

Long Term Curriculum Overview 2019-2020 Year: 1



Growing Together; Aiming High

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ILP	Superheroes	Moon Zoom	Bright Lights, Big City	Dinosaur Planet	Enchanted Woodland	Paws, Claws and Whiskers
No of Weeks.	8 weeks	7 weeks	6 weeks	6 weeks	5 weeks	7 weeks
Visits/ Visitors	Superhero cross curricular dress up day- Monday 16 th September	Wonder Dome planetarium WB 4.11.19	Royal tea party		Visit to Herringthorpe Valley Woods	Visit to The Tropical Butterfly House
Outcome (Express)	Superhero dance to parents WB 14.10.19	DT moon buggy exhibition	Sell buns and biscuits for the royal tea party	Parent dinosaur assembly	Newsletter and tallest sunflower competition	Curriculum showcase to F2
Question	What makes you super?	What is beyond the clouds?	Where is London?	Are all dinosaurs carnivores?	If you went down to the woods today what would you see?	What is your favorite animal and why?
Rights Respecting School Focus	Article 7 The right to a name.	Article 31 The right to relax play and take part in a wide range of artistic activities.	Article 8 The right to a name, a nationality and family ties.	Article 28 The right to an education.	Article 12 Every child has the right to have a say in all matters affecting them and to have their views taken seriously. Local environment.	Article 2 Respect everyone whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.
Vocabulary	Actions, appearance, characteristics, conflict, disguise, figurine, heroine, charity, choice, rescue, power, villain, superfood, rescue, human, emergency services.	Martian, gravity, outer space, planet, NASA, astronaut, constellation, solar system, universe, star, signal, UFO, rocket.	Capital city, cathedral, landmark, flag, Royal family, mayor, monarchy, monument, souvenir, transport, route, palace.	Carnivore, herbivore, fossil, extinct, amphibian, dinosaur, predator, prey, prehistoric, palaeontologist.	Enchanted, mystical, creature, habitat, woodland, deciduous, evergreen, mammal, natural, plant.	Camouflage, wild animals, feathers, fur, scales, markings, claw, zoo, enclosure, adapt, paws.





<p>Reading</p>	<ul style="list-style-type: none"> -Discuss the significance of the title and events. -Draw on what they already know or on background information and vocabulary provided by the teacher. -Participate in discussion about what is read to them, taking turns and listening to what others say. 	<ul style="list-style-type: none"> -Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. -Make inferences on the basis of what is being said and done. - Discuss word meanings, linking new meanings to those already known. -Participate in discussion about what is read to them, taking turns and listening to what others say. -Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. 	<ul style="list-style-type: none"> -Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. -Predict what might happen on the basis of what has been read so far. - Explain clearly their understanding of what is read to them. -Recognise and join in with predictable phrases. 	<ul style="list-style-type: none"> -Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that which they can read independently. - Draw on what they already know or on background information and vocabulary provided by the teacher. - Learn to appreciate rhymes and poems and recite some by heart. 	<ul style="list-style-type: none"> -Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. -Draw on what they already know or on background information and vocabulary provided by the teacher. -Make inferences on the basis of what is being said and done. 	<ul style="list-style-type: none"> -Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. -Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. -Link what they read or hear to their own experiences. -Learn to appreciate rhymes and poems, and to recite some by heart.
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<p>Writing</p>	<p>-Say out loud what they are going to write about.</p>	<p>-Compose a sentence orally before writing it. -Reread their writing to check that it makes sense.</p>	<p>-Say out loud what they are going to write about -Discuss what they have written with the teacher or other pupils.</p>	<p>Discuss what they have written with the teacher or other pupils.</p>	<p>-Sequence sentences to form short narratives.</p>	<p>-Discuss what they have written with the teacher or other pupils</p>
<p>Phonics</p>	<p>Please see Phonics long term plan</p>					
<p>Maths</p>	<p>Place Value- 10 Addition and subtraction- 10</p>	<p>2D and 3D shape Place Value- 20</p>	<p>Addition and subtraction within 20 Place Value to 50 including counting in multiples of 2, 5 and 10.</p>	<p>Measurement- length and height Measurement- weight and volume</p>	<p>Multiplication and Division Fractions Position and direction</p>	<p>Place value- 100 Money Time</p>
<p>Science</p>	<p>Sc WS 5 Use their observations and ideas to suggest answers to questions. MUST DO</p> <p>Sc A 4 Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. MUST DO</p> <p>Sc WS 5 Use their observations and ideas to suggest</p>	<p>Sc EM 1 Distinguish between an object and the material from which it is made.</p> <p>Sc EM 3 Describe the simple physical properties of a variety of everyday materials. MUST DO</p> <p>Sc EM 2 Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. MUST DO</p>	<p>Sc EM 1 Distinguish between an object and the material from which it is made. MUST DO</p> <p>Sc WS 5 Use their observations and ideas to suggest answers to questions. MUST DO</p>	<p>Sc A 1 Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Sc MUST DO</p> <p>Sc A 3 Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). MUST DO</p>	<p>Sc P 1 Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Sc P 2 Identify and describe the basic structure of a variety of common flowering plants, including trees. MUST DO</p> <p>Sc A 1 Identify and name a variety of common animals including fish, amphibians,</p>	<p>Sc A 2 Identify and name a variety of common animals that are carnivores, herbivores and omnivores. MUST DO</p> <p>Sc A 3 Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Sc WS 4 Identify and classify. MUST DO</p>



