**Federation of Penny Acres and Wigley Primary School**

**Curriculum Map Cycle A**

|  |  |  |  |
| --- | --- | --- | --- |
| Year 1 | Autumn 1Autumn 2 | Spring 1Spring 2 | Summer 1Summer 2 |
| Termly topics | Life During the Wars | What a Disaster! | It’s all Greek to me! |
| Key Questions/Focus of the topic | Physical GeographyUsing mapsLocal geography | What natural disasters are affecting our planet? | What was it like to live in Ancient Greece? |
|  |
| Hook/wow/visits: | Eden CampDerby Open Centre | Video game museum | School Visit- Greek Day |
| Class novel:extracts | Letters from the Lighthouse - Emma CarrollNon-fiction texts about WW2The Diary of a Young Girl – Anne Frank | Stories with environmental issues(stories from other cultures)Non-fiction texts – Earth Shattering events – Robin Jacobs | Marcia Williams – Greek Myths, The Odyssey, The IliadPercy Jackson – Rick Riordan |
|  |
| Modern British Values/PSHE | Living in a diverse society – link to refugees past and present and the different religions we have in our community. | Online SafetyLinks to issues e.g. energy | Democracy (Greek Link and life after leaving EU) |
|  |
| English | Newspaper reportExplanation text Description – Postcard/ letter/ diary entry-AutobiographyPoems  | Short storiesNon-Chronological Reports PoetryDrama | Myths and Legends – extended narrative (Greek Myths)Fact files – godsHouse sale (house for sale in Athens and Sparta)Lonely hearts column (cross curricular)Aesop’s fablesHoliday Brochure – Greek IslandGreek Theatre – play scripts |
| Mathematics and mathematical investigations | **Number – Number and Place Value****Y3**Counting on in multiples. Recognise the place value in a 3-digit number.Read and write numbers to 1000 and solve problems.**Y4**Count on and back in multiples, including negatives.Recognise the place value in a 4-digit number.Order, compare, identify, round and estimate numbers to 1000.Solve number problems.Read Roman Numerals to 100.**Y5**Read, write and order numbers to a million including counting forwards and backwards, negative numbers and rounding.Solve number problems.Read Roman Numerals to 1000.**Y6**Read, write and order numbers to a million including counting forwards and backwards, negative numbers and rounding.**Number – Addition and Subtraction****Y3**Add and subtract numbers mentally including a 3-digit number and ones, tens and hundreds.Use formal methods of columnar addition and subtraction, estimating using inverse operations and solve problems including missing number problems.**Y4**Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate, using estimates and inverse operations to check answers. Solve addition and subtraction two-step problems.**Y5**Add and subtract whole numbers with more than 4 digits, including using formal written methods. Use rounding and mental calculations to solve and check answers.Solve addition and subtraction multi-step problems, deciding which operations to use.**Y6**Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.Use estimations to check answers to calculations.**Multiplication and division****Y3**Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.Write mathematical statements including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.Solve problems, including missing number problems.**Y4**Recall multiplication and division facts for multiplication tables up to 12 × 12.Multiplying by 0 and 1; dividing by 1.Recognise and use factor pairs.Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. Solve problems.**Y5**Identify multiples and factors.Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers.Multiply numbers up to 4 digits by a one- or two-digit number.Divide numbers up to 4 digits by a one-digit number.Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.Recognise and use square numbers and cube numbersUse their knowledge of factors and multiples, squares and cubes.Solve problems.**Y6**Multiply multi-digit numbers up to 4 digits by a two-digit whole number.Divide numbers up to 4 digits by a two-digit whole number.Perform mental calculations.Identify common factors, common multiples and prime numbers.Use their knowledge of the order of operations to carry out calculations.**Statistics****Y3**Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables.**Y4**Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.**Y5**Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables, including timetables.**Y6**Interpret and construct pie charts and line graphs and use these to solve problems. Calculate and interpret the mean as an average.  | **Fractions****Y3**Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.Recognise unit fractions and non-unit fractions with small denominators.Recognise equivalent fractions with small denominators.equivalent fractions with small denominators.Compare and order unit fractions, and fractions with the same denominators. Solve problems that involve all of the above.**Y4**Recognise and show equivalent fractions.Count up and down in hundredths and divide tenths by ten.Solve problems to calculate quantities, and fractions to divide quantities.Add and subtract fractions with the same denominator.Solve simple measure and money problems.