

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Old MacDonald had a farm.	Toy Story	There's No Place Like Home.	The Wheels on the Bus.	Ponds, Parks & Plants.	People, Portraits & Picnics.
Class novel	Fantastic Mr Fox by Roald Dahl	Rabbit & Bear by Julian Gough and Jim Fields	The Twits by Roald Dahl	The Legend of Kevin by Philip Reeve and Sarah McIntyre	The Enchanted Wood by Enid Blyton	The Enchanted Wood by Enid Blyton
English genres	<p>Recount farm visit Information about foxes Stories with patterned language Chicken Licken Stories from other cultures - Handa's Surprise by Elieen Browne (poetry - write a senses-based poem) Farmer Duck by Martin Waddell - sequencing Rosie's Walk by Pat Hutchins - story map Pig in the Pond by Jill Barton and Martin Waddell - story map and written retell</p>	<p>Non-chronological report - old toys Adventure story - That Rabbit Belongs to Emily Brown Retell Religious Stories (Nativity) Persuasive - Toy Museum poster and invitation</p>	<p>Traditional Tale - Three Little Pigs (Informal letter, persuasive pig house for sale) Information text - types of houses Formal letter - park improvement Learn &amp; recite The Key (poem by James Carter)</p>	<p>Adventure Story, character description - On The Way Home Contemporary story - Naughty Bus Religious stories - Easter Information text - church visit</p>	<p>Instructions - pond dipping Information text, character description, persuasive habitat posters, recount of the bog baby hunt - Bog Baby Learn &amp; recite Seasons of Trees (poem by Julie Holder)</p>	<p>Diary (Information) Explanation Contemporary story Non-chronological report - Mosque Imagined/fantasy world Description - Jack and the Beanstalk Traditional Tale - retell Jack and the Beanstalk and create alternative solution and resolution. Poetry - Don't by Michael Rosen - children write own rhyming poem</p>
Maths	<p>Number - identify and represent numbers using objects and pictorial representations. Use the language of: equal to, more than, less than (fewer), most, least Count to and across 100, compare and order numbers, count, read and write numbers to 100 in numerals. <b>NCETM Unit 1</b> Addition - part whole model, number bonds to and within 10 <b>NCETM Unit 2</b> Measurement - Sequence events in chronological order using language such as: before and after, next, first, today, Geometry - Describe position, direction and movement. <b>NCETM Unit 10</b></p>	<p>Number - count to and across 100, compare and order numbers, count, read and write numbers to 100 in numerals. Addition and Subtraction - part whole model, number bonds to and within 10, fact families add and subtract numbers to 10, including zero counting and adding across tens numbers <b>NCETM Unit 2 and unit 5</b> Geometry - Recognise &amp; name 2D and 3D Shapes <b>NCETM Unit 4</b> Measurement - recognise and use language relating to dates, including days of the week, weeks, months and years.  Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Solve problems involving time. <b>NCETM Unit 11</b></p>	<p>Number - count to and across 100, compare and order numbers, count, read and write numbers to 100 in numerals. Count in multiples of two, five and ten Recognise number patterns, e.g. odd and even numbers. Given a number identify, 1 more/1 less, 10 more/10 less Tens and Ones - To recognise and know the value of different denominations of coins <b>NCETM Unit 9</b> Addition and Subtraction - solve one-step problems that involve addition and subtraction (context of money) <b>NCETM Unit 6</b> Adding and subtracting multiples of ten Fractions - recognise, find and name a half as one of two equal parts of an object/shape</p>	<p>Number - identify and represent numbers by partitioning 2 and 3 digit numbers Read and write numbers from 1 to 20 in numerals and words. <b>NCETM Unit 8</b> Addition and Subtraction - read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) <b>NCETM Unit 7</b> Measurement - compare, describe and solve practical problems for length (non-standard &amp; m &amp; cm) Compare, describe and solve practical problems for weight (non-standard &amp; kg &amp; g) Recognise and use language relating to dates, including days of the week, weeks, months and years <b>NCETM Unit 11</b></p>	<p>Number - count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens  Addition and Subtraction - solve one-step problems and missing number problems.  Multiplication and Division - use knowledge of multiples of 2, 5 and 10 to solve problems and carry out investigations. Solve one-step problems involving multiplication and division, by calculating the answer using pictorial representations and arrays with teacher support.  Fractions - recognise, find and name a half and a quarter as one of four equal parts of an amount, an object and a shape</p>	<p>Number - count to and across 100, compare and order numbers, count, read and write numbers to 100 in numerals. Introducing the 100 square.  Addition and Subtraction - add and subtract one-digit and two-digit numbers to 20, including zero <b>NCETM Unit 8</b>  Measurement - recognise and use language relating to dates, including days of the week, weeks, months and years.  Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Solve problems involving time. <b>NCETM Unit 11</b></p>

