



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ILP	Scrumdiddlyumptious	Gods and mortals	Tremors	Urban Pioneers	Predators	
No of Weeks.	8 weeks	7 weeks	6 weeks	6 weeks	5 weeks	7 weeks
Visits/ Visitors	Pizza express	Ancient Greek Play/Workshop	Mowbray Gardens	Cenotaph at Clifton Park	Bird show at school	
Outcome (Express)	Smoothie design and tasting.	Greek feast.	Class presentation	Graffiti Mural	Newsletters on birds of prey.	
Question	How can we be healthy?	How were Greek Gods created?	What is a natural disaster?	Is graffiti wrong?	How do predators hunt and survive?	
Rights Respecting School Focus	Article 24- right to be healthy.	Article 14- right to freedom of religion.	Article 6- right to survival.	Article 12- right to a voice	Right to an education.	
Vocabulary	Carbohydrate Climate Festival Flavour Ingredient Nutrition Physician Protein Savoury Starch Texture Utensil Packaging	Artefact Divine Deity God Cavalry Labyrinth Legend Mortal Meander Warrior Papyrus Sceptre Conquer Trial	Avalanche Draught Earthquake Epicentre Geologist Hurricane Igneous Magma Richter scale Magnitude Tsunami Eruption Tectonic plates Tragedy	Graffiti Environment Commemorate Mural Vandalism Street art Urban Sculpture Community Generation Local Statue Pioneer	Camouflage Consumer Decomposer Amphibian Arachnid Fossil Omnivore Organism Parasite Scavenger Producer Species Herbivore Carnivore	
Reading	Identify themes and conventions in a wide range of books. Discuss words and phrases that capture the reader's interest and imagination.	En R C 3 Retrieve and record information from non-fiction. En R C 4 Participate in discussion about both books that are read to them and those they can	En R C 3 Retrieve and record information from non-fiction. En R C 1g Discuss words and phrases that capture the reader's interest and imagination.	En R C 1g Discuss words and phrases that capture the reader's interest and imagination. En R C 4 Participate in discussion about both books that are read to	En R C 1c Use dictionaries to check the meaning of words that they have read. En R C 1b Read books that are structured in different ways and read for a range of purposes. En R C 1f Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	





	<p>Retrieve and record information from non-fiction.</p>	<p>read for themselves, taking turns and listening to what others say. En R C 1d Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. En R C 2c Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. En R C 2f Identify how language, structure, and presentation contribute to meaning.</p>		<p>them and those they read for themselves, taking turns and listening to what others say. En R C 3 Retrieve and record information from non-fiction</p>	<p>En R C 2b Ask questions to improve their understanding of a text.</p>
<p>Writing</p>	<p>Discuss and record ideas.</p> <p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>En W C 2b Organise paragraphs around a theme. Increase the legibility, consistency and quality of their handwriting.</p> <p>Discuss and record ideas</p>	<p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>En W C 4 Proof-read for spelling and punctuation errors. En W C 3b Propose changes to grammar and vocabulary to improve,</p>	<p>En W C 1b Discuss and record ideas. En W C 4 Proof-read for spelling and punctuation errors. En W C 2a Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>	<p>En R C 1c Use dictionaries to check the meaning of words that they have read. En R C 1b Read books that are structured in different ways and read for a range of purposes. n R C 1f Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. En R C 2b Ask questions to improve their understanding of a text.</p>





	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>		<p>including the accurate use of pronouns in sentences. En W C 2c In narratives, create settings, characters and plot.</p>			
<p>SPaG</p>	<p>Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</p> <p>Introduction to paragraphs as a way to group related material</p>	<p>Headings and sub-headings to aid presentation</p> <p>prepositions [for example, before, after, during, in, because of</p>	<p>Introduction to inverted commas to punctuate direct speech</p> <p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of</p>	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of</p> <p>Introduction to inverted commas to punctuate direct speech</p>	<p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	





