

	People and Communities	Understanding the World	Expressive Arts and Design	Physical Development	Technology	PSED
EYFS	- Talk about immediate past and future, eg 'before', 'later' or 'soon.' - Remember and talk about things from their own experience. - Recognise and describe special times or events for family or friends. - Show interest in the lives of people who are familiar to them, eg when my mum got married. - Talk about some of the things that make them unique, and some of the similarities and differences in relation to friends or family. - Know about similarities and differences between themselves and others and among families, communities and traditions. - Talk about how they and their and their friends may have different likes and dislikes/ beliefs and opinions.	Forest School throughout the year. - Notice what is similar and what has changed in their immediate environment. - Understand that different places have different physical and human features. - Notice change in the environment. - Talk about how one environment varies from another e.g weather, experiences, life. - Notice and make patterns in the environment. - Discuss how the weather feels in the four different seasons. - Make observations of plants and animals and notice how they change over time. - Treat others with different beliefs and opinions with respect.	Outdoor arts (Forest school throughout the year – Andy Goldsworthy) Printing Collage - Manipulate materials to planned effect using malleable materials. - Explore a storyline and narrative in their play. - Copy/repeat simple rhythms - Make up rhythms and songs - Play with others involved in the same theme. - Play cooperatively in a theme. - Begins to build a repertoire of songs and dances and experiments with changing them. - Explore instruments. - Select own resources and adapts where necessary. - Use glue and tape to join components of their own designed creations. - Develop their own ideas through a process. - Create simple representations of objects, animals and people. - Express themselves through music e.g movement representing feelings. - Represent own ideas through role play and stories. - Evaluate their own and others work saying what they like and don't like. - Explores colour mixing. - Experiment to create different textures and create new effects e.g collage, sculpture, and painting opportunities. - Experiments with form and function. - Explore how media can be combined and changed. - Use media in imaginative ways. - Chose colour for a particular purpose. - Explore how sounds can be changed.	- Experiment with different ways of moving e.g running, jumping, skipping, hopping. - Use simple tools to effect change to materials. - Use preferred dominant hand. - Retrace lines in clockwise and anticlockwise directions. - Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. - Hold a pencil correctly forming most letters correctly. - Be aware of the importance of good health linked with physical exercise and a healthy diet, and talk about ways to keep healthy and safe - Jumps off and lands safely. - Increase control over an object – pushing, patting, throwing, catching, kicking. - Negotiate space successfully when playing running and chasing games, adjusting speed and changing direction - Travel with confidence – around, under, over, through, balancing and climbing. - Handles tools, objects, malleable materials safely and increasing control e.g scissors and tweezers. - Form recognisable letters. - Hop and skips in time to music. - Begin to write on a line. - Begin to use fasteners independently. - Make healthy choices when it comes to food.	- Enter instructions into a beebot, and observe the outcome. - Completes a simple program on a computer. Using buttons to control an electronic toy. - To predict the behaviour of simple programs. - Use technology at home and school. - Select technology for a purpose e.g finding information or record a special event.	- Show sensitivity to others' needs and feelings. - Form positive relationships with others. - Explain how they and other people make a positive contribution to their class, school and community. - Can select own resources for own activities. - Can say when they do or don't need help. - Listen to others. - Follow the school and class rules. - Will comfort other children when they are hurt or upset. - Plan how to achieve an outcome without adult help. - Can share their ideas with a familiar group. - Evaluate their own work – say what they would do should they repeat an activity again. - Take turns in simple games in larger groups. - Initiate conversation with others. - Ask appropriate questions of others. - Can negotiate and solve problems without aggression. - Resolve conflict with others e.g making a compromise. - Come up with fair solutions. - Speaks about own wants, needs and opinions. - Can talk about their positive attributes. - Confident to try new activities. - Talk about their feelings and begin to maintain control. - Adjust behaviour in certain situations and take change in their stride. - Stand up for themselves appropriately. - Stop and think before acting out.

	History	Geography	Science	Art	DT	Music	PE	Computing	RE	PSHE
Year 1	- Know the difference between past and present. - Talk about an event using time related vocabulary e.g. "in the past" - Use and explore artefacts from different time periods and order	- Draw a simple picture map such as an imaginary place from a story labelling features. - Collect data for an area such as the number of trees or houses. - Use and understand basic geographical vocabulary to	Plants Animals including humans Everyday materials Seasonal changes. - To observe closely, using simple equipment - To identify and classify - To perform simple tests	Clay (dinosaurs) Portraits Weaving outdoors to link with colours of the seasons Use rolled up paper, straws, paper, card and clay as materials in sculpture.	- Understand where food comes from. - Use different tools and equipment to perform practical tasks (cutting, shaping, joining, finishing). - Use different materials and components	- Make up simple songs/tunes (and visual aids). - Link words, phrases, sound effects. - Play a tuned musical instrument musically. - Suggest which instruments make particular sounds.	Dance - Develop the skill to interpret words and perform them through physical actions. - Express ideas and respond to a range of stimuli. - Make dances with clear start/middle/end.	Digital Literacy - Show awareness that what they create online can be shown to others. - Talk about different technological devices in their lives. - Show an awareness that the internet	- Use some religious words and phrases to recognise and name features of religious life and practice - Recall religious stories, actions and celebrations. - Recognise religious symbols, words,	- Talk about rules in different situations. - Describe how we look after things. - Identify what kind and unkind behaviour means. - Say how kind and unkind behaviour makes people feel.