					Geometry - Describe position, directions and movements, including half, quarter and three-quarter turns. <b>NCETM Unit 10</b>	
Science	<p>Animals inc humans Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals. (fish, amphibians, reptiles, birds and mammals including pets).</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Seasonal Changes</p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Animals inc humans cont. + Seasonal Changes</p> <p>Observe changes across the four seasons.</p> <p>Use the local environment throughout the year to explore and answer questions about plants growing in their habitat.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Everyday Materials Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Seasonal Changes</p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Everyday Materials cont. + Seasonal Changes</p> <p>Observe changes across the four seasons.</p> <p>Use the local environment throughout the year to explore and answer questions about plants growing in their habitat.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Animals (revisited) Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals (focus on pond and woodland animals)</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</p>	<p>Plants cont. + Seasonal Changes</p> <p>Observe changes across the four seasons.</p> <p>Use the local environment throughout the year to explore and answer questions about plants growing in their habitat.</p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>
Computing	<p>E-safety – Chicken' Clickin' &amp; online safety unit 'SAFE!'</p> <p>Computing systems and networks- Technology around us</p> <p>Identify technology</p>	<p>Computing systems and networks- Technology around us</p> <p>Identify technology</p> <p>Identify a computer and its main parts</p>	<p>Discuss ways you can navigate through websites (Google maps/Google Earth)</p> <p>Programming – Moving a robot</p> <p>Explain what a given command will do.</p>	<p>Create a 2D animation based on 'Naughty Bus'</p> <p>Data and information – Grouping data</p> <p>Label objects</p> <p>Identify that objects can be counted.</p>	<p>Researching Newts and other amphibians and creating a presentation.</p> <p>Creating media- Digital writing</p> <p>Use a computer to write.</p> <p>Add and remove text.</p>	<p>Programming – Introduction to animation</p> <p>Choose a command for a given purpose.</p> <p>Join a series of commands together.</p>

	<p>Identify a computer and its main parts.          Use a mouse in different ways          Use a keyboard to type on a computer          Logging on independently.          Use the keyboard to edit text          Create rules for using technology responsibly          Creating media – Digital painting. Describe what freehand tools do in digital painting.          Use the shape and the line tools.          Make careful choices when painting a digital picture.          Explain why I chose the tools I used.          Use a computer to paint a picture.          Compare painting a picture on a computer and paper.</p>	<p>Use a mouse in different ways          Use a keyboard to type on a computer          Logging on independently.          Use the keyboard to edit text          Create rules for using technology responsibly</p>	<p>Act out a given instruction.          To combine forwards and backwards commands to make a sequence          To combine four direction commands to make sequences          Plan a simple program          Find more than one solution to a problem (debug)</p>	<p>Describe objects in different ways.          Count objects with the same properties.          Compare groups of objects.          Answer questions about groups of objects.</p>	<p>Identify that the look of the text can be changed on the computer.          Make careful choices.          When changing the text. Explain why I chose the tools that I chose.          Compare typing on a computer to typing on paper</p>	<p>Identify the effect of changing a value.          Explain that each sprite has its own instructions.          Design the parts of a project.          Use an algorithm to create a program.</p>
