



**EYFS Understanding the world: The world (Geography)** Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p><b>Seasonal and daily weather patterns in the UK</b></p> <p>By the end of the unit, children should have a sound understanding of several weather patterns and how they can vary depending on the season and their location. They should also develop an understanding of how weather is recorded and shared with people across the world. They will also look at weather trends and the relationship between temperature and location across the planet. This will act as an introduction to their work on the climate of continents around the world which is studied in Year 2.</p>	<p><b>The UK A London Study</b></p> <p>By the end of the unit, children will have a sound understanding of the position of the countries within the UK and the location of some major cities within England. They should develop a sense of where places are across the UK as well as more localised within central London.</p>		<p><b>The Water Cycle, Coasts and Rivers in the UK</b></p> <p>By the end of the unit, children should have a sound understanding of the water cycle and the role of rivers and coasts within this process. Children will be taught the stages of the water cycle and the journey of the river as it flows across the land. They will also be discussing some of the uses of the river and the resultant river pollution that can be caused as a consequence to these uses. They will be able to explain the importance of rivers and coasts to their communities and discuss the preventions in place to control and manage the water level.</p>		<p><b>South America</b></p> <p>By the end of this unit, children will study South America’s culture, climate and key landmarks. They will be taught the importance of trade and tourism and its impact on the local communities. Children will be taught to locate the environmental regions, key physical and human characteristics, countries and major cities of the continent. They will be able to identify the position and significance of latitude, longitude, N &amp; S. Hemisphere and the tropics of Cancer and Capricorn. They will engage in discussions regarding climate zones, biomes and vegetation belts as well as key economic activity and trade links associated with South America.</p>
Autumn 2			<p><b>The UK</b></p> <p>By the end of this unit, children will recap on how the UK is split into countries and counties and their position in the UK. Their sense of place will be extended through learning about the key characteristics of different counties, looking at land use, topographical features and climate. They will also look at different counties’ relationships with the rest of the country and the world; specifically what the different counties are known for and why. They will also focus on the differences in farming across the country – linked to climate and topography.</p>	<p><b>Europe</b></p> <p>By the end of this unit, children will have a sound understanding of the formation of countries which constitute the continent of Europe. Children will be taught to locate the countries of Europe on a map and to distinguish between them based on flag, currency etc. They will also be able to recall the capital cities of each country. Children will be given the opportunity to compare the capital cities of London and Paris including a comparison of their topographical features.</p>	<p><b>The UK</b></p> <p>Children will be able to name and locate countries and cities of the UK, land use patterns and understand how some of these aspects have changed over time. By the end of this unit, children will have a sound understanding of physical geographical features through exploring the economic trade links, types of settlement and land use, climate, rivers and upland areas across England. They will be introduced to the role of our city in the current globalised environment with regards to the import and export trade.</p>	

Spring 1	<p><b>Geography of the School and Surrounding Environment</b></p> <p>By the end of this unit, children will have a sound understanding of the purpose of a map and have a basic understanding of symbols that may appear on a pictorial map of their local area and relate them to the physical features they can see.</p>	<p><b>Explorers My World and Me</b></p> <p>By the end of this unit, children will have a sound understanding of the division of the planet into seven continents and five oceans. They will extend their understanding of climate and temperature from Year 1 in relation to the Equator and North and South Poles through a more detailed comparison of two countries. They will explore aerial photographs to conduct a topographical study of an area.</p>				
Spring 2		<p><b>Around The World</b></p> <p>By the end of this unit, children should have a more in depth understanding of each of the seven continents across the world. Each week, children will undertake an in-depth study of one continent, looking at its current culture, capital city, currency etc. This will also cover the human geographical aspects of each area as children learn about the diversity of our world.</p>	<p><b>Volcanoes</b></p> <p>By the end of this unit, children should have a sound understanding of the different types of volcanoes and how they are formed. Children will be taught to locate the tectonic plates and understand their role in the formation of volcanoes. They will also compare the topographical features of volcanic land and debate its benefits for the local community.</p>			<p><b>Our Changing World</b></p> <p>By the end of this unit, children should have a sound understanding of key physical and human geographical processes that have caused our landscapes to change over time. They will be given the opportunity to rehearse and develop their understanding of the consequences of erosion and weathering as well as exploring the impact of human activity, including changes in boundaries and border lines.</p>
Summer 1	<p><b>Geography of the Local Environment</b></p> <p>By the end of this topic, children's sense of place should be extended to recognise that Canning Town is within the Borough of Newham within the city of London. They should begin to recognise key landmarks of their surrounding environment through the introduction of aerial photographs and begin to apply their knowledge of compass directions to real life contexts.</p>			<p><b>Naples</b></p> <p>By the end of this unit, children will have a sound understanding of the country of Italy, its regions, and its geographical history. They will be given the opportunity to explore the country in greater depth; learning about its physical geography and the impact of Vesuvius, its current trade links and the impact of tourism to the area of Pompeii as well as the current culture prominent across the country.</p>	<p><b>North America</b></p> <p>By the end of this unit, children will learn about the cities and climates as well as time zones and landscapes of North America. Children will be taught to distinguish between the different environmental regions, key physical and human characteristics, countries and major cities across the continent. They will learn about the varying climates in relation to the Equator and the North Pole as well as conducting an in-depth study of the region of Ontario.</p>	

**Mountains**

By the end of this unit, children should have a sound understanding of the different types of mountain ranges and how they are formed. They will be able to locate key mountain ranges across the world, using an atlas, and discuss the climate and physical environment typical to this type of land. Leading on from the teaching of tectonic plates in the previous unit, children will be taught the cause of different mountain formations and the characteristics of the landscapes which surround them. They should discuss the benefits and problems that could be caused from living in such environments and will explore tourism in these areas in greater depth.

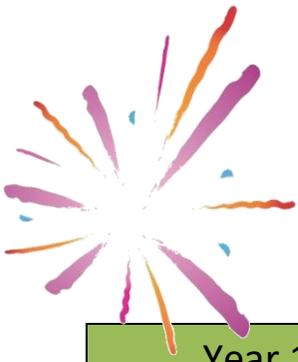
**Natural Resources**

By the end of this unit, children will have a sound understanding of how land is used in Britain through the collection and production of both natural and manufactured resources. As a consequence to this, they will be taught specifically about renewable and non-renewable energy sources and the impact this has on our world globally. Pupils will be encouraged to reflect upon how the decisions they make in their own lives (eg. choosing to recycle) will have an impact on their environment both locally and in the wider world globally.



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 and 2	<p><b>E-safety</b></p> <p>Children will learn how to identify real and fake images that are regularly posted online mainly through social media sites. Children will also be learning about how to identify how to keep safe online through positive and negative scenarios.</p> <p><b>Beebots-Giving Instructions</b></p> <p>Children to begin to create algorithms. Children need to confidently use Beebots and be able to programme them to complete given tasks. Children will begin to use new language such as algorithm and debugging during this unit.</p>	<p><b>E-safety</b></p> <p>Children will be learning how to stay safe on the internet through emojis. Children will assign emojis (happy face/sad face) to given scenarios.</p> <p><b>Using the Internet</b></p> <p>Children will learn to use the internet safely and with a purpose. Children are shown how to search the Internet using one word; how to make sense of the returned results; how to use “for kids” to return more suitable results; how to follow links and return to the search results. Children are encouraged to use a range of search engines, including Google, Bing and Yahoo, and some more child-friendly engines like Kidrex.</p>	<p><b>E-safety</b></p> <p>Through discussion the children will learn how to stay safe online. The children will be given specific questions to discuss individually and as a group. The children will then create an eSafety poster.</p> <p><b>Scratch - About Me</b></p> <p>Scratch is a programming language where children can program interactive media such as stories, games, and animation. As children create with Scratch, they learn to think creatively, work collaboratively, and reason systematically. Children to use Scratch to create an animation describing them. Children to create their own algorithms/sprites and backgrounds. This unit will help the children become more confident in using Scratch. Children to continue to use language such as algorithms/debugging/sprite.</p>	<p><b>E-safety</b></p> <p>Through discussion the children will learn how to stay safe online. The children will be given specific questions to discuss individually and as a group. The children will then create a caption with a speech bubble to show what they have learnt.</p> <p><b>Scratch - Maze Game</b></p> <p>Scratch is a programming language where children can program interactive media such as stories, games, and animation. As children create with Scratch, they learn to think creatively, work collaboratively, and reason systematically. Children to use Scratch to create a simple maze game. Children will look at modern and retro games in order to create a fun new game. This unit will develop their knowledge of Scratch and deepen their understanding. Children to continue to use language such as algorithms/debugging/sprite etc.</p>	<p><b>E-Safety</b></p> <p>Children will learn what makes a good and bad password and create their own ones to use online. Children will also learn about the impact of putting images of themselves online and how they could potentially stay there forever.</p> <p><b>Scratch - Sounds</b></p> <p>The children will be using a variable to increase programming possibilities; decompose a problem into smaller parts to design an algorithm to use to write a programme and use logical reasoning to detect and debug mistakes in a program. They will trouble shoot mistakes in data, suggest how it could be checked and select, use and combine the appropriate technology to create different effects.</p>	<p><b>E-Safety</b></p> <p>Through discussion the children will learn how to stay safe online. The children will be given specific questions to discuss individually and as a group. The children will then create an eSafety poster.</p> <p><b>Scratch - Debugging/10 Block Challenge</b></p> <p>Scratch is a programming language where children can program interactive media such as stories, games, and animation. As children create with Scratch, they learn to think creatively, work collaboratively, and reason systematically. The children will be extremely confident using Scratch and they will now need to complete a series of debugging activities. This will allow them to identify problems within their own algorithms and problem solve.</p>