	according to chronology. - Order a sequence of events on a timeline and begin to recall the dates of important festivals and events. - Recognises important contemporary figures such as the queen. - Begin to know about an event in living memory that has impacted national life - Identify the similarities and differences between others. - Describe in simple terms why a significant individual acted in the way that they did. - Use photographs as a source to answer questions about an event beyond living memory. - Use books, pictures, websites and websites to find out about the past - Compare own lives now with their infancy (recalling a significant memory from the past) - Sequence events in their own life - Finds out about the past using books, pictures and stories.	describe physical features including; beach cliff coast forest hill mountain sea ocean river soil etc. - Begin to recognise landmarks and basic human and physical features from photographs. - Name the four countries of the UK and its surrounding seas. - Name and locate some of the continents. - Begin to explore simple compass directions. - To begin to show empathy and understanding of how life has changed over time following the changes to an area or place. - Locate hot and cold areas of the globe (incl North and South Pole) in relation to the equator - Knows that a thermometer is used to measure temperature and can read the scale on a thermometer - Collects data over a period of time such as the weather. - Use a globe. - Interpret data from a map. - Use and understand basic vocabulary to describe human features. - Identify the similarities and differences between others. - Compare the lifestyles of people from different areas - Begin to use basic fieldwork skills to explore the features of the school, its grounds and surroundings.	- To ask simple questions and recognising that they can be answered in different ways - To use their observations and ideas to suggest answers to questions - To gather and record data to help in answering questions. - Use and understand key vocabulary for the Year 1 topics.	- Press, roll, rub and stamp to make prints. - Use objects to create prints. - Use thick and thin brushes. - Add white to colours to make tints and black to make tones. - Sort and arrange materials for collage. Use a combination of shapes in collage. - Use a combination of materials that are cut, torn and glued. - Use weaving to create patterns. Join materials using glue. - Explore ideas and collect visual information. - Describe the work of notable artists. - Colour own work neatly, following the lines.	according to their characteristics. - Explore a range of existing products. - Evaluate their own ideas and products. - Build structures, exploring how they can be made stronger, stiffer and more stable. - Design purposeful, functional and appealing products for themselves. - Generate, develop and communicate their ideas through talking and drawing	- Select appropriate sounds/instruments. - Create a sound story. - Perform simple songs to others. - Explore sounds-body and instruments.	- Complete observation tasks and opportunities to describe the different action word movements/phrases and use the information to improve performance. Gymnastics - Jump and land actions – safe landing position and 5 different types of jump. - Short movement phrases – link jumping actions together and link jumping actions to other actions. - Involve apparatus in the performance of jumping actions Games - Aim, throw, roll, send, receive, target, catch, kick, strike, dribble, and stop. - Move forwards, backwards, sideways, control, accurate.	can give us information. IT - Use a simple pictogram program to achieve one to one correspondence. - Contribute ideas to a class email to send to a recipient. - Record short speech. - Use simple tools in paint software to create or modify a picture. Computer Science - Control simple devices to make them produce different outcomes. - Control a simple simulation program - Work with others and with support to contribute to a digital class resource.	gestures and artefacts. - Express and talk about their own experiences, feelings and celebrations. - Explain what they find interesting or puzzling. - Express what is of value and concern to themselves and to others.	- Contribute to adhering to class rules. - Share and take turns. - Recognise what makes them special and unique. - Develop strategies for recognising feelings. - Understand who important people are in their family. - Find people to confide in if they are worried about something in their family. - Understand what it means to keep something private. - Be able to identify how different touches make people feel. - How to ask and give/not give permission to touch others. - Explain how there are jobs where people keep us safe. - Recognise that there are different jobs and people do different work. - Take care of themselves through basic hygiene routines. - Distinguish between healthy and unhealthy foods. - Discuss different types of play. - Take precautions against sun damage. Talk about people who help us stay healthy. - Discuss the benefits of using the internet and digital devices.
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										Begin to talk about keeping safe online. Describe how rules and age restrictions can keep us safe. Say a person they can tell if something makes them worried.
	History	Geography	Science	Art	DT	Music	PE	Computing	RE	PSHE
Year 2	- Organise events into a simple timeline using a scale to show passage of time. - Sequence the story of a significant historical figure - Know about an event beyond living memory that has been significant globally. - Use historical vocabulary to describe when events happened such as "period" "times" "century" - Understand and compare the differences between a given period of time and the current day - To find answers to the questions about the past by looking at sources of information, using pictures, texts, artefacts - Know about the lives of significant people from the past who have contributed to national and international achievements. - Use stories of famous historical figures to compare the aspects of life in different times - Know about an event and changes within living memory that	- Use and understand vocabulary to describe human features. - Shows an awareness that maps are scaled representations of areas. - Interpret a simple map and key. - Draw simple maps using symbols and a key. - Independently use a maps, atlases and globes to identify the UK and its countries. - Identify the worlds continents and oceans. - Use directional and positional language to identify features and routes on a map - Use simple compass directions (4 point compass). - Compares physical and human features of local area with a contrasting area from another country. - Understand climate differences between countries and continents. - To reflect and show compassion and understanding of the lives of people/animals that live in a given biome (area). - Understand how other people's	Everyday materials Living things and their habitats Animals including humans Plants - To observe closely, using simple equipment - To perform simple tests - To gather and record data to help in answering questions. - To identify and classify - To use their observations and ideas to suggest answers to questions - Use and understand key vocabulary for the Year 2 topics. - To ask simple questions and recognising that they can be answered in different ways - Consolidate and build upon the skills from year 1 and below by exploring concepts in depth and reasoning and justifying their ideas.	Outdoor sculpture Painting Wax resist (crayons/candles) - Explore different methods and materials as ideas develop. - Mix materials to create texture. - Include lines and texture in sculpture. - Use techniques such as rolling, cutting, moulding and carving. - Mimic prints from the environment. - Understand what methods a famous artist uses and why. - Use paint to mimic other artist styles. - Make secondary colours from primary colours. - Create colour wheels. - Print with repeating and overlapping shapes. - Show pattern and texture by adding dots and lines to drawings.	