History		<p>Beyond living memory          Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago.          Within living memory          Know that the toys their parents/grandparents played with were different to their own.</p>	<p>Lives of significant people          L.S. Lowry study - Know about a famous person and explain why they are famous.          Within living memory          Know what a number of older objects were used for (link to houses and homes).</p>	<p>Local history          Coventry Transport Museum inc. James Starley &amp; the bicycle industry –          Know the name of a famous person or a famous place, close to where they live.</p>		

		<p>Organise a number of artefacts by age.</p> <p>Know the main difference between their school days and that of their parents/grandparent.</p>				
Geography	<p>Locational Knowledge Know the names of the four countries that make up the UK and name the three main seas that surround the UK. (linked to science – animals)</p>		<p>Locational Knowledge Describe a locality using words and pictures.</p> <p>Skills and Fieldwork Know their address including their postcode.</p> <p>Know which is NESW on a compass. Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</p> <p>Human and Physical Geography Know the main differences between city, town and village.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. (house survey &amp; local area study)</p>	<p>Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Coventry), and of a small area in a contrasting non-European country. Know features of hot and cold places in the world.</p> <p>Skills and Fieldwork Know where the equator, North Pole and South Pole are on a globe.</p> <p>Human and Physical Geography Know which is the hottest and coldest season in the UK.</p> <p>Know and recognise main weather symbols.</p> <p>Locational Knowledge Know the names of the four countries that make up the UK and name the three main</p>	<p>Skills and Fieldwork Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment (plant survey + Ryton Pools visit comparing habitats)</p>	<p>Skills and Fieldwork Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment (plant survey)</p>

				seas that surround the UK.(linked to weather)		
Art	<p>Drawing - draw fruit and veg using pencils and crayons; draw lines of different shapes and thickness, using 2 different grades of pencil Printing – Producing artwork based on fruit and vegetables - Print with veg and fruit onto paper and create a repeating pattern.</p> <p>and ask questions about it.</p> <p>Use of IT – Use a simple painting program to create a picture of Chicken Licken.</p> <p>Use tools like fill and brushes in a painting package.</p> <p>Go back and change their picture.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Knowledge – describe what I see and like in the work of Cezanne</p>	<p>Textiles – Sort threads and fabrics, group fabrics and threads by colour and texture and weave with fabric and thread</p> <p>Weaving -</p> <p>To use a range of materials creatively to design and make products (weaving linked to seasonal colours)</p>	<p>A Street in Ash Green, based on the work of L.S. Lowry –</p> <p>To use a range of materials creatively to design and make products (mixed media pictures)</p> <p>Collage – Cut paper and card for their collages, gather and sort the materials they will need</p> <p>Knowledge – describe what I see and like in the work of Lowry.</p> <p>Painting: Name the primary and secondary colours.</p> <p>Drawing - draw using pencils and crayons; draw lines of different shapes and thickness, using 2 different grades of pencil</p> <p>Printing – print with sponges, print onto paper and textile, design my own printing block, create a brick repeating pattern.</p>		<p>Large mural/class display -</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Collage – Cut paper and card for their collages, gather and sort the materials they will need</p> <p>Painting: choose to use thick and thin brushes as appropriate; paint a picture of something I can see</p> <p>Printing using fingers and bottles.</p> <p>3D – Making Bog Babies: Add texture by using tools, make different kinds of shapes; cut, roll and coil materials such as clay, dough or plasticine.</p>	<p>Self Portraits –</p> <p>(Comparing L.S. Lowry works already studied and Lowry portraiture + Comparing the work of Lowry and Picasso)</p> <p>Painting – communicate something about myself in my painting; create moods in my paintings; choose to use thick and thin brushes as appropriate; paint a picture of something I can see; name the primary and secondary colours</p>
Design Technology	Fruit Salad and coleslaw Design – design purposeful, functional and appealing	Linked to art – design and make a loom – utilise other objects as looms.	Model houses Design - design purposeful, functional, appealing products for	Model buses Design - design purposeful, functional, appealing products for	Mr Greenhead – Design - design purposeful, functional, appealing products for	