Spring 1	<p><b>Computer Skills</b></p> <p>This unit will teach children the basic computer skills that they will need in order to be able to use a desktop or laptop computer. Children will learn how to use a computer mouse or a track pad and how to switch on and shut down a computer. They will apply their mouse or track pad skills by launching applications, manipulating windows and opening and saving files and folders. The children will then practise their clicking skills and learn how to drag objects, either using a mouse or track pad.</p>	<p><b>Word Processing</b></p> <p>Children in this unit of work should be able to log on, find word and create and save a document. Children should be prepared to explore the buttons and menus to achieve the task, without resorting to step-by-step instructions.</p>	<p><b>Internet Research</b></p> <p>This unit focuses on how to effectively search using key words and how to safely and responsibly communicate online. The lessons focused on Internet research will demonstrate the importance of word order when searching. They will also start to examine the results returned and how to distinguish between a reliable and unreliable website or webpage. Children will learn to save webpages in a browser, as well as in a file or folder. They will also understand how this can be shared with others.</p>	<p><b>Scratch - Toy Design</b></p> <p>Children to investigate what input and output means. They then apply it to toys. Children will then have to design a toy with an input and an output. Once a toy has been designed children will then create their design on Scratch.</p>	<p><b>Kodu - Becoming a game designer</b></p> <p>Children will use a program called KODU to create a game. Kodu lets pupils create games on the PC and Xbox via a simple visual programming language. Kodu can be used to teach creativity, problem solving, storytelling, as well as programming.</p>	<p><b>Spread sheets</b></p> <p>Children are given an understanding of spread sheets and how they can be used. In the first five lessons, a different spread sheet template is provided in which children learn skills in formatting and entering specific formulas. They will use investigative skills to solve specific problems within a spread sheet and design their own.</p>
Spring 2	<p><b>Word Processing</b></p> <p>Children in this unit of work should be able to log on, find word and create and save a document. This unit has a strong focus on independence and children should be prepared to explore the buttons and menus to achieve the task, without resorting to step-by-step instructions.</p>	<p><b>Espresso Coding</b></p> <p>Children to work through very basics of Espresso Coding to gain familiarisation and understanding of the software.</p>	<p><b>Scratch - eCards</b></p> <p>Children combine interesting images and sounds to create an interactive holiday eCard animation using Scratch program that pupils can send to someone they care about.</p>	<p><b>Scratch - Find and Share</b></p> <p>Ultimately children will work towards creating a basic pong game. They will build up to this looking at small algorithms and analysing what they do within the whole game.</p>	<p><b>Webpage Design</b></p> <p>This unit combines the further development of children's skills for searching the Internet with the introduction of creating and editing a webpage using Google sites. Children will learn how use to some of the other advanced search features in Google and how to create a webpage. Children are encouraged to consider related e-safety issues such as use of logins and passwords, and the use of their own images and photos and those of others.</p>	<p><b>Word Processing</b></p> <p>Children will be creating a poster on a current year 6 topic. The children will be required to use many of the features on the menu bar learnt in previous years plus new ones learnt in this unit.</p>
Summer 1	<p><b>Paint Programme - Creating Images</b></p> <p>Pupils are introduced to a variety of tools within the J2E Jit5 and Pixlr cloud based software to help them produce images and add text.</p>	<p><b>Espresso Coding</b></p> <p>Designing a Game Children to use what they have learnt in Espresso Coding to design a game. Initially teacher will guide children to what game they need to create. Final piece will be a game children have created independently.</p>	<p><b>Word Processing</b></p> <p>The children in this unit will produce an information sheet based on a year 3 topic. Children will use copy and paste techniques to bring photos to their Word document along with using many of the features from the menu bar.</p>	<p><b>Creating a Website</b></p> <p>This unit is to design and create a web page. Before children start designing their own web page you are going to evaluate existing web pages. Children will think about the layout, content and audience for the website. Does it use photos? Different styles and font?</p>	<p><b>Word Processing</b></p> <p>Children will be creating a presentation on Microsoft PowerPoint. The presentation will be about emerging technologies. The children will have to include certain features as the unit develops.</p>	<p><b>Kodu</b></p> <p>Children will use a programme called KODU to create a game. Kodu lets pupils create games on the PC and Xbox via a simple visual programming language. Kodu can be used to teach creativity, problem solving, storytelling, as well as programming.</p>
Summer 2	<p><b>Creating an eBook</b></p> <p>Pupils will create an audio e-Book and are introduced to Microsoft PowerPoint. Pupils will learn how to record and insert sounds onto an electronic publication.</p>	<p><b>Scratch</b></p> <p>Children will be introduced to Scratch, which is a programming language enabling children to program. They will become familiar with the program and carry out tasks and complete a ...</p>	<p><b>Scratch - 10 Block Challenge</b></p> <p>Children will be given 10 scratch blocks to create any algorithm they wish. They can only use the blocks once. This unit gives the children freedom to use their knowledge of scratch to create an interesting algorithm using given blocks.</p>	<p><b>Kodu - Become a Game Designer</b></p> <p>Children will use a program called KODU to create a game. Kodu lets pupils create games on the PC and Xbox via a simple visual programming language. Kodu can be used to teach creativity, problem solving, storytelling, as well as programming.</p>	<p><b>Spread sheet Planning</b></p> <p>Children to understand that basic spread sheets in three strands. Understanding what a spread sheet does. Knowing how to graph successfully. Knowing how to manipulate numbers using formulas and other techniques</p>	<p><b>Scratch</b></p> <p>The overall aim of this sequence of lessons is to introduce children to a number of functions in Scratch and learn about how joining them together in different ways can produce a desired effect.</p>



# Year 1 – 6

# Curriculum Mapping

RE

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p><b>Belonging to Hinduism</b></p> <p>In this unit the children investigate the concept of belonging and then relate it to how the key beliefs and practices in Hinduism help Hindus to feel like they belong to their religion. The children look at how the daily life and actions of a Hindu are influenced by the religion they belong to.</p>	<p><b>Kwanza</b></p> <p>The children can explore a recent American festival that has its roots in the civil rights movement, and now is celebrated annually just after Christmas and New Year across America. It is not a religious festival, but rather draws on values and celebrates them. The unit uses Philosophy techniques to enquire into a traditional African story, asking the children to find meaning and questions from it. The unit then draws upon religious values and ask the children to think about these.</p>	<p><b>Holi</b></p> <p>The children investigate the stories surrounding the Hindu festival of Holi, a battle around good and evil and the importance of faithfulness and colour in our lives.</p>	<p><b>What makes me the person I am?</b></p> <p>Children are given the opportunity to reflect on different aspects of their identity, on ideas about what is distinctive about them, and what they share with others and the world around them.</p>	<p><b>Animal law case</b></p> <p>In this unit children consider whether there is any difference between animals and humans, as well as to consider how animals should be treated. They will discover what different religions teach about how animals should be treated and have the opportunity to respond to their own thoughts as well as those of others creatively through the arts.</p>	<p><b>Religious leaders</b></p> <p>Children will explore the role of at least three different religious leaders in the local community. Children should have the opportunity to meet at least one of these leaders. The children will then think and express what similarities and differences they can find out between the leaders.</p>
Autumn 2	<p><b>Christmas unit</b></p> <p>The children will focus on what Christians do to celebrate the birth of Jesus. Children consider why people give gifts at Christmas. This unit explores the Christian belief that Jesus is God’s gift to the world.</p>	<p><b>Special books</b></p> <p>Children will reflect on what books are special to them and why. They will learn about the importance different religions place on their special books and the place they have in their religious traditions – Christianity, Islam, Hinduism, Sikhism and Judaism. They will learn how people’s attitudes to these books are shown in how they treat them.</p>	<p><b>How did Jesus and Buddha make people stop and think?</b></p> <p>Children will explore the power of stories and sayings to challenge people to think about the way they lead their lives. In this context, a number of stories and sayings which Jesus and the Buddha told will be explored to see how they challenged people at the time and can still do today.</p>	<p><b>Why is the Bible special?</b></p> <p>This unit enables children to reflect on the deeper meanings of stories in the Bible, in particular: relationships, safety and danger, vulnerability and the ‘hand of God’ in human life. Pupils will think about their own interpretations and will be able to take note of Jewish, Muslim and Christian uses of the stories.</p>	<p><b>Christmas</b></p> <p>This unit begins to introduce children to the different versions of the Christmas story in the Gospels, specifically in the gospels of Luke and Matthew, and pupils are asked to begin to consider why there are these differences in these accounts. This unit also allows children to look at the differences in customs and traditions associated with celebrating Christmas in different parts of the world.</p>	<p><b>Celebrations</b></p> <p>This unit gives children the chance to think philosophically and sociologically about why human beings want to celebrate and have an inner need to do so.</p>
Spring 1	<p><b>Belonging to Islam</b></p> <p>This unit focuses on both the historical and living aspects of Islam. Children are given the opportunity to learn about current beliefs, practices and lifestyles by studying holy days, artefacts, festivals and leaders. There are also opportunities for children to respond to some of the key ideas and values of Islam, and to develop their understanding of their importance for those who belong to the religion.</p>	<p><b>Food and fasting</b></p> <p>The children have the chance to find out about special food eaten at special festivals in religions as well as times when people choose not to eat to remember or commemorate a special story or idea in a religion.</p>	<p><b>How do Jews celebrate?</b></p> <p>In this unit, children develop their understanding of Jewish festivals and special days through exploring a variety of Jewish objects and stories. The work undertaken during the lessons enables pupils to explore deeper meaning of Jewish artefacts. Children develop their RE knowledge creatively and thoughtfully through art, design and writing.</p>	<p><b>Religions in our neighbourhood</b></p> <p>Pupils learn about religions in Newham by collecting and interpreting evidence from a range of sources. They should develop their understanding of the ways individuals and communities express their identity.</p>	<p><b>Inner forces</b></p> <p>In this unit, children will explore stories from a range of religious traditions: the story of Adam and Eve (Judeo-Christian tradition), the story of Jonah (Judeo-Christian tradition), the story of Bilal (Muslim tradition) and the story of Buddha. In each they will be encouraged to look for levels of meaning and to apply what they have learnt to their own experiences.</p>	<p><b>Life after death</b></p> <p>In this unit children will learn about what different religions and world views believe about the purpose and end of life.</p>