Maths						
<p>Science</p>	<p><u>Animals and human skeleton/nutrition</u> Sc WS 4 Gather, record, classify and present data in a variety of ways to help in answering questions. En SL 7</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement CN 1; Sc WS 4</p> <p>Sc WS 8 Identify differences, similarities or changes related to simple scientific ideas and</p>	<p><u>Rocks and minerals</u> Sc R 1 Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Sc WS 4; En SL 11</p> <p>Sc WS 2 Set up simple practical enquiries, comparative and fair tests. Sc WS 1, 3, 4, 5, 7</p> <p>Sc WS 8 Identify differences, similarities or changes related to simple scientific ideas and processes. Sc R 2 Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p>	<p><u>Plants and soil</u> Sc R 3 Recognise that soils are made from rocks and organic matter. Ge HP 1; Sc WS 3, 5, 7, 8; En SL 5, 7; Ma S 1</p> <p>Sc WS 6 Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Ge HP 1; Sc WS 3, 7, 8; En SL 7</p> <p>Sc WS 4 Gather, record, classify and present data in a variety of ways to help in answering questions. Ge HP 1; DT M 2; En SL 3, 5; Co 6; En R C 3</p> <p>Sc P 2 Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Sc P 1, 3; Sc WS 5; AD 2</p> <p>Sc WS 7 Use results to draw simple conclusions,</p>	<p>Sc L 1 Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Sc L 2 Notice that light is reflected from surfaces.</p> <p>Sc L 4 Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Sc L 3 Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Sc L 5 Find patterns in the way that the size of shadows change.</p> <p>Sc WS 1 Ask relevant questions and use different types of scientific enquiries to answer them.</p>	<p>Sc WS 4 Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Sc A 1 Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Sc R 2 Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Sc P 1 Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Sc P 3 Investigate the way in which water is transported within plants. Sc A 2 Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p><u>Discrete – shadows of animals</u></p> <p>Sc WS 3, 7; En SL 1, 5, 7Sc Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Find patterns in the way that the size of shadows change.</p> <p>Sc WS 2, 3, 5, 7, 9; En SL 1, 1Sc</p> <p>Additional science block taught discretely)</p> <p><u>Forces and magnets</u> compare how things move on different surfaces notice that some forces need contact between 2 objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others</p>





	<p>processes. DT CN 2; DT M 1, 2</p> <p>WS 1 Ask relevant questions and use different types of scientific enquiries to answer them (coke and mentos experiment)</p>		<p>make predictions for new values, suggest improvements and raise further questions.</p> <p>Sc WS 1, 2, 3, 4, 5, 8; En SL 4</p>		<p>Sc WS 6 Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Sc WS 5 Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p>	<p>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p>
History	<p>EHi 6 Study an aspect or theme in British history that extends pupils' knowledge beyond 1066. DT CN 1; En R C 1b, 3</p>	<p>Hi 8 Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>En SL 2, 5; En W C 1</p> <p>Hi 8 Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<p>Hi 2 Learn about the Roman Empire and its impact on Britain.</p>			<p>Hi 1 Learn about changes in Britain from the Stone Age to the Iron Age.</p>
Geog.	<p>Ge SF 1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Ge HP 1, 2; DT CN 3</p>	<p>Ge SF 1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Ge HP 1 Describe and understand key aspects of physical geography, including: volcanoes and earthquakes.</p>	<p>Ge SF 1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Ge PK 1 Understand</p>	<p>Ge SF 3 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs,</p>	<p>Ge SF 1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>





	<p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. En SL 2</p>	<p>Ge LK 1 Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>Ge HP 1 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Co 6; Ge LK 2</p> <p>Ge SF 2 Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world. Ge HP 1; En R C 1c; Ma S</p> <p>Ge SF 3 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Ge HP 1; Ma M 1</p> <p>Ge LK 3 Identify the position and significance</p>	<p>geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.</p> <p>Ge SF 3 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>and digital technologies. Ge SF 1 Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</p>	<p>Sc A 1; Ge HP 1, 2; En R C 3; Co 5, 6, 7; En SL 5</p>
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			<p>these aspects have changed over time</p> <p>Ge HP 1 Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>En SL 4; PSHE 5b</p>			
Comp.	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
Art	AD 1 Create sketch books to record their observations and use them to review and revisit ideas.En SL 5 AD 2 Improve their mastery of art and design techniques,	AD 2 Improve their mastery of art and design techniques, include sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)	AD 2 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)	AD 2 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). AD 1 Create sketch books	AD 2 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).	AD 2 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).





	including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).En SL 7			to record their observations and use them to review and revisit ideas. AD 3 Find out about great artists, architects and designers in history		
DT	<p>DT E 1 Investigate and analyse a range of existing products.DT CN 2; Ma S 1</p> <p>DT CN 2 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.Ma M 1; DT M 1, 2</p> <p>DT D 1 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.En W C 1a; Co 6; DT D 2, DT E 1</p> <p>DT M 1 Select from and use a wider range of tools and equipment to perform</p>	<p>DT M 2 Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>DT D 1 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</p> <p>DT TK 1 Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	<p>DT TK 2 Understand and use mechanical systems in their products (e.g. gears, pulleys, cams, levers and linkages). DT E 2; DT M 1, 2; Ge HP 1, 2</p> <p>DT TK 1 Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. En SL 11; DT M 1, 2; DT E 1, 2; DT D 1,</p>		<p>DT M 2 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.</p>	<p>DT D 2 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. DT M 1, 2; DT E 2; En W C 2d</p> <p>DT M 2 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. DT D 2; DT M 1; DT E 2; AD 2; En SL 7</p> <p>DT M 1 Select from and use a wider range of tools and equipment to</p>





