can a positive learning attitude help us?</li> <li>3. What do I want to do when I am older?</li> <li>4. Are some jobs for men and some jobs for women?</li> <li>5. What are my star qualities?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are special traits and qualities?</li> <li>2. What are our different feelings called and how can we describe them?</li> <li>3. What makes us feel happy?</li> <li>4. What makes us feel sad or cross?</li> <li>5. Who should I talk to about my feelings?</li> </ol>	<ol style="list-style-type: none"> <li>1. What does it mean to be part of a team?</li> <li>2. What teams are we part of?</li> <li>3. What kinds of unkind behaviour are there?</li> <li>4. What can we do if we see teasing or bullying, or if it happens to us?</li> <li>5. What choices can we make about our behaviour?</li> <li>6. How might our choices affect the members of our team?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is it like in our community?</li> <li>2. In what ways can British people be different from one another?</li> <li>3. How are British people similar to one another?</li> <li>4. What does it mean to be British?</li> <li>5. Why should we be proud of living in Britain?</li> </ol>	<ol style="list-style-type: none"> <li>1. Why do we need money?</li> <li>2. Where is the money?</li> <li>3. Where does money come from?</li> <li>4. What do we need money for?</li> </ol>
<b>RSE</b>	<p><b>Different Friends</b></p> 		<p><b>Growing and Changing</b></p> 		<p><b>Families and Care</b></p> 	
	<ol style="list-style-type: none"> <li>1. Understand that we are all different but can still be friends</li> <li>2. Know that we can be friends with people who are different to us</li> </ol>		<ol style="list-style-type: none"> <li>1. Discuss how children grow and change</li> <li>2. Understand that babies need care and support</li> <li>3. Know that older children can do more by themselves</li> </ol>		<ol style="list-style-type: none"> <li>1. Explore different types of families</li> <li>2. To consider how sometimes we worry about our family members</li> <li>3. Discuss how do our families care for us</li> <li>4. Discuss how they can ask their family for help</li> <li>5. Identify who can help when families make us feel unhappy or unsafe</li> </ol>	