Spring 2	<p><b>Belonging to Sikhism</b></p> <p>In this unit, the children draw on their understanding of belonging and then relate it to how children are given a sense of belonging in a Sikhism. They look at how children are welcomed into the Sikh tradition. They think about how people show they belong and what is special about belonging, and find out how Sikh people remember the birth of Guru Nanak, the founder of this religion.</p>	<p><b>How do we know Easter is coming?</b></p> <p>Children will learn about the various events leading up to Easter. Easter is the most important festival for Christians across all different denominations. It is a time where by the death and resurrection of Jesus is remembered and celebrated. Children will be given the opportunity to find out about stories around this festival and understand more of Christian's beliefs</p>	<p><b>Light in religion</b></p> <p>Children explore the symbolic meaning of light through learning about different religious festivals, artefacts and stories. Pupils develop their RE knowledge creatively and thoughtfully through drama, art and writing. They are challenged to reflect on a deeper meaning of light and link it to their own experiences</p>	<p><b>Easter</b></p> <p>The children have the opportunity to explore the events leading up to the death and resurrection of Jesus and the meaning of those events for Christians today.</p>	<p><b>Jesus' example</b></p> <p>In this unit, pupils will explore how Christians and Christian groups have tried to follow Jesus of Nazareth. They will also be given the opportunity to identify what their own priorities in life are, and consider who they follow.</p>	<p><b>Easter</b></p> <p>Work in this unit will enable children to focus on different accounts of the resurrection stories found in the gospels in the New Testament. Time is also given to Jesus' ascension and the sending of the Holy Spirit and the beginnings of the early church.</p>
Summer 1	<p><b>Living with family and friends</b></p> <p>The children explore the importance of having an identity and a family. They will be given the opportunity to develop their own sense of identity, particularly as it applies to their relationship with family and friends. They will also think about the idea of forgiveness. In learning about how religious traditions can help to bind people &amp; families, they will also think about customs and traditions in their own families. They will reflect on how stories can help us to think about our own identity &amp; relationships.</p>	<p><b>What stories did Jesus tell?</b></p> <p>During this unit children learn about stories from the New Testament gospels that Jesus told. Children will be asked to draw on their own experience and understanding of storytelling and story writing. They learn about how important it was for Jesus to tell stories as a means of teaching about God.</p>	<p><b>Sikh sayings</b></p> <p>In this unit pupils will find out about 6 main Sikh symbols and their meaning to Sikh people. They will also find out about the Sikh holy book – the Guru Granth Sahib, and how sayings from this impact the lives of Sikh people today.</p>	<p><b>Marriage</b></p> <p>This unit gives children the opportunity to explore wedding ceremonies. Children will learn what happens in the ceremonies as well as symbolism contained in the customs and rituals.</p>	<p><b>Muhammad and the Qur'an</b></p> <p>During this unit children learn about the life and teachings of Muhammad and develop their understanding of why he is significant for Muslims. They explore the idea of role models and how Muhammad provides a role model for Muslims. They explore the concept of revelations and religious experience, including the importance of quiet contemplation.</p>	<p><b>Art in Christianity</b></p> <p>This unit focuses on some of the ways in which music, art and drama are used to express aspects of faith. This unit provides opportunities for children to experience how certain art forms can be used to express feelings, emotions and intentions and to learn how these are used in a religious context to express faith.</p>
Summer 2	<p><b>Belonging to Christianity</b></p> <p>In this unit the children draw on their understanding of belonging, and then relate this to what Christians from different traditions understand about belonging. They look at what Jesus taught about children, and how the church welcomes children into its family. They think about how people show they belong and what is special about belonging. There are opportunities to visit a church and observe a mock Christening or a dedication</p>	<p><b>Where did the world come from?</b></p> <p>In this unit children are given the opportunity to learn about creation stories and beliefs in different religions. Children are given the opportunity to reflect on their own beliefs about how the world began, and how people fail and try to look after the world.</p>	<p><b>Special signs and symbols</b></p> <p>In this unit children will consider how art is used to express important beliefs in two religions – Christianity and Islam.</p>	<p><b>Hindu worship</b></p> <p>In this unit, pupils will explore Hindu worship at home and in the Mandir, and explore some of the objects used in worship and their symbolism, and how these have an impact on daily life. There will be opportunities for children to reflect on their own thoughts and experiences.</p>	<p><b>God</b></p> <p>This unit explores a range of different ideas about God. It seeks to include the children's own views about God, whether he exists or not.</p>	<p><b>Similarities and differences between religions</b></p> <p>This unit will enable children to explore the differences and similarities within Christianity, Islam and two other religions or world views. It will introduce children to the concept of worship and community and will enable them to compare the meanings of both in their own lives and within the lives of human beings.</p>



Year 1 – 6

Curriculum Mapping

French

Year 1

Year 2

Year 3

Year 4

Year 5

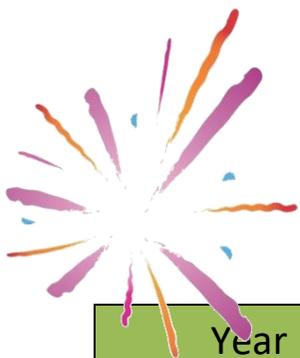
Year 6

Autumn 1	<p><b>Getting to know you</b>  <i>Grammar focus: phrases</i>  By the end of the unit, children should be able to use some basic French. They will be able to greet each other, introduce themselves and have a simple conversation with a partner.</p>	<p><b>Numbers and Colours</b>  <i>Grammar focus: Personal pronouns</i>  By the end of the unit, children will be able to count in French. They will also know the names of the colours and will use this in conversation; to include describing objects. Children will also practice the basic conversational French they learned in Year 1.</p>	<p><b>Where do I live?</b>  <i>Grammar focus: Definite articles – masculine and feminine</i>  By the end of the unit, children will be able to talk and describe their own home- They will recap and develop their conversational and written French.</p>	<p><b>Buildings around my area</b>  <i>Grammar focus: Adjectives – singular and plural</i>  Children will learn the names of buildings and places typically found in towns. They will also further develop their conversational French to include asking for and giving directions.</p>	<p><b>My school</b>  <i>Grammar focus: Personal pronouns, auxiliary verbs etre/avoir</i>  Learning about their school will include describing their classroom and further developing their understanding of the gender of French words. Their conversational French will develop to include stating preferences.</p>	<p><b>Salutations</b>  <i>Grammar focus: Formal and informal</i>  <i>Je m'appelle/tu t'appelles/il, elle s'appelle ,vous appelez, Introduce le, la, un , une</i>  <i>Focus on accents on the letters</i>  Children will recap on the 'greetings' that they have learnt previously. By the end of the unit they will be able to use simple phrases in conversation as well as reading and writing them. They will also learn the alphabet which will be used to the topic. They will read the alphabet phonetically.</p>
	Autumn 2				<p><b>Feelings and Emotions</b>  Children will be able to talk and write about their feelings and emotions.</p>	<p><b>Likes and dislikes</b>  <i>Grammar focus: pronouns and verbs – learn negative ( ne pas-n')</i>  <i>Articles-le/la/les ☐ un/une/des</i></p> <p>Children will be able to talk and write about the things that they like to eat and dislike eating and the sports that they like and dislike to do.</p>
Spring 1 and 2	<p><b>Moi (all about me)</b>  <i>Grammar focus: Possessive Pronouns</i>  During this unit, children will learn all about themselves-. They will be able to use simple phrases to ask and answer basic questions and have a conversation.</p>	<p><b>Body Parts</b>  <i>Grammar focus: Possessive pronouns</i>  By the end of the term children should be able to name the different body parts in French through games and simple activities.</p>	<p><b>My Family and Pets</b>  <i>Grammar focus: Possessive pronouns</i>  By the end of this unit, children will have a clear understanding about how to name the different family members in French. They will have the opportunity to make their own family tree.  Children will also learn about different animals and the difference between pets and jungle animals.</p>	<p><b>Months of The Year and Time</b>  <i>Grammar focus: Word order: 'I (subject) drink (verb) milk. (object)'</i>  During this unit, children will learn to say the months of the year through. They will also learn to tell the time in French. Their conversational French will develop to include asking and answering questions about their age and birthday.</p>	<p><b>Weather Around the World Changes in the weather</b>  <i>Grammar focus: Question words</i>  During this unit, children will learn to name and describe the seasons. This will include asking and answering questions and having a conversation about the weather. They will also learn about the names of different countries in French.</p>	<p><b>Where I live and life at home</b>  <i>Grammar- possessive adjectives (mon/ma/mes, ton/ta/tes, son/sa/ses)</i></p> <p>Children will be able to talk about themselves and where they live using personal pronouns. They will also be able to use the past and present tense to compare now with when they were younger.</p>
Summer 1 and 2	<p><b>My classroom</b>  <i>Grammar focus: personal pronouns: il-masculine, elle - feminine</i>  Children will engage in discussions and conversations about their classroom.. They will be able to learn about the various vocabulary related to the classroom.</p>	<p><b>Food</b>  <i>Grammar focus: possessive pronouns</i>  By the end of the unit children should be able to name some food and drinks in French. They will engage in conversations about meals and food and drink choices, including asking for different foods and drinks.</p>	<p><b>Food and Days of the Week</b>  <i>Grammar focus: Auxiliary verbs – etre/avoir</i>  Children's knowledge of food will be extended while using the 'Very Hungry Caterpillar' as a stimulus. They will also learn the days of the week. They will have the opportunity to apply their knowledge to writing their own book in French.</p>	<p><b>Sports and Hobbies</b>  <i>Grammar focus: Introduce the personal pronouns and conjugate accordingly with the verbs</i>  Children will be able to talk about a variety of sports and hobbies. They will ask and answer questions about the sports and hobbies they enjoy.</p>	<p><b>Transport and Holidays</b>  Children will learn about different modes of transport. This will be linked to going on holiday. They will be able to have a conversation about what they need to take, including different clothes depending on the country. They will bring together previous learning of country names, weather and sports and activities.</p>	<p><b>France and other French speaking countries</b>  <i>Grammar- Recap on etre and avoir common -er verbs with all subject pronouns (manger, parler, écouter, chanter, regarder, jouer, préparer, retrouver, discuter, travailler)</i></p> <p>Children will find out about the French language and where it is spoken. They will also learn about the geographical and historical reasons for this. The children will also focus on being 'secondary ready' with regards to their grammar, vocabulary and conversational phrases.</p>