	<p>practical tasks accurately. En R C 2a</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>					<p>perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately.</p>
Music	<p>Drumming lessons</p> <p>Mu 1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. En SL 11</p>	<p>Drumming lessons</p> <p>Mu 2 Improve and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu 1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Co 6; Mu 2</p>	<p>Drumming lessons</p> <p>Mu 2 Improve and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu 1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Co 6; Mu 2</p>	<p>Drumming lessons</p> <p>Mu 2 Improve and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu 1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Co 6; Mu 2</p>	<p>Drumming lessons</p> <p>Mu 2 Improve and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu 1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Co 6; Mu 2</p>	<p>Drumming lessons</p> <p>Mu 2 Improve and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu 1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Co 6; Mu 2</p>
PE (Live and learn scheme)	<p>E 2 Play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending</p>	<p>PE 5 Take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>PE 5 Take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>PE 5 Take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>PE 5 Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>PE 6 Compare their performances with previous ones PE 6 Compare their performances with</p>	<p>PE 5 Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>PE 1 Use running, jumping, PE 1 Use running, jumping, throwing and catc PE 1 Use running,</p>





	<p>PE 3 Develop flexibility, strength, technique, control and balance (e.g. through athletics)</p>				<p>previous ones and demonstrate improvement to achieve their personal best.</p> <p>PE 1; Ma S 1; Sc A 2; Co 6</p> <p>E 2 Play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.</p> <p>En SL 1; Sc A 1; PSHE</p>	<p>jumping, throwing and catching in isolation and in combination.</p> <p>Hi 8; PE 3; Co 5, 7; En R C 3</p> <p>PE 3 Develop flexibility, strength, technique, control and balance (e.g. through athletics and gymnastics).</p> <p>PE 1; En SL 1; PSHE 5f</p> <p>PE 3 Develop flexibility, strength, technique, control and balance.</p> <p>En SL 9; Co 1, 5, 7PE 4 Perform dances using a range of movement patterns.</p> <p>Hi 8; PE 6</p>
<p>RE (Rotherham scheme of work)</p>	<p><u>Christianity – Why do some people think Jesus is an inspirational figure?</u></p> <ul style="list-style-type: none"> • Use a developing religious vocabulary, such as resurrection, forgiveness to describe key aspects of Jesus’ life and teachings. • Begin to identify the impact that believing in Jesus has on a Christian’s life. 	<p><u>What is it like to be a Hindu?</u></p> <ul style="list-style-type: none"> • Use a range of religious words to describe Hindu beliefs about God and worship; • List some similarities and differences between the Hindu way of life and another way of life they know well <p>Make links between art, stories and holy writings that help people to be good or generous rather than bad or</p>	<p><u>How and why do people find peace and strength through Christianity?</u></p> <ul style="list-style-type: none"> • Understand the importance of special places in our lives and the lives of others. • Use a widening religious vocabulary to show that they understand different examples of holy places and sacred spaces. • Describe similarities and differences between 			