	<p>answers to questions. MUST DO</p> <p>Sc SC 2 - Observe and describe weather associated with the seasons and how day length varies. MUST DO</p>	<p>Sc EM 4 Compare and group together a variety of everyday materials on the basis of their simple physical properties. MUST DO</p> <p>Sc WS 5 Use their observations and ideas to suggest answers to questions. MUST DO</p> <p>Sc WS 6 Gather and record data to help in answering questions. MUST DO</p> <p>Sc WS 1 Ask simple questions and recognise that they can be answered in different ways MUST DO</p> <p>Sc WS 3 Perform simple tests. MUST DO</p>		<p>Sc SC 2 - Observe and describe weather associated with the seasons and how day length varies. MUST DO</p>	<p>reptiles, birds and mammals.</p> <p>Sc P 1 Identify and name a variety of common, wild and garden plants, including deciduous and evergreen trees.</p> <p>Sc WS 4 Identify and classify.</p>	<p>Sc WS 6 Gather and record data to help in answering questions.</p> <p>Sc WS 3 Perform simple tests. MUST DO</p> <p>Sc SC 2 - Observe and describe weather associated with the seasons and how day length varies MUST DO</p>
<p>History</p>	<p>Hi 3 Learn about the lives of significant individuals in the</p>	<p>Hi 3 Learn about the lives of significant individuals in the past</p>	<p>Hi 5 Learn about significant historical events, people and</p>	<p>Hi 2 Learn about events beyond living memory that are significant</p>	<p>Not covered this half term.</p>	<p>Hi 4 Learn about significant historical events, people and</p>





	<p>past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p>	<p>who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. MUST DO</p> <p>Hi 1 Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>places in their own locality. MUST DO</p> <p>Hi 1 Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>nationally or globally. MUST DO</p>		<p>places in their own locality</p>
Geog.	<p>Not covered this half term.</p>	<p>Ge HP 2a Use basic geographical vocabulary to refer to key physical factors, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley. MUST DO</p>	<p>Ge LK 2 Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. MUST DO</p> <p>Ge SF 2 Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of</p>	<p>Ge LK 1 Name and locate the world's seven continents and five oceans. Ge SF 1 MUST DO</p>	<p>Ge SF 3 Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. MUST DO</p>	<p>Ge SF 1 Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Ge SF 3 Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct</p>



			<p>features and routes on a map.</p> <p>Ge HP 2b Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Ge PK 1 Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</p> <p>Ge HP 1 Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>			<p>basic symbols in a key.</p> <p>Ge SF 1 Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p>
Comp.	<p><u>Online safety</u> To log in safely. To start to</p>	<p><u>Pictograms</u> To understand that data can be</p>	<p><u>Maze explorers</u> To understand the functionality of the</p>	<p><u>Coding</u> To understand what coding means in</p>	<p><u>Animated books</u> To be introduced to e-books and to 2Create a</p>	<p><u>Spreadsheets</u> Introduction to spreadsheets</p>