# Year 1 – 6

# Curriculum Mapping

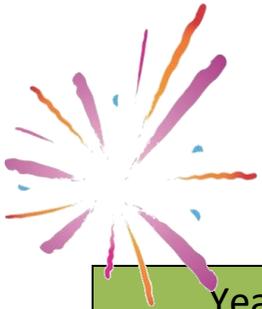
## Art/DT



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p><b>Starry night (art)</b>  <b>Artist:</b> Vincent Van Gogh  <b>Technique:</b> collage.  <b>Skills:</b> painting, tissue paper scrunching, gluing, sticking, oil pastel drawing and glitter stars.</p> <p>This half term, the Year 1 students will learn about Dutch artist Vincent Van Gogh. They will recreate one of his well-known paintings 'Starry Night' using collage.</p>	<p><b>Family Art (art)</b>  <b>Artist:</b> Kasimir Malevich  <b>Technique:</b> collage  <b>Skills:</b> painting neatly within the line, cutting shapes, gluing, sticking and collaging people.</p> <p>This half term, the Year 2 students will learn about Russian artist Kasimir Malevich. They will use painting and collage to depict their family in the style of Malevich.</p> <p><b>London Life (DT)</b>  <i>Drawing and sculpture</i></p> <p>They will also work in groups to recreate some of London's landmarks in 3D, using recycled material from home. Each class will end up with a 3D model of London showing some of its most famous landmarks.</p>	<p><b>Portraits and self-portraits (art)</b>  <b>Artist:</b> Elisabeth Catlett, Frida Kahlo, Andy Warhol and others.  <b>Technique:</b> drawing and collage  <b>Skills:</b> sketching, drawing, paper collaging and felt-tip drawing.</p> <p>The Year 3 students will look at what portraiture is. They will explore different ways to do a portrait by looking at a variety of portraiture styles, and they will produce realistic and non-realistic portraits of their own. The students will become familiar with the concepts of realistic and abstract art and the progression between the two. American-Mexican artist Elisabeth Catlett and Sudanese artist Ibrahim El-Salahi, amongst others, will help illustrate the topic.</p>	<p><b>Print this! (art)</b></p> <p><b>Artist:</b> William Turner, John Constable, Caspar Friedrich and others.  <b>Technique:</b> relief printing on polystyrene.  <b>Skills:</b> sketching, drawing on polystyrene, inking with a brayer, printing.</p> <p>This half term the Year 4 students will explore printing as an artistic technique. They will learn how to do relief printing by carving into a polystyrene sheet. They will also look at what landscape is and how it is represented by different artists.</p>	<p><b>3D Drawing (art)</b>  <b>Artist:</b> Leonardo da Vinci  <b>Technique:</b> 3D drawing  <b>Skills:</b> charcoal and pencil shading.</p> <p>This half term the Year 5 students will learn about three-dimensional drawing, that is, how to represent volume and depth graphically. They will learn about the role that light plays in 3D drawing through the observation of Leonardo da Vinci's artwork and their own practice.</p>	<p><b>Identity (art)</b>  <b>Artist:</b> Hannah Höch and Wangechi Mutu  <b>Technique:</b> Photomontage and collage.  <b>Skills:</b> cutting, assembling cut up images, gluing, sticking, chalk smudging and collaging various materials.</p> <p>This half term, the Year 6 students will further develop their knowledge of collage by looking at German artist Hannah Höch and Kenyan artist Wangechi Mutu's artwork. Both artists choose collage to express contemporary ideas of self-image and identity.</p>
Autumn 2	<p><b>Animals with long legs (art)</b>  <b>Artist:</b> Salvador Dalí  <b>Technique:</b> collage  <b>Skills:</b> painting a colour gradation, cutting, gluing, sticking and making paper animals.</p> <p>This half term the Y1 students will learn about Spanish artist Salvador Dalí and his Surrealist art style. They will recreate his painting 'Elephants' collaging 2 animals of their choice, with very long legs.</p>	<p><b>Printmaking (art)</b>  <b>Artist:</b> various  <b>Technique:</b> printmaking  <b>Skills:</b> painting, folding, pressing, cutting cardboard, gluing, sticking, arranging shapes and pattern formation.</p> <p>This half term the Y2 students will be introduced to a range of simple printmaking techniques such as symmetry painting, relief printing, stencilling and bubble wrap printing.</p>	<p><b>Optical Art (art)</b>  <b>Artist:</b> Bridget Riley  <b>Technique:</b> card strip weaving and colouring in an optical illusion.  <b>Skills:</b> weaving card strips into a pattern and colouring in an optical illusion neatly and evenly.</p> <p>This half term the Y3 children will learn about Optical Art through the work of British artist Bridget Riley. They will create a piece of Optical work whilst learning how to weave card strips and will use the same weaving technique to create an Optical art self-portrait.</p>	<p><b>Printing (cont.) (art)</b>  <b>Artist:</b> Brazilian indigenous artists  <b>Technique:</b> collagraph  <b>Skills:</b> pattern formation, gluing, sticking, painting and printing.</p> <p>This half term the Y4 students are carrying on with the topic of printing. They will learn another relief printing method by creating a collagraph and will produce a collagraph print from it.</p>	<p><b>Life Drawing and Abstract Art (art)</b>  <b>Artist:</b> Georges Seurat and Paul Klee  <b>Technique:</b> life drawing, pointillism and abstract art.  <b>Skills:</b> drawing human body proportions, pointillism with felt-tip pens, soft pastel smudging and painting with black.</p> <p>This half term the Y5 students will start the topic of Life Drawing. They will learn about the human body's proportions and they will draw each other. Their final piece will be inspired by Georges Seurat's Pointillism technique.</p> <p>They will also look at the abstract work of Paul Klee and produce their own piece of abstract artwork.</p>	<p><b>Identity project (cont.) (art)</b>  <b>Artist:</b> Wangechi Mutu  <b>Technique:</b> collage.  <b>Skills:</b> mind mapping, sketching and collaging.</p> <p>This half term the Y6 students are carrying on with their Identity project. Inspired by Wangechi Mutu's collages, the students have been working on a collage that represents what they feel their identity is. They are using a variety of resources (e.g. magazine paper, drawing, fabric, different types of paper, etc.) to visually represent their identity.</p>