- Design purposeful, functional and appealing products for others based on design criteria - Generate, develop and communicate their ideas through templates, mock-ups and, where appropriate, information and communication technology. - Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining, finishing). - Select from and use a wide range of materials and components according to their characteristics. - Explore and evaluate a range of existing products. - Evaluate their own ideas and products against design criteria. - Explore and use mechanisms (levers, sliders, wheels and axles) in their products. - Use the basic principles of a healthy and varied diet to prepare dishes.	- Create own signs and symbols to make/record music. - Carefully choose sounds to achieve an effect. - Listen carefully and recall short rhythmic and melodic patterns. - Use knowledge of dynamics, timbre and pitch to organise music. - Identify the beat in music. - Create a sequence of long and short sounds. - Show control when playing musical instruments so they sound as they should. - Use changes in pitch to communicate an idea. - Take part in singing songs following the tune well. - Use voice to good effect. - Make and control long and short sounds using voices and instruments. - Use voices expressively and creatively by singing songs and speaking chants and rhymes.	Dance - React to a stimulus with quick/slow movements, large/small actions, as an individual and in groups. - Show starts and ends. Gymnastics - Positions of stillness on varying numbers of contact points and body parts. - Transfer of weight e.g. from one position of stillness to another. - Short movement phrases – linking positions of stillness to other actions. Games - Aim, throw, roll, send, receive, target, catch, kick, strike, dribble, and stop. - Forwards, backwards, sideways, control, accurate.	- Generate work combining text and graphics. - Save, retrieve and edit own work. - Use a paint program to edit and create work to communicate an idea. - Create a simple animation to tell a story. - Compose music from icons. - Produce a simple presentation. - Create a simple email communication sequence. - Use a search engine to find an answer to a specific question. - Control a device and make predictions about the effect their programming will have. - Create a graph using a graph program. - Enter information into a simple branching database or word processor. - Discuss how computers can do things that humans cannot do. - Show an understanding of the vocabulary: IWB, mouse, touch screen, microphone, keyboard etc. - Begin to understand that computers can	- Use religious words and phrases to identify religion's importance for some people - Begin to show awareness of similarities in religions. - Retell and suggest meanings for religious stories, actions and symbols. - Identify how religion is expressed in different ways. - Ask, and respond sensitively to, questions about their own and others' experiences and feelings. - Recognise that some questions cause people to wonder and are difficult to answer. - In relation to matters of right and wrong, recognise their own values and those of others.	- Describe what makes someone a good friend. - Form strategies for playing positively with friends. - Find ways to positively resolve arguments. - Recognise when they need help or when they should help someone else. - Recognise hurtful behaviour, including online. - Understand how they can take action against hurtful behaviour. - Explain different types of bullying. - Understand how to resist pressure to do something that feels uncomfortable. - Have strategies and vocabulary to ask for help. - Identify things they have in common with others. - Understand that friends can have similarities and differences. - Be able to play and work cooperatively. - Share and listen to others' ideas and give reasons for their views in discussions.

	- has impacted national life. - Explain that there are reasons why people in the past did things. - To know how the cultures and beliefs of people have changed over time. - Explore the changes in local area during their own lifetime and the lifetimes of their parents and grandparents	- lifestyles are different to their own. - Understand why people choose to live in a given area. - Recognise landmarks and basic human and physical features from aerial photographs. - Name and locate the capital cities of the United Kingdom and its surrounding seas. - Identify seasonal and daily weather patterns in the UK. - Use and understand basic geographical vocabulary to describe physical features. - Collect and organise simple data from a range of first and second hand sources. - Understand the terminology 'human' and 'physical'. - Understand the physical and human features of their local area. - Explain how a place has changed overtime. - Suggest ways of improving the local environment. - Understand how humans effect an environment or ecosystem.						- be linked in a network to share resources. - Use websites and website navigation tools e.g. hyperlinks, back/forward button.		- Say what it means to be part of a group and what their role is in a group. - Discuss different rights and responsibilities in school and the wider community. - Recognise that we are all equal but can be similar or different to others in a community. - Talk about the ways people can access the internet. - Recognise the purpose and value of the internet. - Recognise that some content online is factual and some is for entertainment. - Say how information online is not always true. - Discuss what money is and what forms it takes. - Say ways in which money is looked after. - Understand that we can keep or spend money. - Recognise the difference between needs and wants. - Describe how people make choices about money. - Take part in routines and habits for maintaining good physical and mental health. - Describe why sleep and rest are important. - Understand the role of medicines and vaccinations in keeping people healthy. - Discuss how dental health is maintained by brushing, visits to
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										the dentist and making healthy food choices. • Learn strategies for coping with big feelings like bereavement. • Know how to ask for help with their feelings. • Understand the human life cycle and how our needs and bodies change as we grow. • Be able to identify and name the main parts of the body including the external genitalia (penis, vulva, vagina, penis, testicles). • Understand that we have new opportunities and responsibilities as we grow up. • Recognise that there is risk in everyday situations. • Discuss how they can keep themselves safe in everyday situations. • Identify potential unsafe situations and steps they can take to avoid danger. • Know how to keep themselves safe at home. • Identify that things they put into their bodies e.g. medicines and creams can affect how they feel. • Be able to respond if someone is hurt and dial 999.
	History	Geography	Science	Art	DT	Music	PE	Computing	RE	PSHE
Year 3	• Group history into periods of time • Use correct terminology for periods of time • Compare and contrast changes in a given period.	• Appreciate where their classmates have come from. • Uses 8 points of a compass. • Begin to use four figure grid references to build	Light Forces and Magnets Plants and animals including humans Rocks • To make systematic and careful observations and,	Stitching stone age clothes (peg dolls?) Photography Sculptures of environmental features.	• Use research to design products that are fit for a purpose, aimed at particular individuals or groups. • Generate, develop, and communicate their ideas through	• Identify and control different ways instruments make sounds. • Use voices to create and control sounds (including tempo speed-	Dance • Experience a range of stimuli and accompaniment. • Create and perform different movement patterns, including those from different	• Present information in printable form using text and graphics. • Manipulate digital images using a range of tools.	• Use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences.	• Recognise and respect that there are different types of families. • Describe a family as a source of support, stability and love.