	<p>understand the idea of 'ownership' of their creative work.</p> <p>To know how to find saved work in the Online Work area and find teacher comments. To know how to search Purple Mash to find resources.</p> <p>To become familiar with the types of resources available in the Topics section.</p> <p>To become more familiar with the icons used in the resources in the Topics section.</p> <p>To start to add pictures and text to work.</p> <p>To become familiar with the types of resources available in the Topics section. To become more familiar with the icons used in</p>	<p>represented in picture format.</p> <p>To contribute to a class pictogram</p> <p>To use a pictogram to record the results of an experiment.</p> <p><u>Lego Builders</u></p> <p>To emphasise the importance of following instructions.</p> <p>To follow and create simple instructions on the computer.</p> <p>To consider how the order of instructions affects the result.</p> <p>Comp 1 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Comp 4 Use technology</p>	<p>basic direction keys in Challenges 1 and 2. To be able to use the direction keys to complete the challenges successfully</p> <p>To understand the functionality of the basic direction keys in Challenges 3 and 4. To understand how to create and debug a set of instructions (algorithm).</p> <p>To use the additional direction keys as part of their algorithm.</p> <p>To understand how to change and extend the algorithm list.</p> <p>To create a longer algorithm for an activity.</p> <p>To provide an opportunity for the children to set challenges for each other.</p> <p>Comp 1 Understand what algorithms are;</p>	<p>computing.</p> <ul style="list-style-type: none"> To create unambiguous instructions like those required by a computer. <p>To introduce 2Code.</p> <ul style="list-style-type: none"> To use the 2Code program to create a simple program. <p>To use Design Mode to add and change backgrounds and characters. They will use the Properties table to change the look of the objects.</p> <p>To use the Properties table to change the look of the objects.</p> <p>To design a scene for a program.</p> <p>To use code blocks to make the characters move automatically when the green Play button is clicked.</p> <p>To add an additional character who moves when</p>	<p>Story.</p> <p>To continue a previously saved story. To add animation to a story.</p> <p>To add sound to a story including voice recording and music the children have created.</p> <p>To work on a more complex story including adding backgrounds and copying and pasting pages.</p> <p>To use additional features to enhance their stories. To share their e-books on a class display board.</p> <p>Comp 4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Adding images to a spreadsheet and using the image toolbox</p> <p>Using the 'speak' and 'count' tools in 2Calculate to count items</p> <p>Technology outside school</p> <p>To walk around the local community and find examples of where technology is used.</p> <p>To record examples of technology outside school.</p> <p>Comp 5 Recognise common uses of information technology beyond school</p>
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	<p>the resources in the Topic section. To start to add pictures and text to work. To explore the Tools section of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New. To explore the Games section on Purple Mash. To understand the importance of logging out when they have finished.</p> <p><u>Grouping and sorting</u> To sort items on the computer using the 'Grouping' activities in Purple Mash.</p> <p>Comp 4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Comp 2 Create and debug simple programs</p> <p>Comp 3 Use logical reasoning to predict the behaviour of simple programs.</p> <p>Comp 4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content MUST DO</p>	<p>clicked.</p> <p>To explore the When Key and When Swiped commands (on tablets if available).</p> <p>To use the Stop button to make characters stop when the background is clicked.</p> <p>To explore a method to code interactivity between objects.</p> <p>To use Collision Detection to make objects perform actions.</p> <p>To use the sound property.</p> <p>Comp 1 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>		
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	<p>Comp 6 Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>MUST DO</p>			<p>Comp 2 Create and debug simple programs</p> <p>Comp 3 Use logical reasoning to predict the behaviour of simple programs.</p> <p>Comp 4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>		
<p>Art</p>	<p>AD 2 Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>AD 3 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. MUST DO</p>	<p>AD 1 Use materials creatively to make products</p> <p>MUST DO</p>	<p>AD 1 Use a range of materials creatively to design and make products.</p> <p>AD 2 Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p>AD 1 Use a range of materials creatively to design and make products.</p> <p>AD 2 Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>AD 3 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and</p>	<p>AD 1 Use a range of materials creatively to design and make products.</p> <p>AD 2 Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>AD 3 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and</p>	<p>AD 2 Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>AD 4 Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making</p>