Spring 1	<p><b>Gustav Klimt (art)</b></p> <p><b>Artist:</b> Gustav Klimt  <b>Technique:</b> patterns and collage  <b>Skills:</b> drawing and scratching patterns, painting, colouring, gluing and sticking.</p> <p>This half term the Year 1 students will learn about Austrian artist Gustav Klimt and his golden patterned paintings. They will revisit and explore the topic of patterns and create a piece of artwork inspired by Klimt's shiny and geometric patterns.</p>	<p><b>Fun art (art)</b></p> <p><b>Artist:</b> Karel Appel  <b>Technique:</b> oil pastel drawing and textured painting.  <b>Skills:</b> drawing with oil pastels, painting with a spatula and thick paint.</p> <p>This half term the Year 2 students will study the work of Dutch artist Karel Appel, founder of the Cobra movement in the 1940s. They will learn about his love for children's art, texture and spontaneity. The students will produce their own artwork inspired by Appel's style.</p>	<p><b>Unusual media (art)</b></p> <p><b>Artist:</b> Motoi Yamamoto and Franz Kline  <b>Technique:</b> salt art and painting on newspaper sheets.  <b>Skills:</b> delicate drawing with PVA, sprinkling, painting salt with ink, gluing with PVA and painting.</p> <p>This half term the Year 3 students will explore unusual media such as salt and newspaper to make art with. The use of salt in art will be showcased by Japanese artist Motoi Yamamoto whereas the use of newspaper will be exemplified by Franz Kline's artwork.</p>	<p><b>Impressionism (art)</b></p> <p><b>Artist:</b> Claude Monet  <b>Technique:</b> Dabbing  <b>Skills:</b> landscape painting and dabbing.</p> <p>This half term, the students in Year 4 will be learning about French artist Claude Monet and his innovative painting technique – Impressionism. The students will create their own impressionist painting using a dabbing technique.</p>	<p><b>Painting emotions (art)</b></p> <p><b>Artist:</b> Grace Hartigan  <b>Technique:</b> mixed media (paint and oil pastel).  <b>Skills:</b></p> <p>This half term the Year 5 students will study the work of the American Expressionist artist Grace Hartigan, particularly those paintings that were executed using the dripping technique. With this project the students will be encouraged to mix the previously learned figurative and abstract art practices, as she did in her work, to depict a personal experience.</p>	<p><b>Artist friends (art)</b></p> <p><b>Artist:</b> Pablo Picasso and Amadeo Modigliani  <b>Technique:</b> cubist portraits and relief printing on polystyrene.  <b>Skills:</b> painting, drawing, sketching, printing plate making and relief printing.</p> <p>This half term the Year 6 students will study Picasso's cubist portraits and the work of Italian artist Amadeo Modigliani. They will produce a cubist portrait and a two-colour relief portrait emulating Modigliani's elongated style.</p>
Spring 2	<p><b>Moving Pictures (DT)</b></p> <p><b>Technique:</b> tab slider  <b>Skills:</b> sketching, planning, drawing, cutting and tab sliding.</p> <p>The students will look at ways to create images with movement. They will plan and create an image with a moving element by means of a tab slider.</p>	<p><b>Mechanisms (DT)</b></p> <p><b>Technique:</b> round slider mechanism  <b>Skills:</b> cutting following specific instructions, hole punching, cutting circles, assembling using split pin, drawing eyes and drawing a face.</p> <p>Year 2 are learning about different mechanisms like sliders to create movement. They will also explore linkages within a creative setting.</p>	<p><b>Rolling (DT)</b></p> <p><b>Technique:</b> rolling mechanism  <b>Skills:</b> cutting circles, assembling a cylinder using joining techniques, painting and delicate decorating.</p> <p>The students will design and make a rolling toy by assembling different components. They will choose the type of movement the toy will make by assembling the components accordingly.</p>	<p><b>Stitching (DT)</b></p> <p><b>Technique:</b> Wool stitching  <b>Skills:</b> pattern design, painting and scratching a pattern, stitching a design with needle and wool, and knot tying.</p> <p>The students will develop their stitching skills by creating a decorative object that includes an aesthetically pleasing wool-stitched design. They will also practise the basic skills of needle threading and tying knots.</p>	<p><b>Weaving (DT)</b></p> <p><b>Technique:</b> weaving  <b>Skills:</b> making a loom out of a paper plate, planning and painting a design, weaving with wool and tying knots</p> <p>This term the Year 5 students will be learning how to weave. They will be making their own decorated loom and will weave on it using wool.</p>	<p><b>Alexander Calder(DT)</b></p> <p><b>Technique:</b> art mobile making using card.  <b>Skills:</b> planning a design, making a prototype and producing a final product.</p> <p>Year 6 will design and make a mobile inspired by the work of sculptor Alexander Alder. They will sketch ideas, produce a prototype and create their final product using card.</p>
Summer 1	<p><b>Sculpture (DT)</b></p> <p><b>Technique:</b> 3D construction  <b>Skills:</b> shaping card strips into 3D constructions, gluing and assembling.</p> <p>This half term, the children will experiment with different ways to turn flat 2D materials into 3D objects. They will work with coloured strips to create a portrait and also a sculpture inspired by Scottish artist Bruce McLean.</p>	<p><b>Mechanisms (DT)</b></p> <p><b>Technique:</b> linkage mechanism.  <b>Skills:</b> hole punching, assembling a mechanism with split pins, designing a face, making a mock-up, drawing, cutting and sticking.</p> <p>This half term, the year 2 students will continue exploring the topic of mechanisms and they will assemble a linkage that will become a moving puppet. They will learn how to create movement by joining levers with split pins. They will then design a motif transform the puppet into a character.</p>	<p><b>Mechanisms (DT)</b></p> <p><b>Technique:</b> jumping jack mechanism.  <b>Skills:</b> planning, cutting according to specification, assembling with string and split pins and decorating.</p> <p>The students in Year 3 will continue to investigate mechanisms that produce movement. This half term, they will make a jumping jack bug puppet.</p>	<p><b>Strong structures (DT)</b></p> <p><b>Technique:</b> 3D construction.  <b>Skills:</b> researching information, diagram drawing, planning and building a 3D model of a bridge.</p> <p>The Year 4 students will explore strong structures like bridges. They will research and learn about different kinds of bridges and the structural elements that make them enduring structures. They will conclude this topic by creating 3D models of bridges using art straws, newspaper rolls and lolly sticks.</p>	<p><b>Moving Pictures (DT)</b></p> <p><b>Technique:</b> making a zoetrope.  <b>Skills:</b> measuring, marking, cutting to specification, assembling, gluing and drawing an animation reel.</p> <p>The Year 5 students will expand their knowledge of moving pictures by making a zoetrope from scratch. They will apply their measuring skills to cut up the zoetrope wall and will design an animation reel that will show a simple action broken down into segments.</p>	<p><b>Architecture (DT)</b></p> <p><b>Technique:</b> designing and making a model of a building.  <b>Skills:</b> planning, sketching, one-point perspective, designing and making a model of a building.</p> <p>The students will be introduced to the concept of architecture by looking at different styles of architecture and the work of world-renowned architects. They will work in small groups to design a building of their choice and turn it into a model using recycled materials.</p>

Summer 2	<p><b>Sunflowers (DT)</b></p> <p><b>Artist:</b> Vincent Van Gogh</p> <p><b>Technique:</b> Assemblage</p> <p><b>Skills:</b> 3D pattern construction with lolly sticks, collaging flowers and assembling.</p> <p>The Year 1 students will end this year by recreating Van Gogh's Sunflowers in 3D. They will make a flower pot using lolly sticks and the flowers with card and tissue paper.</p>	<p><b>Coking and nutrition</b></p> <p><b>Teddy Bear's Picnic</b></p> <p>The children will explore a variety of picnic foods and where they came from. They will learn about nutrition and eating a healthy and balanced diet. They will then design, create and evaluate their own picnic snack</p>	<p><b>Cooking and nutrition</b></p> <p><b>Seasonal Food</b></p> <p>The children will learn about why certain foods are in season at different times of year and why it is good to eat seasonal food; to include thinking about food miles. They will design a seasonal meal.</p>	<p><b>Strong structures (cont.) (DT)</b></p> <p><b>Technique:</b> 3D construction</p> <p><b>Skills:</b> researching information, diagram drawing, planning and building a 3D model of a bridge.</p> <p>The Year 4 students will continue working on the topic of Bridges and will see their 3D models finished.</p>	<p><b>Cooking and nutrition</b></p> <p><b>Great British Dishes</b></p> <p>The children will explore some sweet and savoury national dishes of England, Scotland and Wales, before moving on to developing an understanding of how cuisines from other countries influenced what is eaten in Britain today. They will also practise the important life skill of how to plan and shop for a meal.</p>	<p><b>Moving Pictures (DT)</b></p> <p><b>Technique:</b> one stop motion animation.</p> <p><b>Skills:</b> planning a storyboard, preparing cut-out props, photo shooting and editing a short film.</p> <p>This term, the Year 6 students will expand their knowledge of moving pictures by creating a short film using the one stop animation technique. Working in groups, they will plan a storyboard, make the props and backgrounds needed and they will take many pictures that they will edit into a short animated film.</p>
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# PE Curriculum Mapping with Rationales

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Autumn 1	<p><b>Hockey</b></p> <p>Children will be able to roll a ball with growing accuracy; hit a ball with a stick and kick a ball with growing accuracy.</p> <p><b>Movement and Balance</b></p> <p>Children will be able to: move their whole bodies in different ways with control and care and stop safely.</p>	<p><b>Hockey</b></p> <p>Children will be able to: follow simplified rules of a game; stay in a zone during a game; use and decide where the best place to be is during a game and use one tactic in a game.</p>	<p><b>Hockey</b></p> <p>Children will be able to: be aware of space and use it to support team-mates and cause problems for the opposition; know and use rules fairly and keep possession with some success when using equipment.</p>	<p><b>Tag Rugby</b></p> <p>Children will be able to: elect and use the most appropriate skills, actions or ideas; move and use actions with coordination and control; keep possession of the ball and move to find a space when they are not in possession during a game.</p>	<p><b>Tag Rugby</b></p> <p>Children will be able to: link skills, techniques and ideas and apply them accurately and appropriately; show good control in their movements; gain possession by working as a team and pass in different ways.</p>	<p><b>Tag Rugby</b></p> <p>Children will be able to: apply their skills, techniques and ideas consistently; show precision, control and fluency and explain complicated rules.</p>
Autumn 2	<p><b>Dance</b></p> <p>Children will be able to use space safely. They will move to music; and copy some dance moves. They will also be able to perform their own dance moves, including making up a short routine based on a particular piece of music.</p> <p><b>Throwing and Catching Games</b></p> <p>Children will be able to throw a beanbag underarm with increasing accuracy over greater distances. They will also be able to catch a beanbag and different sized balls with both hands.</p>	<p><b>Dance</b></p> <p>Children will be able to dance imaginatively and change rhythm, speed, level and direction to show a mood or feeling. They will practise dancing with control and coordination and be able to make a sequence by linking sections of dance moves together.</p> <p><b>Basketball</b></p> <p>Children will be able to start to show control and accuracy with the basic actions for bouncing, dribbling and throwing a basketball and throw using different techniques for passing or shooting.</p>	<p><b>Dance</b></p> <p>Children will be able to improvise dance freely and translate ideas from a stimulus into movement. They will share and create phrases with a partner and in small groups including being able to repeat, remember and perform phrases in a dance. They will compare their work to others' and start to recognise how performances can be improved.</p> <p><b>Basketball</b></p> <p>Children will be able to dribble a basketball with greater pace, including while under the pressure of a game situation. They will be able to show control in tackling an opponent to gain possession and aim to score a 'basket' with growing accuracy.</p>	<p><b>Dance</b></p> <p>Children will be able to use dance to communicate an idea. They will learn to improve and refine movements and perform a clear and fluent routine, and at times, take the lead when working with a partner or group. They will explain how their work is similar and different from that of others and use their comparison to improve their work.</p> <p><b>Hockey</b></p> <p>Children will be able to show control in tackling an opponent to gain possession and use a range of hockey skills to keep possession and control of the ball.</p>	<p><b>Dance</b></p> <p>Children will be able to compose their own dances in a creative and imaginative way. They will be able to perform to an accompaniment expressively and sensitively and perform controlled movements with clarity, fluency, accuracy and consistency. They will compare and comment on skills, techniques and ideas that they and others have used and use their observations to improve their work.</p> <p><b>Hockey</b></p> <p>Children will be able to use a number of techniques to pass, dribble and shoot. They will also use a range of skills to keep possession and make progress towards a goal.</p>	<p><b>Dance</b></p> <p>Children will be able to develop imaginative dances in a specific style. They will choose their own music, style and dance to perform individually and as part of a group. They will also analyse and explain why they have used specific skills and techniques; modify their use of skills or techniques to improve their work and create their own success criteria for evaluating.</p> <p><b>Handball and Hockey</b></p> <p>Children will be able to use a number of techniques with pace and skill to pass, dribble and shoot; make swift and confident progress towards a goal, on their own and with others.</p>