	<p>products based on design criteria.</p> <p>Make - select from and use a range of tools and equipment to perform practical tasks.</p> <p>Evaluate – evaluate their ideas and products against design criteria.</p> <p>Cooking and Nutrition: Use the principles of a healthy and varied diet to prepare dishes.</p> <p>Understand where food comes from.</p>	<p>Select from and use a wide range of materials and textiles, according to their characteristics.</p>	<p>themselves and other users based on design criteria.</p> <p>Make - Select from and use a range of tools and equipment to perform practical tasks.</p> <p>Evaluate - their ideas and products against design criteria.</p> <p>Technical knowledge – build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>themselves and other users based on design criteria.</p> <p>Make - Select from and use a range of tools and equipment to perform practical tasks.</p> <p>Evaluate - their ideas and products against design criteria.</p> <p>Technical knowledge – Explore and use mechanisms (wheels &amp; axles)</p>	<p>themselves and other users based on design criteria.</p> <p>Make - Select from and use a range of tools and equipment to perform practical tasks.</p>	
R.E.	<p><b>Who is a Christian and what do they believe?</b></p> <p>Read stories from The Old Testament. Talk about issues of good and bad, right and wrong, arising from the stories</p> <p>Talk about Christian beliefs about God and Jesus.</p> <p>Re-tell a story that shows what Christians might think about God – The Creation Story – linked to Jewish Faith</p> <p>Consider questions about believing in God and begin to offer own ideas.</p>	<p><b>How and why do we celebrate special and sacred times?</b> (Christmas and Diwali) (Christian and Hindu/Sikh/Jain religions)</p> <p>Identify some ways Christians celebrate and ways a festival is celebrated in another religion</p> <p>Retell stories connected with Christmas</p> <p>Ask and answer questions about stories to do with Christian festivals and a festival from another religion (Diwali)</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied.</p>	<p><b>What makes some places sacred?</b> Special Places (Christian and Muslim religions)</p> <p>Identify special objects and symbols found in a place where people worship (church) and be able to say something about what they mean and how they are use.</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches and mosques show what people believe.</p> <p>Ask questions during a school visit about what happens in a church (Spring 1) and a mosque (Summer 2)</p>	<p><b>How and why do we celebrate special and sacred times?</b> A Time to Feast (Easter &amp; Eid) (Christian and Muslim religions)</p> <p>Identify some ways Christians celebrate and ways a festival is celebrated in another religion</p> <p>Retell stories connected with Easter</p> <p>Ask and answer questions about stories to do with Christian festivals and a festival from another religion (Ramadan &amp; Eid-Al-Fitr)</p> <p>Collect examples of what people do, give, sing, remember or think</p>	<p><b>What does it mean to belong to a faith community?</b> (Christian &amp; Muslim)</p> <p>Recognise and name some symbols from their own experience, for Christians and Muslims – suggest what these might mean and why they matter to believers.</p> <p>Identify some similarities and differences between ceremonies/practices studied for each religion.</p>	<p><b>What makes some places sacred?</b></p> <p>Identify special objects and symbols found in a place where people worship (mosque) and be able to say something about what they mean and how they are use.</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches and mosques show what people believe.</p> <p>Ask questions during a school visit about what happens in a church (Spring 1) and a mosque (Summer 2) values relate to their own behaviour</p>

				about at the religious celebrations studied.		
P.E.	<p><b>Ball skills</b>          Throw underarm          Roll a ball          Hit a ball with a bat          Move and stop safely          Catch with both Hands          Throw in different ways          Kick in different ways          Follow simple rules to play games, including team games.          Use simple attacking skills such as dodging to get past a defender.          Use simple defensive skills such as marking a player or defending a space. Engage in competitive activities and team games.</p>	<p><b>Ball skills</b>          Throw underarm          Roll a ball          Hit a ball with a bat          Move and stop safely          Catch with both Hands          Throw in different ways          Kick in different ways          Follow simple rules to play games, including team games.          Use simple attacking skills such as dodging to get past a defender.          Use simple defensive skills such as marking a player or defending a space. Engage in competitive activities and team games.