	- Describe some of the main changes in Britain following an event. - To know how people's lives differed in different time periods - Discuss elements of local British history. - Identify differences in quality of life and views in a given historical period. - Express an opinion on whether or not a person or event had a positive or negative impact on life in Britain. - Choose the most appropriate source material to complete a task showing awareness of a range of sources. - To explore how history has impacted current life. - Give reasons for the events and changes in history.	- Identify the characteristics of a place that improved the way of lives of those in that community and compare to the contrasting location. - Compare lifestyles in different areas. - Show empathy and recognise how life has changed over time through the development of human and physical features. - Analyse data which they have collected from first hand observations and experiences, identifying any patterns. - Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. - Explore the geographical similarities and differences through guided exploration of human and physical geography of the UK and another geographical region. - Understand how physical geography impacts the human features of a given area. - Begin to locate the world's countries using maps. - Understand human geography including types of settlement and natural resources.	where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers - To gather, record, classify and present data in a variety of ways to help in answering questions - To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - To set up simple practical enquiries, comparative and fair tests - To identify differences, similarities or changes related to simple scientific ideas and processes - To use straightforward scientific evidence to answer questions or to support their findings. - Use and understand key vocabulary for the Year 3 topics. - To ask relevant questions and using different types of scientific enquiries to answer them	- Collect information, sketches and resources. - Use stitches to join materials. - Use plaiting of textiles. - Colour fabric. - Shape and stitch materials. - Use basic cross stitch and back stitch. - Use some ideas of known artists to inspire own artwork. - Replicate techniques used by notable artists. - Use a number of brush techniques, using thick brushes and thin brushes to produce shapes, textures, patterns and lines. - Use watercolours to produce washes for backgrounds then add detail. - Annotate sketches to explain and elaborate on ideas. - Create images digitally. - Explore ideas in a variety of ways. - Select and arrange collage materials for a striking effect. - Include textures in sculpture that conveys feelings of movement or expression. - Use clay and other mouldable materials. - Sketch lightly. - Make printing blocks (coiled string on a block).	discussion, annotated sketches. - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients. - Investigate a range of existing products - Evaluate their ideas and products against the design criteria. - Explore and use mechanical systems in their products (gears, pulleys, cams, levers and linkages). - Become competent in a range of cooking techniques for example, selecting ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes.	dynamics/volume and pitch). - Suggest ideas and preparations for performances. - Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. - Recognise how the different musical elements are combined and used expressively. - Explain how sounds can create different intended effects. - Explore and explain their own ideas and feelings about music using movement, dance and expressive vocabulary. - Use graphic notation to illustrate the shape and formation of melodies. - Develop an ability to represent sounds and symbols in movement/words/with instruments. - Combine sounds to create textures. - Compose music in pairs and small groups. - Contribute to a class performance. - Sing with expression in tune in a group and alone. - Rehearse together to achieve objectives. - Sing/perform rhythmically straightforward parts (ie minims, crotchets, quavers in simple common meter). - Perform a repeated pattern to a steady pulse.	times, places and cultures. - Make own dances with clear beginning/ middle/end. - Develop skills in different dance elements; control, co-ordination, poise, elevation; using simple compositional ideas Gymnastics - Link travel and balance actions into short movement phrases. - Explore travel actions following different pathways. - Explore arm actions and linking them into arm pattern phrases. - Use movement patterns as a basis to plan movement phrases. Games - Gain skills to experience small-sided and modified competitive net, striking/fielding and invasion games; use simple tactics; apply simple rules and conventions. - Develop into making up small-sided games; play games in pairs/small groups.	- Create a simple podcast. - Understand school e-safety rules. - Use ICT sources to research topic questions, and use the information found to enhance their work. - Use a sequence of instructions to program a device. - Use a simple database to add information ad save it. - Use simulations to widen experiences beyond the classroom. - Begin to use a data logger to sense physical data (sound, light and temperature). - Justify why they have chosen certain devices for certain reasons. - Show an understanding of why passwords are private. - Show an understanding of web addresses.	- Make links between beliefs and sources, including religious stories and sacred texts. - Begin to identify the impact religion has on believers' lifestyles. - Describe some forms of religious expression. - Identify what influences them, making links between aspects of their own and others' experiences. - Ask important questions about religious beliefs and lifestyles, linking their own and others' responses. - Make links between values and commitments, and their own attitudes and behaviour.	- Describe the positives of being part of a family. - Find different ways that people can care for each other. - Be able to take action if family relationships are making them worried or unhappy. - Discern what is appropriate to share with people in the community and online. - Understand what privacy and personal boundaries are. - Undertake basic actions to keep themselves safe online. - Describe the effects of bullying and how online bullying differs from face to face bullying. - Be able to say who they would tell if they experience bullying. - Recognise respectful behaviours and model them at home and at school. - Understand the importance of self-respect and their right to be treated respectfully. - Describe the ways in which people show respect and courtesy in different cultures and wider society. - Understand the reasons for rules and laws in wider society. - Identify why we need to abide by the law and what happens if we don't. - Recognise that we have human rights to protect people and identify basic human rights.
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										• Understand that with every right, there also comes responsibilities. • Describe how the internet can be used positively for leisure, school and work. • Recognise that images and information online can be altered or adapted. • Have strategies to recognise whether something online is true or accurate. • Evaluate whether a game is suitable for their age group. • Make safe choices from search results. • Be able to report concerns about online content. • Understand that jobs come in many sectors. • Recognise that people can have more than one job in a lifetime. • Understand common myths and gender stereotypes in work and be able to challenge these. • Recognise that their skills and interests might link to future jobs. • Set goals for things they'd like to achieve. • Recognise that people make choices that affect their health, and identify healthy and unhealthy choices. • Recognise things that might negatively influence their choices. • Explain that habits can be maintained, changed or stopped, and that there are
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										positive and negative effects of habits. • Understand what is meant by a healthy diet. • Explain the benefits of regular exercise. • Have strategies to identify and talk about their feelings, and know ways that people express feelings. • Recognise that feelings can change over time. • Understand that everyone is individual with valuable contributions to make. • Recognise that strengths and interests form part of someone's identity. • Identify their own strengths and interests and what they're proud of. • Recognise common challenges to self-worth. • Have basic strategies to manage and reframe setbacks. • home and in school. • Predict, assess and manage risk in everyday situations. • Understand basic fire safety at home. • Follow safety rules form parents and other adults. • Be able to keep themselves safe in the local environment or unfamiliar places.
	History	Geography	Science	Art	DT	Music	PE	Computing	RE	
Year 4	• Place different periods of time on a timeline and remember key historical facts and some dates from a period studied.	• Draw sketch maps and plans using standardised symbols and a key. • Propose geographical questions, collecting	Living things and their habitats Animals including humans Sound Electricity	Printing mosaics and Roman Pottery (clay or coil pots) Graphics Painting watercolours.	• Use research to design products that are fit for a purpose, aimed at particular individuals or groups. • Generate, develop, and communicate	• Internalise short melodies and play these on pitched instruments (play by ear).	Dance • Experience a range of stimuli and accompaniment; create and perform different movement patterns, including	• Present information using sound and video for on-screen presentations which include hyperlinks.	• Use developing religious vocabulary to describe and show understanding of sources, authorities,	• Recognise that there are features of positive healthy friendships.