**Gymnastics**

Children will be able to make their body tense, relaxed, curled and stretched. They will also work on controlling their body when travelling and balancing and copying and repeat sequences.

**Team invasion/evasion games (Basketball, Handball)**

Children will be able to start to use the throwing and catching skills that they have developed in a game situation and recognise space in their games; using it to help them to do well in the game.

**Gymnastics**

Children will be able to plan and show a sequence of movements and use contrast in their sequences.

**Team invasion/evasion games (Basketball, Handball, Hockey)**

Children will be able to demonstrate that they can use a range of skills interchangeably and with growing pace; move a ball appropriately during a game with increasing accuracy and speed.

**Gymnastics**

Children will be able to use a greater number of their own ideas for movement in response to a task and adapt sequences to suit different types of apparatus.

**Boccia**

Children will be able to follow simplified rules of the game.

**Sitting Volleyball**

Children will be able to follow simplified rules of a game and throw and catch with control when under some pressure.

**Team invasion/evasion games (American Football, Basketball, Football, Handball, Hockey, Tag Rugby)**

Children will be able to be aware of space and use it to support team-mates and cause problems for the opposition. They will also be able to talk about what they need to do to win a game, weighing up the options and making informed decisions about what to do. They will work on using a range of skills to keep possession and make progress towards a goal on their own and with others. They will be able to recognise players who play well in games and give some reasons why.

**Gymnastics**

Children will be able to work in a controlled way and include changes of speed, direction, a range of shapes and follow a set of 'rules' with several simple ideas to produce a sequence of movements.

**Sitting Volleyball**

Children will be able to catch with one hand and throw and catch accurately.

**Swimming and water safety**

Children will be able to swim competently, confidently and proficiently over a distance of at least 25 metres; use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke); perform safe self-rescue in different water-based situations.

**Team invasion/evasion games (American Football, Basketball, Football, Handball, Hockey, Tag Rugby)**

Children will be able to use a range of movement skills confidently, vary tactics and adapt skills according to what is happening. They will make up their own small-sided gam, use a range of different passing skills and change direction and speed when dribbling the ball. They will be able to describe the support they need to improve their play.

**Gymnastics**

Children will be able to make complex and extended sequences and combine action, balance and shape.

**Team invasion/evasion games (American Football, Basketball, Football, Handball, Hockey, Tag Rugby)**

Children will be able to participate in a game situation as part of an effective team. They will learn to tell the difference between attacking skills and defending skills and choose the best tactics to apply in a game. They will work on finding and using space to help their team; looking for specific skills/tactics and explain how they are being demonstrated.

**Gymnastics**

Children will be able to combine their own work with that of others and link sequences to specific timings.

**Hockey**

Children will be able to demonstrate effective use of passing, dribbling and shooting during the pressure of a game situation; make swift and confident progress towards a goal on their own and with others.

**Team invasion/evasion games (American Football, Basketball, Football, Handball, Hockey, Tag Rugby)**

Children will be able to switch between acting and thinking like an attacker and a defender. They will be able to make a team plan and communicate it to others as well as lead them in a game. They will be able to talk about what they did well and what could be improved individually and as a team.

Spring 2	<p><b>Gymnastics</b></p> <p>Children will be able to: roll in different ways; travel in different ways; balance in different ways; stretch in different ways and climb safely.</p> <p><b>Team invasion/evasion games (Basketball, Handball)</b></p> <p>Children will be able to: start to use their developing throwing, catching and movement skills in an increasingly competitive way; track and get in line with the ball to receive it; understand how to aim and how to take the ball to a good position for aiming.</p>	<p><b>Gymnastics</b></p> <p>Children will be able to: show greater control in movements; think of more than one way to create a sequence which follows a set of 'rules' and work independently and with a partner to create a sequence.</p> <p><b>Team invasion/evasion games (Basketball, Handball, Hockey)</b></p> <p>Children will be able to: show an awareness of a set of rules during a game; participate in a game as an effective member of a team.</p>	<p><b>Gymnastics</b></p> <p>Children will be able to: explain how strength and suppleness affect performances and compare and contrast gymnastic sequences, commenting on similarities and differences.</p> <p><b>Outdoor adventurous activities</b></p> <p>Children will be able to: follow a map in the familiar context of the school grounds; move from one location to another following a map and use clues to follow a route.</p>	<p><b>Gymnastics</b></p> <p>Children will be able to; follow a set of 'rules' with several more complex ideas to produce a sequence of movements and work with a partner to create, repeat and improve a sequence with at least three phases.</p> <p><b>Outdoor adventurous activities</b></p> <p>Children will be able to: follow a map in a more demanding familiar context (Canning Town); move from one location to another following a map; use clues to follow a route and follow a route accurately, safely and within a time limit.</p>	<p><b>Gymnastics</b></p> <p>Children will be able to: perform consistently to different audiences and move accurately, with clarity and consistency.</p> <p><b>Outdoor adventurous activities</b></p> <p>Children will be able to: follow a map in an unknown location; use clues and compass directions to navigate a route; change their route if there is a problem and change their plan if they get new information.</p>	<p><b>Gymnastics</b></p> <p>Children will be able to: work with a group to follow a set of 'rules' with several more complex ideas to produce a sequence of movements; perform this sequence with consistency and accuracy and talk about the choices that were made both individually and as a group that resulted in this sequence and performance.</p> <p><b>Outdoor adventurous activities</b></p> <p>Children will be able to: plan a route and series of clues for someone else and plan with others taking account of safety and danger.</p>
Summer 1	<p><b>Tennis</b></p> <p>Children will be able to hold a racquet correctly, hit a ball with growing control and start to be able to return a ball hit gently to them. They will also be able to about the skills that they need to be successful and talk about the basic rules of tennis.</p> <p><b>Athletics</b></p> <p>Children will be able to improve and show some skill with basic movements including running, jumping, throwing and catching.</p>	<p><b>Tennis</b></p> <p>Children will be able to follow simplified rules of a game, start to be able to hit a ball is different ways and move with growing speed before hitting a ball during a game. They will also be able to decide where the best place to be during a game is.</p> <p><b>Athletics</b></p> <p>Children will be able to run continuously for about one minute and show the difference between running at speed and jogging. They will be able to demonstrate improvement with basic movements including running, jumping, throwing and catching and talk about what they need to do to increase their ability with these skills.</p>	<p><b>Tennis</b></p> <p>Children will be able to select and use the most appropriate skills and move and use actions with coordination and control.</p> <p><b>Athletics</b></p> <p>Children will be able to use different techniques, speeds and effort to meet challenges set for running, jumping and throwing. They will use running, jumping, throwing and catching in isolation and in combination and run consistently and smoothly at different speeds. They will also demonstrate different combinations of jumps, showing control, coordination and consistency and throw a range of implements into a target area with consistency and accuracy.</p>	<p><b>Tennis</b></p> <p>Children will be able to hit a ball accurately and with control.</p> <p><b>Athletics</b></p> <p>Children will be able to recognise that there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment. They will pace their effort well in different types of event to ensure that they can keep going steadily and maintain the quality of their actions.</p>	<p><b>Tennis</b></p> <p>Children will be able to use forehand and backhand with a racquet.</p> <p><b>Athletics</b></p> <p>Children will be able to sustain pace over longer distances, running confidently for up to five minutes and show control in a sprint for up to ten seconds. They will throw with greater control, accuracy and efficiency and link separate jumps together.</p>	<p><b>Tennis</b></p> <p>Children will be able to use a range of skills effectively in a game with 'real' rules and judge a game played by peers.</p> <p><b>Athletics</b></p> <p>Children will be able to run continuously for at least five minutes and take part confidently and competently in a relay event. They will compare their performances in throwing, running and jumping with previous performances and demonstrate improvement to achieve a personal best. They will also set and work towards next step targets based on athletic performance.</p>