</p>	<p><b>Gymnastics</b>          Make their body tense, relaxed, curled and stretched          Control their body when travelling          Control their body when balancing          Copy sequences and repeat them.          Roll in different ways          Travel in different ways changing speed and direction          Balance in different ways          Climb safely          Climb onto and jump off equipment safely.          Stretch in different ways          Curl in different ways</p>	<p><b>Dance</b>          Move to music          Copy and repeat dance moves varying speed          Perform some dance moves          Make up a short dance          Move around the space safely.</p>	<p><b>Bat and ball skills</b>          Describe how their bodies feel during exercise; Show how to exercise safely;          Explain what their body needs to stay healthy.          Copy and remember actions; repeat and explore actions with control and coordination          Explain the differences between their own actions and another's actions Travel with, send and receive a ball and other equipment in different ways          b Develop these skills for simple net, striking/ fielding and invasion-type games          c Play simple, competitive net, striking/fielding and invasion-type games that they and others have made, using simple tactics for attacking and defending</p>	<p><b>Sports day practice and athletics skills</b>          Vary pace and speed when running.          Run with a basic technique over different distances.          Show good posture and balance.          Jog in a straight line.          Change direction when jogging.          Sprint in a straight line.          Change direction when sprinting.          Perform different types of jump          e.g. two feet to two feet.          Two feet to one foot, one foot to same foot or one foot to opposite foot.          Perform a short jumping sequence.          Jump as high\ as far as possible          Land safely and with control</p>
Music	<p><b>Singing</b>          Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory, singing</p>	<p>Christmas production  <b>Singing</b>          Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory,</p>	<p><b>Listening</b>          Respond to different moods in music.</p>	<p><b>Composing</b>          Improvise simple vocal chants, using</p>	<p><b>Musicianship Pulse/Beat</b>          Walk, move or clap a steady beat with others, changing the speed of</p>	<p><b>Musicianship Rhythm</b>          Perform short copycat rhythm patterns</p>

	<p>collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</p> <p>Begin with simple songs with a very small range, mi-so (e.g. Hello, How are You), and then slightly wider (e.g. Bounce High, Bounce Low). Include pentatonic songs (e.g. Dr Knickerbocker).</p> <p>Sing a wide range of call and response songs (e.g. Pretty Trees Around the World from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy.</p>	<p>singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</p> <p>Begin with simple songs with a very small range, mi-so (e.g. Hello, How are You), and then slightly wider (e.g. Bounce High, Bounce Low). Include pentatonic songs (e.g. Dr Knickerbocker).</p> <p>Sing a wide range of call and response songs (e.g. Pretty Trees Around the World from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy.</p>	<p>Say how a piece of music makes them feel.</p> <p>Say whether they like or dislike a piece of music.</p> <p>Choose sounds to represent different things.</p> <p>Recognise repeated patterns.</p>	<p>question and answer phrases.</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey.</p> <p>Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Recognise how graphic notation can represent created sounds. Explore and invent own symbols.</p>	<p>the beat as the tempo of the music changes.</p> <p>Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.</p> <p>Respond to the pulse in recorded/live music through movement and dance, e.g. Stepping (e.g. Mattachins from Capriol Suite by Warlock), Jumping (e.g. Trepak from The Nutcracker by Tchaikovsky) Walking on tiptoes (e.g. Scherzo from The Firebird Suite by Stravinsky).</p>	<p>accurately, led by the teacher.</p> <p>Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</p> <p>Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.</p> <p><b>Pitch</b></p> <p>Listen to sounds in the local school environment, comparing high and low sounds. Sing familiar songs in both low and high voices and talk about the difference in sound.</p> <p>Explore percussion sounds to enhance storytelling, e.g. <math>\sigma</math> ascending xylophone notes to suggest Jack climbing the beanstalk, <math>\sigma</math> quiet sounds created on a rainstick/shakers to depict a shower, <math>\sigma</math> regular strong beats played on a drum to replicate menacing footsteps.</p> <ul style="list-style-type: none"> <li>Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.</li> </ul>