**Y5**Compare and order fractions whose denominators are all multiples of the same number.Identify, name and write equivalent fractions.Recognise mixed numbers and improper fractions and convert from one form to the other.Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Multiply proper fractions and mixed numbers by whole numbers.**Y6**Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions > 1.Add and subtract fractions with different denominators and mixed numbers.Multiply simple pairs of proper fractions.Divide proper fractions by whole numbers.**Decimals and Percentages****Y4**Recognise and write decimal equivalents.Find the effect of dividing a one- or two-digit number by 10 and 100,Round and compare decimals.**Y5**Read and write decimal numbers as fractions. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.Round decimals with two decimal places to the nearest whole number and to one decimal place.Read, write, order and compare numbers with up to three decimal places.Solve problems involving number up to three decimal places.Recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal.Solve problems which require knowing percentage and decimal equivalents and those fractions with a denominator of a multiple of 10 or 25.**Y6**Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.Multiply one-digit numbers with up to two decimal places by whole numbers. Use written division methods in cases where the answer has up to two decimal places.Solve problems which require answers to be rounded to specified degrees of accuracy.Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.**Measurement****Y3**Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple 2-D shapes. Add and subtract amounts of money to give change.Tell and write the time.**Y4**Convert between different units of measurement.Measure and calculate the perimeter of a rectilinear figure.Find the area of rectilinear shapes by counting squares.Estimate, compare and calculate different measures, including money. Read, write and convert time between analogue and digital clocks and solve problems involving time.**Y5**Convert between different units of metric measurements.Understand and use approximate equivalences between metric units and common imperial units.Calculate and compare the area of rectangles.Estimate volume.Solve problems involving converting between units of time.**Y6**Solve problems involving the calculation and conversion of units of measurement.Use, read, write and convert between standard units, converting measurements of length, mass, volume and time.Convert between miles and kilometres. Recognise that shapes with the same areas can have different perimeters and vice versa.Recognise when it is possible to use formulae for area and volume of shapes.Calculate the area of parallelograms and triangles. Calculate, estimate and compare volume of cubes and cuboids. | **Geometry – Properties of Shape****Y3**Draw 2D shapes and make 3D shapes.Recognise angles as a property of shape or a description of a turn.Identify right angles.Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.**Y4**Compare and classify geometric shapes including quadrilaterals and triangles.Identify acute and obtuse angles.Identify lines of symmetry in 2-D shapes.Complete a simple symmetric figure.**Y5**Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees.**Y6**Draw 2-D shapes.Recognise, describe and build simple 3-D shapes, including making nets.Compare and classify geometric shapes.Illustrate and name parts of circles.Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.**Geometry – Position and Direction****Y4**Describe positions on a 2-D grid as coordinates in the first quadrant. Describe movements between positions as translations of a given unit to the left/right and up/down.Plot specified points and draw sides to complete a given polygon.**Y5**Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.**Y6**Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.**Measurement****Y3**Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple 2-D shapes. Add and subtract amounts of money to give change.Tell and write the time.**Y4**Convert between different units of measurement.Measure and calculate the perimeter of a rectilinear figure.Find the area of rectilinear shapes by counting squares.Estimate, compare and calculate different measures, including money. Read, write and convert time between analogue and digital clocks and solve problems involving time.**Y5**Convert between different units of metric measurements.Understand and use approximate equivalences between metric units and common imperial units.Calculate and compare the area of rectangles.Estimate volume.Solve problems involving converting between units of time**Y6**Solve problems involving the calculation and conversion of units of measurement.Use, read, write and convert between standard units, converting measurements of length, mass, volume and time.Convert between miles and kilometres. Recognise that shapes with the same areas can have different perimeters and vice versa.Recognise when it is possible to use formulae for area and volume of shapes.Calculate the area of parallelograms and triangles. Calculate, estimate and compare volume of cubes and cuboids.**Ratio and Proportion****Y6**Solve problems involving the relative sizes of two quantities.Solve problems involving the calculation of percentages.Solve problems involving similar shapes where the scale factor is known or can be found.Solve problems involving unequal sharing and grouping.**Algebra****Y6**Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables. |