Summer 2	<p><b>Athletics</b></p> <p>Children will be able to: copy actions; repeat actions and skills; move with control and care; throw underarm; throw in different ways; catch with both hands; talk about what they have done and describe what other people did.</p> <p><b>Rounders</b></p> <p>Children will be able to use the movement, catching and throwing skills they have developed with growing skill in a simplified rounders game situation.</p> <p><b>Agility/Evasion Games</b></p> <p>Children will be able to: participate in team games, developing simple tactics for attacking and defending.</p>	<p><b>Athletics</b></p> <p>Children will be able to: copy and remember actions; repeat and explore actions with control and coordination; talk about what is different between what they did and what someone else did and say how they could improve</p> <p><b>Rounders</b></p> <p>Children will be able to use their improving movement, throwing and catching skills whilst under pressure as part of a team.</p> <p><b>Agility/Evasion Games</b></p> <p>Children will be able to: play competitive games, with simplified rules; apply basic principles suitable for attacking and defending; watch and accurately describe the games of others.</p>	<p><b>Athletics</b></p> <p>Children will be able to: run at fast, medium and slow speeds, changing speed and direction; link running and jumping activities with some fluency, control and consistency; make up and repeat a short sequence of linked jumps; take part in a relay activity, remembering when to run and what to do and throw a variety of objects, changing their action for accuracy and distance.</p> <p><b>Rounders</b></p> <p>Children will be able to run at pace at appropriate times and show an awareness of how to use space in a game situation.</p> <p><b>Tennis</b></p> <p>Children will be developing their ability able to: select and use the most appropriate skills; move and use actions with coordination and control; describe what is successful in my own and others' play.</p>	<p><b>Athletics</b></p> <p>Children will be able to throw in different ways, hit a target and jump in different ways.</p> <p><b>Cricket</b></p> <p>Children will be able to strike a ball with intent and throw it increasingly more accurately when bowling or fielding.</p> <p><b>Tennis</b></p> <p>Children will be developing their ability to hit a ball accurately and with control. They will be able to get themselves into a good position to hit a hand fed ball accurately and increasingly keep a rally going using a small range of shots. They will be learning how to make things difficult for their opponent by directing the ball to a space at different speeds and heights.</p> <p><b>Rounders</b></p> <p>Children will be able to choose good places to stand when fielding and give reasons for this choice. They will return the ball quickly and accurately and use the rules and keep games going without disputes. They will be able to identify aspects of their game that need improving, and say how they can go about improving them</p>	<p><b>Athletics</b></p> <p>Children will be able to show control when taking off and landing in a jump. They will be able to throw with accuracy, combine running and jumping and follow specific rules.</p> <p><b>Cricket</b></p> <p>Children will be able to use space to 'field' as part of a team.</p> <p><b>Tennis</b></p> <p>Children will be developing their ability to use forehand and backhand shots under pressure in a game situation. They will show good backswing, follow through and feet positioning</p> <p><b>Rounders</b></p> <p>Children will be able to explain what they are trying to do in the game, talk about what they are successful at and what they need to practise more.</p>	<p><b>Athletics</b></p> <p>Children will be able to: demonstrate stamina in various running, throwing and jumping activities and use their skills in different situations.</p> <p><b>Cricket</b></p> <p>Children will be able to: use a range of skills effectively in a game with 'real' rules and judge a game played by peers;</p> <p><b>Tennis</b></p> <p>Children will be able to play shots on both sides of the body and overhead in practices and when the opportunity arises in a game; spot the spaces in the opponent's court and hit the ball towards them; position themselves well on the court; work with a partner, adapting play to suit their own and others' strengths.</p>
	Entire Year	<p><b>Health and Fitness</b></p> <p>Children will be able to describe how their bodies feel before, during and after an activity.</p>	<p><b>Health and Fitness</b></p> <p>Children will be able to: show how to exercise safely; describe how their body feels during different activities and explain what their body needs to keep healthy.</p>	<p><b>Health and Fitness</b></p> <p>Children will be able to explain why it is important to warm up and cool down and identify some muscle groups used in different activities.</p>	<p><b>Health and Fitness</b></p> <p>Children will be able to explain why keeping fit is good for their health.</p>	<p><b>Health and Fitness</b></p> <p>Children will be able to: explain some important principles when preparing for exercise (specific muscles); explain the effect that exercise has on their body and explain why exercise is important.</p>



# Year 1 – 6

# Curriculum Mapping

## Music

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p><b>Hey You/SMALL PERCUSSION</b> Children sing and rap songs using their voices creatively. Feeling the pulse, making up rhythmic patterns and being aware of how music can have different moods.</p>	<p><b>Hand, Feet and Heart/XYLOPHONES</b> Children create group compositions with a clear structure and increasing awareness of how to use pulse, pitch and rhythm to change the mood.</p>	<p><b>Three Little Birds/RECORDER(*)</b> We will create and perform a piece of music using classroom instruments. They use the musical vocabulary to describe what we think about them and how they make them feel. (* Each class will spend a term learning how to play the recorder during their weekly music lessons)</p>	<p><b>Bring us together/UKULELE</b> Children learn how to read music whilst developing their instrumental skills on the Ukulele and classroom percussion instruments. They will focus on pitch, dynamics, tempo, timbre, structure, rhythm and texture when playing the Ukulele.</p>	<p><b>In Style /GUITAR</b> Appreciate Classical Music; identify features of different British composer, different periods and styles of Music.</p>	<p><b>Bossa/SOLO INSTRUMENTAL</b> Children use notation to learn about chords in Bossa music, about different composers from different times and the impact they had on the people of their time.</p>
Autumn 2	<p><b>Celebrations</b> Children will prepare for the Christmas Show focusing on learning new songs, breathing and singing techniques, reading Music Notation and continue developing their performing skills. They will also learn songs about Diwali, Eid and Guru Nanak.</p>	<p><b>Celebrations</b> Children will prepare for the Christmas Show focusing on learning new songs, breathing and singing techniques, reading Music Notation and continue developing their performing skills. They will also learn songs about Diwali, Eid and Guru Nanak.</p>	<p><b>Celebrations</b> Children will prepare for the Christmas Show focusing on learning new songs, breathing and singing techniques, reading Music Notation and continue developing their performing skills. They will also learn songs about Diwali, Eid and Guru Nanak.</p>	<p><b>Celebrations</b> Children will prepare for the Christmas Show focusing on learning new songs, breathing and singing techniques, reading Music Notation and continue developing their performing skills. They will also learn songs about Diwali, Eid and Guru Nanak.</p>	<p><b>Celebrations</b> Children will prepare for the Christmas Show focusing on learning new songs, breathing and singing techniques, reading Music Notation and continue developing their performing skills. They will also learn songs about Diwali, Eid and Guru Nanak.</p>	<p><b>Celebrations</b> Children will prepare for the Christmas Show focusing on learning new songs, breathing and singing techniques, reading Music Notation and continue developing their performing skills. They will also learn songs about Diwali, Eid and Guru Nanak.</p>
Spring 1	<p><b>In the Groove</b> Use classroom instruments to repeat and create elaborated rhythmic patterns; sing Nursery Rhymes</p>	<p><b>GLOCKENSPIEL 1 Improvising</b> Experiment, create, select and combine sounds using glockenspiels, xylophones, chimes and bells.</p>	<p><b>GLOCKENSPIEL 2 Composing</b> Improvise and Compose solo and group pieces of music using glockenspiels, xylophones, chimes and bells.</p>	<p><b>Can't Stop!/ Classical Music</b> Children learn about Classical Music composers (Beethoven, Mozart and Elgar).</p>	<p><b>Jazz /VIOLIN-CLARINET Develop Instrumental Skills</b> Children start reading music independently, develop their instrumental skills and play in small ensembles and in the Orchestra. Children improvise in a group performance, use notation and music vocabulary to learn about Jazz and other contrasting styles.</p>	<p><b>Happy</b> Learn about, and perform vocal pieces from different periods and styles of music, including Rap and Hip Hop.</p>
Spring 2	<p><b>Rhythm in the Way We Walk*</b> Sing chants and songs and explore the history of Pop music.</p>	<p><b>I Wanna Play in a Band Rock</b> Explore the history of Rock and describe music using the dimensions of music (Pitch, Dynamics, Tempo, Timbre, Structure, Rhythm and Texture).</p>	<p><b>Let your Spirit Fly</b> Explore, appreciate and describe R &amp; B music using the dimensions of music (Pitch, Dynamics, Tempo, Timbre, Structure, Rhythm and Texture).</p>	<p><b>In Style</b> <b>Listening: identify features of style</b> Summary: Appreciate different styles of Music; Classical, Jazz, Reggae, Rock, Pop, Latin, Contemporary and identify features of different periods of music.</p>	<p><b>Dancing in the street/Folk Music</b> Children sing, dance to, improvise with and learn about British and Irish Music. They develop their skills as performers.</p>	<p><b>Identity/Folk Music</b> Children sing, dance to, improvise with and learn about female British and Irish composers and traditional folk songs. They develop their skills as performers.</p>