	- Explain how significant historical figures contributed to national and international achievements. - Use the correct terminology to describe dates and historical terms. Use in context and understand terms relating to different types of history e.g. cultural, economic, military, political, religious and social - Compare two periods of history, identifying similarities and differences between them. - Use a range of source materials to answer questions about the past which go beyond simple observations. - Explain the impact of a significant historical figure on life in Britain. - Explain that an event can have more than one cause. - Collect and analyse data from first and second hand sources, identifying and analysing patterns and suggesting reasons for them.	- Plot a route on a map or globe from one place to another, identifying countries or significant landmarks that are passed. - Compare and contrast how areas of the world have capitalised on their physical and human features. - To explore the geographical similarities and differences through guided exploration of human and physical geography of the UK and another geographical region. - Explain how changes in the features of a place can affect the lives and activities of the people living there. - Describe how physical activity has impacted and/or changed the physical and human characteristics of a place in the world. - Learn about the use of technology and aerial photographs to create maps. - Use appropriate tools and methods to collect data pertinent to rivers. - Use rainfall gauges and meteorological equipment. - Understand the factors that affect weather and climate. - Explain views on a geographical issue using appropriate vocabulary.	States of Matter (including the water cycle). - To ask relevant questions and using different types of scientific enquiries to answer them - To gather, record, classify and present data in a variety of ways to help in answering questions - To set up simple practical enquiries, comparative and fair tests - To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - To make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers - To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - To identify differences, similarities or changes related to simple scientific ideas and processes - To use straightforward scientific evidence to answer questions or to support their findings. - Use and understand key vocabulary for the Year 4 topics. - Consolidate and build upon the skills from year 3 and below by exploring	- Comment on art works using visual language. - Use coiling, overlapping, tessellation, mosaic and montage in collage. - Create and combine shapes to create recognisable forms in sculpture. - Add materials to sculpture to provide interesting detail. - Use ceramic mosaic materials and techniques. - Print using layers of two or more colours. - Replicate patterns observed in the built environment. - Create animations using digital equipment. - Experiment with creating mood with colour. - Mix colours effectively. - Ensure painting work is precise. - Use soft and hard pencils to show differing line, tone and texture. - Use shading to show light and shadow. - Use hatching and cross hatching to show tone and texture in drawings. - Adapt and refine ideas as they progress.	their ideas through discussion, annotated sketches and information and communication technology. - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. - Investigate a range of existing products - Evaluate their ideas and products against the design criteria and consider the views of others to improve their work. - Explore and use electrical systems in their products (series circuits incorporating switches, bulbs, and buzzers). - Understand the source, seasonality and characteristics of a broad range of ingredients.	- Learn new songs quickly: sing from memory. - Keep in time with a steady pulse when chanting, singing or moving. - Be aware of correct posture whilst singing/playing. - Develop an understanding of a wide range of live and recorded music and different styles, genres and traditions from a variety of composers and musicians. - Listen with attention to detail and internalise and record sounds with increasing aural memory. - Suggest and make improvements to work, commenting on the intended effect and how to achieve it. - Compose sequences using notated rhythms. - Use staff notation as support. - Explore, choose, combine, organise and record musical ideas within musical structures. - Add words to melodic phrases to create a class group song. - Create sequences of sound-musical structures which express ideas or moods using lyrics/sounds/move ments-actions. - Use a variety of notations including graphic scores etc. - Sing/play appropriate material confidently and fluently. - Make improvements to singing. Rehearse together to achieve objectives.	those from different places. - Make own dances with clear beginning/ middle/end. - Develop skills in different dance elements of control, stepping patterns and co-ordination. - Use simple compositional ideas such as meet and part, repetition, unison, interweaving pathway, lead and follow. Gymnastics - Principles of Balance – how contact points, surface area and centre of gravity affect the performance of balances. - Movement phrases – link balances smoothly into sequences using the floor and apparatus Games - Gain skills to experience small-sided and modified competitive invasion games; use and adapt simple tactics; apply simple rules and conventions; work in teams. - Make up small-sided games; play games in pairs/small groups; develop an understanding of Games principles, related to attack and defence.	- Manipulate images using a range of tools to convey a specific mood. - Create a podcast, incorporating existing music and sound effects. - Research topic content using search engines, indexes and menus. - Show a wider understanding of e-safety and only using appropriate websites. - Plan ahead when creating sequences of instructions to program a device. - Discuss how computers can be used to process data. - Explain why passwords are critical in everyday use.	practices, beliefs and lifestyles. - Make links between them, and describe some similarities and differences both within and between religions. - Describe the impact of religion on people’s lifestyles. - Raise and suggest answers to questions of sacredness, identity, diversity, belonging, meaning and purpose. - Apply their ideas simply to their own and other people’s lives. - Describe what inspires and influences themselves and others.	- Have strategies for building positive friendships. - Be able to seek support with relationships. - Communicate respectfully with friends on digital devices. - Identify the differences between knowing someone online and face to face and what the risks are for this. - Be able to say what they’d do if they’re worried about contact online. - Differentiate between playful teasing, hurtful behaviour and bullying, including online. - Be able to respond to hurtful behaviour they witness. - Recognise the difference between playful dares and dares which put people under pressure or at risk. - Manage pressure associated with dares. - Recognise when it is right to keep or break a confidence. - Recognise that people may pretend to be someone they’re not online. - Be able to report concerns about people’s behaviour, including online. - Recognise differences between people such as race, gender and faith. - Recognise what they have in common with others. - Understand the importance of
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			concepts in depth and reasoning and justifying their ideas. To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions							respecting the differences and similarities between people. - Discuss differences sensitively. - Discuss the meaning and benefits of living in a community. - Recognise the different communities they belong to. - Recognise the individuals and groups that help a community through volunteering and work. - Show compassion towards others in need and the shared responsibility of caring for them. - Recognise that everything shared online has a digital footprint. - Recognise that organisations can use data to encourage us to buy things. - Recognise what online adverts look like. - Compare content shared for factual purposes and for advertising. - Explain why people might choose to buy or not to buy something from an advert. - Understand that search results are ordered by popularity and this affects what people access. - Understand that people make spending decisions based on budget, values and needs. - Be able to keep track of money and know what is being spent. - Understand why we might use different
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										methods to pay for things. • Discuss how the way people spend money can have a negative or positive effect. • Identify a wide range of factors that maintain a healthy physical and mental lifestyle. • Understand what good physical health is and recognise early signs of physical illness. • Understand that common illnesses can be quickly and easily treated with the right care. • Have strategies to maintain oral hygiene and dental health. • Appreciate the importance of regular visits to the dentist and the effects of food, drinks and substances on dental health. • Be able to identify external genitalia and reproductive organs. • Explain the physical and emotional changes of puberty. • Understand key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams. • Have strategies to manage the changes in puberty, including menstruation. • Explain the importance of personal hygiene routines during puberty. • Discuss the challenges of puberty with a trusted adult. • Show an awareness of where to get information and advice about puberty.