				space.	space.	links to their own work. AD 3 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. AD 1 Use a range of materials creatively to design and make products.
DT	<p>DT CN 1 Use the basic principles of a healthy and varied diet to prepare dishes. MUST DO</p> <p>DT E 1 Explore and evaluate a range of existing products.</p>	<p>DT D 1 Design purposeful and functional products for themselves and other users based on design criteria.</p> <p>DT E 1 Explore and evaluate a range of existing products.</p> <p>DT TK 2 Explore and use mechanisms (e.g. levers, sliders, wheels and axles).</p> <p>DT E 2 Evaluate their ideas and products against design criteria.</p>	<p>DT TK 2 Explore and use mechanisms (e.g. levers, sliders, wheels and axles), in their products.</p> <p>DT TK 1 Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>DT CN2 Understand where food comes from</p> <p>DT D 1 Design purposeful, functional, appealing products for themselves and other users based on</p>	<p>DT M 1 Select from and use a range of tools and equipment to perform practical tasks. DT M 2; AD 1</p> <p>DT M 2 Select from and use a wide range of materials and components including textiles according to their characteristics.</p>	<p>DT TK 1 Build structures, exploring how they can be made stronger, stiffer and more stable. MUST DO</p> <p>DT M 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>	<p>DT M 1 Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p> <p>DT CN 2 Understand where food comes from (animal link)</p> <p>DT D 1 Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p>



			design criteria. DT M 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.			
Music	Mu 4 Experiment with, create, select and combine sounds using the interrelated dimensions of music. MUST DO Mu 2; Co 4	Mu 4 Experiment with, create, select and combine sounds using the interrelated dimensions of music. Mu 1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Mu 3- Listen with concentration and understanding to a range of high-quality live and recorded music.	Mu 1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Mu 3 Listen with concentration and understanding to a range of high-quality live and recorded music. MUST DO Mu 1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Mu 3- Listen with concentration and understanding to a range of high-quality live and recorded music.	Mu 1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes. MUST DO	Mu 2 Play tuned and untuned instruments musically. MUST DO
PE	PE 3 Perform dances using simple movement patterns.	PE 1 Master basic movements including running,	PE 1 Master basic movements including running,	PE 1 Master basic	PE 1 Master basic movements including running, jumping,	PE 1 Master basic movements including running,





	<p>MUST DO</p> <p>PE 1 Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>PE 2 Participate in simple team games, developing simple tactics for attacking and defending.</p>	<p>jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>MUST DO</p> <p>PE 2 Participate in team games, developing simple tactics for attacking and defending.</p>	<p>jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>PE 2 Participate in team games, developing simple tactics for attacking and defending.</p> <p>MUST DO</p> <p>PE 3 Perform dances using simple movement patterns.</p>	<p>movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>PE 2 Participate in simple team games, developing simple tactics for attacking and defending.</p>	<p>throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>PE 2 Participate in team games, developing simple tactics for attacking and defending.</p>	<p>jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>PE 2 Participate in team games, developing simple tactics for attacking and defending.</p>
<p>RE (Rotherham scheme of work)</p>	<p>Who am I? -Children learn about different ways of seeing themselves. -They develop ideas about themselves and how they are similar to and</p>	<p>How do Christians celebrate Christmas? To identify a special time they celebrate; To explain simply what celebration means; To talk about what makes special occasions different</p>	<p>What festivals do Jewish people celebrate? -Learn how Jews practise their religion at home and in the family Use religious vocabulary to identify and describe some symbolic objects,</p>	<p>Finding out about the Church and Synagogue. -Pupils learn why Christians and Jews go to places of worship, and what happens there. -Understand that a place of worship is of</p>	<p>Bible stories about Moses. -Pupils learn to: retell religious stories about Moses that led people to admire and follow him. -Begin to show awareness of similarities in Christianity and</p>	<p>What can we learn about stories and prayers from Jesus? - Pupils learn to: retell religious stories about Jesus that led people to admire and follow him. -Know that Jesus</p>