<p>PSHE.</p>	<p>E-Safety</p> <p><b>Taking care project</b></p> <p>Feelings</p> <p>Network hands</p>	<p><b>Celebrating difference including anti-bullying</b></p> <p>Explain what bullying means</p>	<p>E-safety</p> <p><b>Dreams and Goals</b></p> <p>Set simple goals</p> <p>I can achieve a goal</p> <p>Identify obstacles which make achieving my</p>	<p><b>Healthy Me</b></p> <p>Exploring 'right &amp; wrong' behaviour – naughty bus</p> <p>Explain the difference between being healthy</p>	<p><b>Relationships (Links with Protective Behaviours)</b></p> <p>Describe ways that everyone's family is different</p>	<p><b>Changing me (including sex education and protective behaviours)</b></p>



	<p>Early warning signs</p> <p>I feel when... so... thank you</p> <p><b>Being Me in my world</b></p> <p>Understand my own rights and responsibilities in my classroom</p> <p>Understand that my choices have consequences</p> <p>Understand that my views are important</p> <p>Understand the rights and responsibilities of class members</p> <p>Understand that I am safe in my class</p> <p>Identify helpful behaviours to make my class a safe place</p> <p>Understand that I have choices and know that I am special</p> <p>Identify what it's like to feel proud of my achievements</p>	<p>Tell if I or someone else is being bullied or is feeling unhappy</p> <p>Describe how people are unique and that it is OK to be different</p> <p>Identify what is bullying and what isn't</p> <p>Explain how being bullied might feel</p> <p>Recognise ways in which I am the same as my friends and ways I am different</p>	<p>goals difficult and work out how to overcome them</p> <p>Recognise things that I do well</p> <p>Explain how I learn best</p> <p>Recognise my own feelings when faced with a challenge/obstacle</p>	<p>and unhealthy and give examples</p> <p>Make healthy lifestyle choices</p> <p>Explain how all household products, including medicines, can be harmful if not used properly</p> <p>Keep myself safe and make safe choices</p> <p>Recognise how being healthy helps me to feel happy</p> <p>Recognise ways to look after myself if I feel poorly</p> <p>Recognise when I feel frightened and know to ask for help</p>	<p>Explain how families are founded on belonging, love and care</p> <p>Understand that physical contact can be used as a greeting</p> <p>Make friends</p> <p>Describe who to ask for help in the school community</p> <p>Express how it feels to be part of a family and to care for family members</p> <p>Say what being a good friend means</p> <p>Identify forms of physical contact they prefer</p> <p>Say no when I receive a touch they don't like</p>	<p>Name of male and female private body parts</p> <p>Use the correct names for private body parts and nicknames, and when to use them</p> <p>Describe which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</p> <p>Ask for help if they are worried or frightened</p> <p>Understand and accept that change is a natural part of getting older</p> <p>Suggest ways to manage change, e.g. moving to a new class</p> <p>Identify some things that have changed and some things that have stayed the same since being a baby (including the body)</p>
<p><b>Themed weeks/trips</b></p>	<p>Farm visit</p> <p>Lazy Farmer visit</p> <p>Art/Dt fruit salad</p>	<p>Toy Museum</p> <p>Theatre trip</p>	<p>Explore our local area on foot – including visit to Post Office. Visit St. Giles church (linked to R.E.)</p> <p>Visit from local Postman</p> <p>Art week – Study a famous artist</p> <p>Science week</p>	<p>Travel to transport museum on public transport</p>	<p>Visit to Ryton Pools</p> <p>Visit Prologis Park</p>	<p>Mosque visit</p>
<p><b>Enrichment</b></p>	<p>Relationship skills,</p> <p>Self awareness</p> <p>Dough Disco</p> <p>funky fingers:</p> <p>Fine and gross motor, PSED</p>	<p>Parachute</p> <p>DT challenge</p> <p>self management,</p> <p>social awareness</p> <p>Christmas performance</p> <p>Gross motor, coordination, active listening, self expression</p>	<p>Boom whackers</p> <p>team games</p> <p>relationship skills.</p> <p>social awareness</p> <p>Observation, using eqpmt, changes over time science</p>	<p>Gardening</p> <p>outdoor art</p> <p>responsible decision making, Self awareness.</p> <p>Health and Wellbeing</p> <p>Observation, using eqpmt, selecting and</p>	<p>Cosmic yoga</p> <p>DT takeaway</p> <p>active video</p> <p>self management, Self awareness</p> <p>Core strength, balance, focus, concentration,</p>	<p>active video</p> <p>Singing Sherlock</p> <p>self management, Self awareness</p> <p>Core strength, balance, focus, concentration, mindfulness, self expression</p>

	<i>DT - Fruit tasting</i>			<i>using materials, self expression</i>	<i>mindfulness, self expression</i>	<i>Transition week first week in July</i>
--	---------------------------	--	--	---	---	---