Summer 1	<p><b>Round and Round/Folk Music</b> Children learn British Folk songs, create and perform music using their voices and some percussion instruments.</p>	<p><b>Play in a Band/Folk Music</b> Children learn British Folk songs, create and perform music using their voices and some percussion instruments.</p>	<p><b>Bring us together/Folk Music</b> Children learn British and Irish Folk songs, create and perform music using their voices and some percussion instruments.</p>	<p><b>Lean on Me/Folk Music</b> Children sing, dance to, improvise with and learn about British and Irish Music. They develop their skills as performers.</p>	<p><b>Songs Composing</b> We improvise, compose, notate and perform short songs using their instruments to accompany the performance.</p>	<p><b>Blues/ ENSEMBLES Develop Instrumental Skills</b> We compose and perform vocal and instrumental ensemble pieces including Classical and Blues style pieces of music.</p>
Summer 2	<p><b>Reflect, Rewind and Replay</b> (create, practise and perform after revising)  Children start writing down their musical ideas to be shared with others.</p>	<p><b>Reflect, Rewind and Replay</b> (Improvise, create, notate, practise and perform after revising)  Children start writing sounds showing how long or short, high or low they are continue developing their reading, writing and playing music skills.</p>	<p><b>Reflect, Rewind and Replay</b> (Compose, practise and perform after revising)  Children play tunes, create and perform music using their voices and class instruments.</p>	<p><b>Reflect, Rewind and Replay</b> (Listen, practise and perform after revising)  Children rehearse and perform as a class using Ukuleles and they learn how to play and recognise basic rhythms.</p>	<p><b>Reflect, Rewind and Replay</b> (Practise and perform after revising)  Children start reading music independently, develop their instrumental skills and play in small ensembles and in the Orchestra.</p>	<p><b>Reflect, Rewind and Replay</b> (Compose, practise and perform after revising)  Children improvise melodic and rhythmic parts and use every opportunity to perform for others. They are building up their knowledge of History of Music.</p>



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p><b>Relationships – TEAM</b></p> <p>This unit will focus on the positive impact working as a team has on all its members. Children will work on their collaborative skills such as good listening, making good choices, the importance of being kind and the effects of bullying.</p>	<p><b>Health and Wellbeing Think Positive</b></p> <p>This unit will help children to recognise and accept their feelings, both positive and negative, as well as how to manage certain feelings.</p>	<p><b>Relationships – TEAM</b></p> <p>This unit will focus on the positive impact working as a team has on all its members. They will learn about successful teamwork skills, being considerate of others and how to positively resolve conflicts.</p>	<p><b>Health and Wellbeing Think Positive</b></p> <p>Children will build on what they have already learnt about feelings and how our attitude towards life can affect our mental health. To include themes such as thinking positively, managing difficult emotions and taking responsibility for decisions.</p>	<p><b>Relationships – TEAM</b></p> <p>This unit focuses on the positive qualities of a team, learning how to disagree respectfully and communicate effectively. The unit will address collaborative learning and how to compromise.</p>	<p><b>Health and Wellbeing Think Positive</b></p> <p>This unit will help children further develop their understanding about thoughts and emotions, both positive and negative. They will focus on themes such as the links between our thoughts, feelings and emotions and making good choices.</p>
Autumn 2	<p><b>Living in the Wider World Britain</b></p> <p>In this unit, children will learn about community, being good neighbours and looking after the environment. They will also learn about Britain, what it means to be British about diversity and the importance of celebrating and being respectful of our differences.</p>	<p><b>Living in the Wider World Respecting Rights</b></p> <p>During this unit, children will learn that we all have rights that are shared and should be respected. They will know that we are all rights-respecting citizens. They will explore the concepts of differences and fairness and learn about who helps us protect our rights and what we can do if we don't feel safe.</p>	<p><b>Living in the Wider World Britain</b></p> <p>This unit is inspired by the idea that we live in a diverse, multicultural and democratic society and that this is important and brings many benefits. They will learn about British people, rules, the law, liberty and what living in a democracy means. They also learn about the importance of being tolerant of differences.</p>	<p><b>Living in the Wider World Respecting Rights</b></p> <p>This unit focuses on the importance of human rights and that they are there to protect all people, enabling them to live happy, safe, healthy and fulfilling lives. They will also look into the ideas of equality and discrimination and the consequences of both, as well as challenging stereotypes.</p>	<p><b>Living in the Wider World Britain</b></p> <p>This unit is inspired by the idea that Britain represents a wide range of faiths and ethnicities. It aims to enable the children to identify how they can make a positive contribution to the community. They will also learn about the law, the consequences of not respecting it and the workings of local and national government.</p>	<p><b>Living in the Wider World Respecting Rights</b></p> <p>This unit aims to help the children to explore the ideas of equality and discrimination and the consequences of both. They will also learn about human rights activists and how they work to make the world a better place.</p>
Spring 1	<p><b>Relationships Be Yourself</b></p> <p>Within this unit, children will be encouraged to 'be themselves' and learn how this can have a positive impact on their mental health and emotional wellbeing. They will be helped to recognise different emotions and explore different strategies to help them manage those emotions.</p>	<p><b>Relationships VIPs</b></p> <p>This unit explores the important people in the children's lives and how they can develop positive relationships with them. They will learn how important friends and families are and they will also look at resolving differences.</p>	<p><b>Relationships Be Yourself</b></p> <p>This unit aims to enable children to identify their strengths and achievements as well as recognise different emotions. They will learn that it is important to have confidence to be yourself and how to express their feelings. They will also explore the influence of the media in how we view ourselves and the reality of these messages.</p>	<p><b>Relationships VIPs</b></p> <p>This unit will revisit ideas explored in Year 2 – about the relationships we have with our families and friends. It will then go onto disputes and bullying and will address strategies for coping with each of these.</p>	<p><b>Relationships Be Yourself</b></p> <p>This unit aims to encourage children to having a positive view of themselves and being proud of their individuality. They will look into making positive choices, not being led into tricky situations and how to make things right when they have made a mistake.</p>	<p><b>Relationships VIPs</b></p> <p>This unit again looks at relationships with family and friends and addresses conflicts and resolutions in relationships. They will also look at secrets and dares as well as healthy and unhealthy relationships. Health and safety will also be discussed.</p>
Spring 2	<p><b>Health and Wellbeing It's My Body</b></p> <p>This unit explores choices children can make about looking after their bodies. They will look at the areas they can make safer choices: their body, sleep, exercise, diet, cleanliness and substances. Throughout the unit, the message of choice and consent runs through, encouraging them to get help from trusted adults when necessary.</p>	<p><b>Living in the Wider World One World</b></p> <p>This unit looks at how we can benefit from learning about people living in different places and their ways of life. They will explore their own family life, home and school and compare these to children around the world. They will also look at the relationship between people and their environment; how people use the earth's resources and the importance of protecting it.</p>	<p><b>Health and Wellbeing It's My Body</b></p> <p>This unit moves on from Year 1 and follows the same themes of choices they can make about looking after their bodies. For example sleep and exercise, diet, cleanliness and substances.</p>	<p><b>Living in the Wider World One World</b></p> <p>This unit is based on a case study of a fictional girl called Chiwa who lives in Malawi. It will look at how people's experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries. They will also look at climate change and fair trading practices.</p>	<p><b>Health and Wellbeing It's My Body</b></p> <p>Children will learn about body image and stereotypes. They will explore the things that influence the way people think about their bodies, where these pressures come from and how they can be resisted. They will learn about the importance of sleep and keeping clean, especially as their bodies change during puberty.</p>	<p><b>Living in the Wider World One World</b></p> <p>This unit helps the children to understand the responsibility we have in helping the environment and all living things. They will explore the ideas of sustainability, the use of the earth's natural resources and the harmful effects of global warming. They will also learn about biodiversity.</p>

Summer 1	<p><b>Living in the Wider World Money Matters</b></p> <p>This unit encourages children to think about where money comes from and how it can be used. They will discuss the idea of spending and saving and the difference between what we want and what we need.</p>	<p><b>Relationships Growing Up</b></p> <p>This topic is an introduction to how we grow and change. They will learn about their own and others bodies, how to respect them, the similarities and differences in people and about stereotypes.</p>	<p><b>Living in the Wider World Money Matters</b></p> <p>Moving on from work done in Year 1, children will look again at where money comes from and how it can be used. They will also focus on how to prioritise our spending, what influences our spending and how we can keep track of our spending.</p>	<p><b>Relationships Growing Up</b></p> <p>This topic build on children's knowledge of the human body: how we change both physically and emotionally.</p>	<p><b>Living in the Wider World Money Matters</b></p> <p>Children will learn about money is used in the wider world. They will discuss the possible consequences of taking financial risks and how to avoid them. They will learn about budgeting and they will also discuss how our earning ad spending can contribute to society through the payment of tax.</p>	<p><b>Relationships Growing Up</b></p> <p>As well as building on children's knowledge of how we grow and change, this unit will also focus on the types of relationships that people have as well as positive body images ad stereotypes.</p>
Summer 2	<p><b>Health and Wellbeing Aiming High</b></p> <p>Children will learn about having high aspirations. They will start by discussing positive views of themselves and how having a positive earning attitude can help them tackle and achieve more. They will share aspirations for the future with regard to employment and personal goals.</p>	<p><b>Health and Wellbeing Safety First</b></p> <p>In this unit, children will learn about everyday dangers and how they can keep themselves safe. They will learn about staying safe online and about eh underwear rule. They will also learn about people who help them and how to get help when needed.</p>	<p><b>Health and Wellbeing Aiming High</b></p> <p>Within this unit, children will discuss their goals and aspirations. They will also discuss the type of attitude that helps us succeed and the importance of resilience. They will also think further about the specific skills they might wish to develop in order to achieve their short mid and long term goals.</p>	<p><b>Health and Wellbeing Safety First</b></p> <p>This unit will help children consider what it means to take responsibility for their own safety. This will include standing up to peer pressure in a range of situations. They will look at road safety, e-Safety and dangerous substances: drugs (including medicines), cigarettes and alcohol.</p>	<p><b>Health and Wellbeing Aiming High</b></p> <p>This topic will discuss achievements that have accomplished and challenges people face and barriers to success. They will identify opportunities available to them now and in the future. Stereotypes in the world of work will be addressed and they will discuss jobs they would like to do and the skills involved.</p>	<p><b>Health and Wellbeing Safety First</b></p> <p>As well as building on discussions about taking responsibility for their own safety, this unit will learn how to identify an emergency. They will look at e-Safety in detail, including social media and how to report any concerns online.</p>