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										- Explain the importance of taking medicines correctly and using products safely. - Recognise what is meant by a 'drug'. - Explain that drugs common to everyday life can affect health and wellbeing. - Identify some of the effects related to different drugs. - Identify some of the risks associated with drugs common to everyday life. - Understand that using drugs can become a habit which is difficult to break.
	History	Geography	Science	Art	DT	Music	PE	Computing	RE	PSHE
Year 5	- Independently place historical events on a timeline, remembering key facts from a period of history studied, and describing events, people and changes. - Use knowledge to make links between events and changes in the time period. - Use vocabulary to describe characteristic features of past societies and periods. - Describe and make links between features of past societies and periods by comparing and contrasting their similarities and differences. - Discuss how historical events, people and past civilisations have impacted on current life. - Explain how culture and beliefs of people have changed over time, causing change	- Ask and answer geographical questions using appropriate vocabulary. - Collect and analyse fieldwork data. - Understand some of the reasons for geographical similarities differences between countries. - Produce own scaled maps. Use four and six figure grid references to locate features on an Ordnance Survey or world map. - Explain how things change by referring to the physical and human features of the landscape. - Describe how human activity has impacted upon and/or changed the physical and human characteristics of a place in the world. - Understand the influence humans have had on the environment.	Properties and changes of materials Earth and space Forces Living things and their habitats Animals including humans. - To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - To use simple models to describe scientific ideas - To take measurements, using a range of scientific equipment, with increasing accuracy and precision - To use test results to make predictions to set up further comparative and fair tests - To report and present findings from enquiries, including conclusions, causal relationships and	Clay Viking artefacts Marbling space pictures with ink Collage and printing and textiles. - Sketch lightly before painting to combine line and colour. - Use brush techniques and the qualities of paint to create texture. - Show how great artists influenced others in the art world. - Develop and imaginatively extend ideas and starting points throughout the curriculum. - Collect information, sketches and resources and present ideas imaginatively in a sketch book. - Use a variety of techniques to add interesting effects to drawings. - Create a colour palette based upon colours observed in the natural or built world.	- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. - Generate, develop, model and communicate their ideas through discussion, annotated sketches and cross-sectional and exploded diagrams. - Evaluate their ideas and say what they would do next time to improve the product in light of tests. - Develop their ability to select from and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately. - Develop the skill of selecting from and using a wider range of materials and components, including construction	- Develop musical imagination through experimenting, improvising and adapting sounds. - Listen with concentration and engagement to longer pieces of instrumental/vocal music. - Explore and explain own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. - Create music that describes contrasting moods. - Internalise sounds, then select, combine and exploit a range of different sounds to compose a soundscape stimulated by a topic. - Develop more complex rhythmic ideas. - Sing songs in unison and in parts. - Sing and play with increased control,	Dance - Develop skills of unison, mirroring, contact, level, speed, direction, control, jumping, turning gesture, action/reaction, and repetition. Gymnastics - Non-contact partner work. - Movement phrases – create paired sequences using a variety of actions - Compositional development – use compositional devices to make a paired sequence more complex and interesting. Games - Develop a wider range netball / football specific skills of send, receive, avoid, dodge, attack, defend, movement into / out of space and apply in to small-sided and	- Use advanced tools in word processing such as formatting and line spacing to create work for an intended audience. - Make a short film or animation from images that they have captures or created. - Create multiple track compositions that contain a variety of sounds. - Share ICT work they have done by uploading to authorised sites. - Use copy and paste to repurpose information for certain audiences. - Understand that not all information on the internet is accurate. - Explain how to be safe on the internet and abide by the school's e-safety policy. - Use control software to control devices. Predict, test and refine their programming.	- Use developing religious vocabulary to describe and show understanding of ideas, feelings and experiences. - Make links between the religions studied to date and describe some similarities and differences both within and between religions. - Compare and contrast the impact of religion on people's lifestyles. - Raise and suggest answers to questions of truth, values and commitments. - Apply and relate their ideas to their own and other people's lives. - Develop empathy and understanding about what inspires and influences themselves and others.	- Recognise what makes a healthy friendship. - Have strategies to help someone feel included. - Understand how peer influence can make people behave a certain way. - Understand the impact of the need for peer approval and have strategies to manage peer influence. - Understand that it is common for friendships to experience challenges. - Have strategies to positively resolve disputes. - Recognise if a friendship is making them feel unsafe or uncomfortable. - Identify what physical touch is acceptable and what is not in different situations. - Recognise how to give, ask for, not give

	and reflect and explore the reasons for this. • Use the correct terminology to describe dates and historical terms. Use in context and understand terms relating to different types of history e.g. cultural, economic, military, political, religious and social. • Ask and answer questions about changes. • Explain why some events, people and changes have been interpreted in different ways and suggest possible reasons for this • Explore that people have opinions but they may not be factual • Describe how different types of evidence tell us different things about the past eg royal portrait versus descriptions, and understand why contrasting arguments and interpretations occur	• Choose the best method of recording observations and measurements including sketch maps, plans, graphs and digital technologies. • How sustainability is managed in the environment e.g. deforestation and the impact of not replacing the trees. • The effects of economic, technological and scientific developments on the UK and the wider world over time.	explanations of results • To identify scientific evidence that has been used to support or refute ideas or arguments. • Use and understand key vocabulary for the Year 5 topics. • To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs	• Use different textures in collage. • Use frameworks such as wire or moulds to provide stability or form. • Build up layers of colours in print work. • Create an accurate pattern in prints that shows fine detail. • Show precision in textile art techniques. • Use dip dye techniques. • Quilt, pad and gather fabric.	materials, textiles and ingredients, according to their functional properties and aesthetic qualities. • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • Understand and use mechanical systems in their products (gears, pulleys, cams, levers and linkages). • Develop their existing cooking skills further in different contexts.	expression, fluency and confidence. • Play instruments with control and rhythmic accuracy. • Maintain their own part when singing songs written in two parts.	modified competitive invasion games. • Develop the playing of games in groups; an understanding of game principles and space related to attack and defence.	