	<ul style="list-style-type: none"> Describe some ways in which Jesus has been represented in art or music Make links between some Christian beliefs and some stories about Jesus found in the New Testament. <p>Ask and consider some important questions of their own about Jesus, making links between their own and others' responses.</p>	mean	<p>different places of worship or sacred places.</p> <ul style="list-style-type: none"> Ask questions and make suggestions to answer about the beliefs and values that are expressed in a church for themselves. <p>Describe what kind of sacred space would inspire them or influence their sense of values.</p>			
<p>PSHCE and SEAL</p>	<p><u>The caring school</u> To learn how to make positive choices To know that choices have consequences To have respect for ourselves and others To form positive relationships To recognise ways in which we can promote a caring, trusting environment To see ourselves as valued and valuable members of the school community</p> <p><u>Feelings, friends, friendships</u> To be able to recognise and express a range of feelings To explore feelings they and other people have in common To be able to recognise and express positive things about</p>	<p>PSHE 2a Research, discuss and debate topical issues, problems and events.</p> <p><u>My healthy body - food</u> To be able to describe what, when, where and why they eat To understand what is involved in healthy eating, including basics of nutritional content and eating a balanced diet To be able to recognise that some things are better value for money than others</p> <p><u>My healthy body – taking responsibility for healthy lifestyle</u> To explore the range of exercise available to them and understand some of the effects on the body</p>	<p>PSHE 1a Talk and write about their opinions, and explain their views, on issues that affect themselves and society. En SL 4, 5, 7; PSHE 2e; Ge HP 1, 2</p> <p>PSHE 5b Feel positive about themselves. En SL 1, 5, 8, 9, 10, 12; Co 6</p> <p><u>Rights and responsibilities</u> To understand the difference between wants, needs and rights To understand that rights come with responsibilities To recognise what's fair/unfair and the difference between right and wrong That their choice of action affects themselves and others To understand the consequences of racism,</p>	<p>PSHE 3e Recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable</p> <p>PSHE 1a Talk and write about their opinions, and explain their views, on issues that affect themselves and society</p> <p><u>Loss, separation and relationships</u> To consider some of the changes that take place in people's lives and reflect on some of the changes in their own lives To be able to recognise some of the emotions involved in loss situations and consider what is helpful and unhelpful in</p>	<p><u>Keeping myself safe</u> To recognise the different risks and situations and decide how to behave responsibly</p> <p><u>Using email safely</u> Recognise what is safe and appropriate behaviour when sending and receiving email Develop an awareness of a range of strategies that can be used to deal with email safety</p>	<p>PSHE 2f Resolve differences by looking at alternatives, making decisions and explaining choices. PSHE 2a; En SL 7, 9</p> <p><u>The world of drugs</u> To heighten awareness of what goes into our bodies intentionally and unavoidably To understand that part of being a good citizen is about being grown up and responsible for what you do To understand the difference between the short and long term consequences of taking a risk To develop skills for weighing up the choices involved in and the reasons for and against taking risks To develop ways to resist</p>





	<p>themselves and others</p> <p>To be aware of opportunities for choices within their leisure time To begin to consider the effect of media and peer influences on their lifestyle choices To be aware of the cost of participating in some leisure activities and any 'hidden' costs, e.g. cost of essential equipment</p> <p><u>Human needs, human rights</u> To recognise the difference between wants, needs and rights To recognise the basic human need for clean water To recognise what is fair and unfair and the difference between right and wrong Understand that some people's lives are very different and this is a result of where they live in the world</p>	<p>teasing, bullying and discrimination To develop skills of participation and responsible action</p> <p><u>Human needs, human rights</u> To recognise the impact that their behaviour has on others To understand the feelings and emotions associated with belonging</p>	<p>such situations</p>		<p>unhelpful pressure to take risks with their health To understand some reasons why people take risks To understand that pressure comes in different forms To know that talking with people we trust can be helpful in dealing with risks and choices</p>
<p>MFL (scheme)</p>	<p>Objectives: La2 - Explore the patterns and sounds of language through songs and rhymes</p>	<p>Objectives: La2 - Explore the patterns and sounds of language through songs and rhymes</p> <p>La3 - Engage in</p>	<p>Objectives: La2 - Explore the patterns and sounds of language through songs and rhymes</p> <p>La3 - Engage in</p>	<p>Objectives: La2 - Explore the patterns and sounds of language through songs and rhymes</p> <p>La3 - Engage in</p>	<p>Objectives: La3 - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek</p>





	<p>La8 - Appreciate stories, songs, poems and rhymes in the language</p> <p>Content: Numbers 1-10 Greetings Classroom instructions Christmas traditions</p>	<p>La8 - Appreciate stories, songs, poems and rhymes in the language</p> <p>Content: Numbers 1-10 Greetings Classroom instructions Christmas traditions</p>	<p>conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>La7 - Read carefully and show understanding of words, phrases and simple writing</p> <p>Content: My name is Asking and telling ages Colours</p>	<p>conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>La7 - Read carefully and show understanding of words, phrases and simple writing</p> <p>Content: My name is Asking and telling ages Colours</p>	<p>clarification and help</p> <p>La8 - Appreciate stories, songs, poems and rhymes in the language</p> <p>Content: Food, including popular Spanish food Days and months</p>	<p>others; seek clarification and help</p> <p>La8 - Appreciate stories, songs, poems and rhymes in the language</p> <p>Content: Food, including popular Spanish food Days and months</p>
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