	<p>different from others. -They think about themselves in relation to the family (there are many great ways of being a family – being married is only one of them); -They learn about some symbols and promises made at a Christian wedding; -Think about why some people say they belong to God and others do not.</p>	<p>(what we do and what we don't do) -Pupils learn to: Re-tell stories connected with Christmas -Say why these stories are important to believers -Think about the people in the Christmas story, and the things that mattered to them. -To understand the most important things about Christmas for Christians</p>	<p>actions and sounds to do with Shabbat and say how these help Jews worship. -Understand the customs and practices associated with the celebration of Shabbat -Learn the story of Hanukkah and the way in which the festival is celebrated. -Retell some Jewish stories.</p>	<p>special significance to believers, and is to be respected.</p>	<p>Judaism noticing that stories of Moses are important for Jews. -Learn about the 7 symbolic foods that are shared at Passover. -Think about the importance of freedom.</p> <p>Beginning to learn Islam -To begin to think about the Mosque as a special, clean place of prayer for Muslims. -Learn some of the important features of a Mosque -To understand how Eid is a special time for Muslims.</p>	<p>taught others how to pray. Know that the Lord's Prayer is an important Christian prayer, used by millions. -Describe the story of Jesus and the Ten Lepers Consider thoughtfully the ideas of power and prayer in the story</p>
<p>PSHCE and SEAL</p>	<p>PSHE 5b Feel positive about themselves. En SL 5, 10; DT M 1, 2 PSHE 1e Learn how to set goals. PSHE 1a Recognise what they like and dislike, what is fair and unfair, and what is right and wrong. Feelings, Friends</p>	<p>PSHE 1e Learn how to set goals. Special people To recognise what is special to me. To recognise my special people and what we do together. To recognise people who help me. MUST DO</p>	<p>PSHE 5e Meet and talk with people (e.g. with outside visitors such as religious leaders, police officers, the school nurse). Keeping healthy To understand the importance of a balanced diet. To be aware of personal</p>	<p>PSHE 2h Contribute to the life of the class and school. Growing and changing PSHE 2f Recognise that they belong to various groups and communities, such as family and school. PSHE 4c Identify and respect the differences</p>	<p>PSHE 2g Know what improves and harms their local, natural and built environments and about some of the ways people look after them. Keeping myself safe PSHE 5b Know that all household products, including medicines, can be harmful if not used properly.</p>	<p>PSHE 2c Recognise choices they can make, and recognise the difference between right and wrong. The world of drugs To recognise that substances affect our bodies To understand some people need medication at different times to help prevent</p>



	<p>and friendship</p> <p>PSHE 3g Know rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe</p> <p>PSHE 2c Recognise choices they can make, and recognise the difference between right and wrong.</p> <p>PSHE 2h Contribute to the life of the class and school.</p> <p>PSHE 4a KS1 Recognise how their behaviour affects other people</p> <p>Maintain personal hygiene.</p> <p>Know how to make simple choices that improve their health and wellbeing.</p>		<p>hygiene.</p> <p>To recognise the need for good hygiene in handling food.</p> <p>To be aware of the cost of food and making choices based on this and quality.</p> <p>That all humans have needs In group discussions, take different views into account while developing their ideas</p> <p>MUST DO</p>	<p>and similarities between people.</p> <p>PSHE 2f Recognise that they belong to various groups and communities, such as family and school.</p> <p>Listen to other people, and play and work cooperatively. Growing and changing To develop an awareness of others To recognise how they are growing and changing</p> <p>To be aware of increasing independence with age Strategies for making informed choices and to consider alternatives</p> <p>To know their rights and responsibilities involved in making decisions.</p> <p>MUST DO</p>	<p>PSHE 2g Feel positive about themselves.</p> <p>Know what improves and harms their local, natural and built environments and about some of the ways people look after them. Keeping myself safe To recognise and keep the rules of being and staying safe in all relevant situations.</p> <p>To recognise that there are people in the community who help to keep them safe To be aware of their own responsibility for staying safe.</p> <p>To know who to tell and how to tell if they feel uncertain/threatened/bullied and abused (physically and emotionally)</p> <p>To develop skills to keep themselves safe To know what to do in an</p>	<p>or cure illnesses and that some people need to take medicines all the time to stay healthy.</p> <p>To help children recognise their role in the safe handling of medicines and substances. To help children realise they have a role in the 'getting better' process.</p> <p>To recognise they can make choices.</p> <p>Share their opinions on what matters and is important to them.</p> <p>MUST DO</p>
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	To identify what they like and dislike. MUST DO				emergency situation MUST DO	
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