• Enter information into a database and interrogate it. • Set up and use a spreadsheet to explore patterns. • Use a data logger and set up intermittent data readings. • Show an awareness of ICT tools used in working lives. • Understand the school network and how it links resources. • Compare different search engine results and explain why they might be different. • Understand that syntax and spelling must be accurate to search effectively.	permission for physical contact. • Describe how it feels in a person's mind and body when they are uncomfortable. • Appreciate that it is never someone's fault if they have experienced unacceptable contact. • Be able to respond to unacceptable contact. • Understand that no one should ask them to keep an uncomfortable secret. • Say who they can tell if they are concerned about unwanted physical contact. • Recognise that everyone should be treated equally. • Listen and respond to people who have different traditions and beliefs respectfully. • Understand discrimination and different types of discrimination. • Identify online bullying and discrimination of groups or individuals. • Understand the impact of discrimination and have ways to challenge it and report it. • Identify different types of media and their purposes (entertain, inform, persuade, advertise). • Have strategies to assess whether content online is fact, opinion or biased. • Understand that some media and online content
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										promote stereotypes. - Assess which search results are more reliable than others. - Recognise safe or suspicious content online. - Understand how devices store and share information. - Identify jobs they may like to do in the future, and understand the role ambition plays. - Explain why people might choose certain careers. - Empathise with what might influence people’s decisions about a job. - Appreciate the importance of diversity in career opportunities. - Have strategies for challenging stereotyping in the workplace. - Understand the different routes into employment. - Understand what contributes to personal identity. - Appreciate that for some people their gender identity does not correspond with their biological sex. - Recognise, respect and express their individuality. - Have ways to boost their mood and emotional wellbeing. - Understand the link between interests and hobbies and mental wellbeing. - Understand how resources are allocated and the effect this has on people, communities and the environment.
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										• Appreciate the importance of protecting the environment and show compassion for it. • Discuss how the way money is spent affects the environment. • Express own opinions about their responsibility to the environment. • Explain how to have and maintain healthy sleep strategies. • Understand the benefits of the outdoors on mental and physical health. • Manage risks in relation to the sun. • Understand how medicines can contribute to health and how allergies can be managed. • Discuss how vaccinations can prevent illness. • Prevent the spread of bacteria and viruses using everyday hygiene routines. • Recognise the shared responsibility of keeping a clean environment • Identify when situations are becoming risky, unsafe or an emergency. • Differentiate between positive risk taking and dangerous behaviour. • Deal with common injuries with basic first aid techniques. • Respond in an emergency including contacting emergency services. • Understand that FGM is against British law.
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										Discuss what to do if they think someone is at risk of FGM.
	History	Geography	Science	Art	DT	Music	PE	Computing	RE	
Year 6	- Sequence events within the period they are studying and place time period in relation to other periods. - Match dates to people and times. - Use the correct terminology to describe dates and historical terms. Use in context and understand terms relating to different types of history e.g. cultural, economic, military, political, religious and social. Understand abstract and historical terms e.g. empire, civilisation, parliament and allies. - Evaluate and compare the validity of resources and information. - Show resilience by questioning information and being confident to use the correct information. - Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history. - Discuss how societies have been organised and governed in different ways and at different times. - Examine causes and results of great events and the impact on people. - State similarities and differences between now and then, related to an aspect being studied e.g. clothes, food.	- Use maps, keys and grid references to find a place and follow a route. - Use contents/index to locate information or a place with speed and accuracy. - Understand local maps and 6 figure grid references to find locations. - Use knowledge to make links between events and changes in the time period. - Compare and contrast areas of the UK and the wider world by analysing geographical features on maps. - Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. - Use the language of human and physical geography. - Use knowledge to make links between events and changes in the time period. - The effects of economic, technological and scientific developments on the UK and the wider world over time. - Explain how physical and human processes lead to diversity and change in places.	Light Electricity Living things and their habitats Animals including humans Evolution and Inheritance - To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - To take measurements, using a range of scientific equipment, with increasing accuracy and precision - To use test results to make predictions to set up further comparative and fair tests - To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs - To use simple models to describe scientific ideas - To identify scientific evidence that has been used to support or refute ideas or arguments. - To report and present findings from enquiries, including conclusions, causal relationships and explanations of results - Use and understand key vocabulary for the Year 6 topics. - Consolidate and build upon the skills from year 5 and below by exploring concepts in depth	Pencil drawing Willow sculpture with tissue paper Charcoal. - Comment on artworks with a fluent grasp of visual language. - Use the qualities of water colour or acrylic paints to create visually interesting pieces. - Combine colours, tones and tints to enhance the mood of a piece. - Develop a personal style of painting, drawing upon ideas from other artists. - Show life like qualities and real life proportions or, if more abstract, provoke different interpretations. - Create original pieces that show a range of influences from known artists. - Combine visual and tactile qualities in sculptures. - Use a choice of techniques to depict movement, perspective, shadows and reflection in drawings. - Choose a style of drawing suitable for the work. - Use lines to represent movement. - Use a range of visual elements to reflect the purpose of the work in print making. - Combine previously learnt techniques to create pieces. - Spot potential in unexpected results as work progresses.	- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. - Select from and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately. - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. - Understand how key events and individuals in design and technology have helped shape the world. - Understand and use electrical systems in their products (series circuits incorporating switches, bulbs, buzzers and motors) - Apply their understanding of computing to programme, monitor and control their products - Develop, practise and apply their existing	- Explore different combinations of vocal sounds. - Explore the relationship between sounds. - Identify how music reflects on different intentions. - Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary eg pitch, tempo, lyrics. - Apply knowledge and understanding of how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures/forms and used to communicate different moods and effects. - Compose music for different occasions using appropriate musical features and devices (melody, rhythms, chords and structures). Play from pitched notation (read music). - Rehearse with others and help achieve a high quality performance showing an awareness of the audience. - Count in 4s (crotchets), and 2s (minims) at the same time as each other. (subdivide the pulse).	Dance - Develop skills of unison, mirroring, contact, level, speed, direction, control, jumping, turning gesture, action/reaction, and repetition. Gymnastics - Develop skills in symmetry and asymmetry – explore symmetrical and asymmetrical gymnastics actions and actions that show both movement phrases – link symmetrical and asymmetrical actions into short movement phrases and sequences on the floor and apparatus - Quality of movement – understand what influences the quality of performance and improve own and others’ sequences accordingly Games - Dribble, control, space, goal, pass, rules, shooting accuracy, wing, team formation, attacking, defending dodge, pass, communicate, tag, decision making, receive, teamwork, attaching, defending, score, try, space, tactics	- Show an awareness of restraint in multimedia presentations to convey intentions rather than impress. - Use images that they have sourced as part of a wider project or presentation. - Create and share more sophisticated podcasts and consider the effect they will have on an audience. - Model the following of school e-safety rules to younger pupils. - Use appropriate methods to validate information and check for bias and accuracy. - Show an awareness of copyright when using material sourced from the internet. - Independently create sequences of commands to control devices in response to sensing (use inputs as well as outputs). - Design, build, test, evaluate and modify programmed sequences. - Independently solve a problem by planning and carrying out data collection and organising and analysing that data. - Understand basic data protection and why it is important in the wider community (police, NHS etc). - Set up and use a spreadsheet for a purpose.	- Use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities. - Describe why people belong to religions. - Know that similarities and differences illustrate distinctive beliefs within and between religions, and suggest possible reasons for this. - Explain how religious sources are used to provide authoritative answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions. - Pose, and suggest answers to questions of sacredness, identity, diversity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others’ lives. - Explain what inspires and influences them, expressing their own and others’ views on the challenges of belonging to a religion.	- Understand that mental health and physical health are equally important. - Recognise that anyone can be affected by poor mental health and that difficulties can resolve with help and support. - Recognise that bullying and loneliness can affect mental health. - Have positive strategies for managing feelings. - Recognise that feelings can be helpful but sometimes must be overcome. - Recognise that help is available for mental health and identify these sources of help. - Understand that changes occur in life, including death and these can cause conflicting feelings. - Understand how grief can be expressed. - Identify how to ask for support. - Balance time online with other activities to help with mental and physical health. - Strategies to help manage time spent online. - Understand the benefits of safe internet use. - Understand why images online might be faked or manipulated, and how to recognise these.

	• Know and discuss periods of history studied and talk about the relation between these and other significant periods of history. • Use vocabulary to describe characteristic features of past societies and periods.		and reasoning and justifying their ideas.		• cooking skills in topical contexts. • Evaluate their ideas and say what they would do next time to improve the product in light of tests. Change the product during the making process in light of unexpected problems.			• Relate their use of spreadsheets to situations in the wider world. • Evaluate tools and devices available to them and justify why outcomes will be better on ones they have selected. • Understand how filtering and monitoring tools affect their use of the school network and internet and compare this with their access to computers outside school. • Use collaborative tools and email for remote communication.		• Explain why people choose to communicate through social media, and what the risks are. • Understand that social media sites have age restrictions and why some content is not suitable for children. • Explain how online content can manipulate people’s emotions and encourage them to read or share things. • Recognise what is appropriate to share online and relate this to laws. • Report inappropriate online content or contact. • Understand the link between values and behaviour and how to be appositive role model. • Discuss, listen to and respect other points of view. • Constructively challenge points of view they disagree with. • Participate effectively in discussions online and manage conflicts or disagreements. • Understand what prejudice means and differentiate between prejudice and discrimination. • Respond to and challenge discrimination. • Recognise stereotypes in different contexts and the influence they have on different groups. • Challenge stereotypes to stop
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										them being perpetuated. • Discuss the role money plays in people’s lives, and what influences their decisions about money. • Understand what ‘value for money’ is and how to judge value for money. • Discuss how companies encourage customers to buy things and how to be a critical consumer. • Describe how having or not having money can impact on a person’s emotions, health and wellbeing. • Understand common risks associated with money. • Understand how money can be lost and how this increases financial risk. • Understand where to get help if they are concerned about gambling or other financial risks. • Understand how to protect personal information online. • Identify potential risks of personal information being misused. • Have strategies for dealing with requests for personal information or images. • Identify different types of images that are appropriate to share with others and those that are not. • Understand that images may be shared quickly and
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										widely and the impact of this. • Be able to take action if they come across images that upset them. • Understand how to report the misuse of personal information. • Justify why age rating systems are important. • Explain the risks and effects of different drugs. • Understand the laws relating to common everyday drugs and illegal drugs. • Have ways of accessing support information about drug use. • Understand what it means to be attracted to someone and understand different kinds of loving relationships. • Understand that people who love each other can be any gender, ethnicity or faith. • Discuss the qualities of relationships that help individuals flourish. • Think of ways couples show their love to each other. • Understand what marriage and civil partnership mean. • Understand that people can choose who they marry and that forced marriage is illegal. • Compare the features of healthy and unhealthy lifestyles. • Understand that if someone is put under pressure to do
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										something dangerous and it goes wrong, there is shared responsibility. • Have strategies to respond to peer pressure. • Assess the risk of online dares or challenges. • Recognise and respond to pressure if something makes them feel uncomfortable. • Have strategies for reporting concerns about personal safety. • Understand what consent means and how to seek and give/not give permission in different situations. • Recognise they have increasing independence as they grow up. • Understand how relationships change as they grow up or move to secondary school. • Use practical strategies to manage times of change. • Identify the links between love, committed relationships and conception. • Understand what sexual intercourse is and how it can be one part of an intimate relationship between consenting adults. • Understand how pregnancy occurs. • Discuss how pregnancy can be prevented with contraception. • Understand that being a parent comes with responsibilities.
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