| Science | **Wigley and****Penny Acres****LKS2 – Sound and Light**- Setting up simple practical enquiries, comparative and fair tests - Making systematic and careful observations and taking measurements- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions- Recording findings using drawings, labels, charts and diagrams- Reporting and presenting findings from enquiries- Using evidence to answer questions and support findings- Recognising that we need light in order to see things and dark is the absence of light- Noticing that light is reflected from surfaces- Recognising that light from the sun can be dangerous and how to protect our eyes- Recognising that shadows are formed when the light from a light source is blocked by a solid object- Finding patterns in the way that the size of shadows change - Identifying how sounds are made- Recognising that vibrations from sounds travel through a medium to the ear- Finding patterns associated with pitch and volume- Recognising that sound gets fainter as distance from the source increases**UKS2 – Light and Evolution and Inheritance** -Explaining how the eye works and how we see objects.-Showing how light travels in straight lines and faster than sound.-Seeing how light is reflected and how different colours of light are created.-Making shadow puppets and find out about the ray model. -Investigating how car mirrors help us see things and explore the relationship between light source, objects and shadows (size and distance)-Explaining how periscopes work and researching telescopes, binoculars, magnifying glasses etc-Finding out about Helen Keller/Braille- Recording data and results of increasing complexity- Reporting and presenting findings from enquiries - Identifying scientific evidence that has been used to support or refute ideas and arguments- Recognising that living things have changes over time and that fossils provide information about living things that inhabited the Earth millions of years ago- Recognising that living things product offspring of the same kind, but normally offspring vary and are not identical to their parents- Identifying how animals and plants are adapted to suit their environment and this sometimes leads to evolution. | **Wigley and****Penny Acres** **LKS2 – States of Matter**- Asking relevant questions and using different types of scientific enquiries to answer them- Setting up simple practical enquiries, comparative and fair tests- Recording findings using drawings, labels, charts and diagrams- Reporting and presenting findings from enquiries- Identifying differences and similarities- Making systematic and careful observations and taking measurements- Using results to draw simple conclusions- Comparing and grouping materials according to whether they are solids, liquids or gases- Observing that some materials can change state when they are heated or cooled and measuring the temperature at which this happens - Identifying the part played by evaporation and condensation in the water cycle and associating the rate of evaporation with temperature **UKS2 – Properties and Changes of Materials**- Planning different types of scientific enquiries to answer questions- Controlling variables- Reporting and presenting findings from enquiries- Comparing and grouping materials based on their properties- Dissolving and recovering materials using filtering, sieving and evaporating- Demonstrating that dissolving, mixing and changes of state are reversible changes - Giving reasons, based on evidence, for the uses of everyday materials including metals, wood and plastic- Explaining that some changes result in the formation of new materials | **Wigley and****Penny Acres****LKS2 – Health, Movement, Eating and Digestion** - Asking relevant questions and using different types of scientific enquiries to answer them- Setting up simple practical enquiries, comparative and fair tests- Recording findings using drawings, labels, charts and diagrams- Reporting and presenting findings from enquiries- Identifying differences and similarities- Using evidence to answer questions and support findings- Describing simple functions of the basic parts of the digestive systems in humans- Identifying the different types of teeth in humans and their simple functions- Constructing food chains and identifying producers, predators and prey- Identifying that animals, including humans, need the right types and amount of nutrition from what they eat – Exploring human and other animals’ skeletons and muscles and their functions**UKS2 – Changes from Birth to Old Age and Healthy Bodies**- Planning different types of scientific enquiries to answer questions- Controlling variables- Taking measurements - Recording data and results of increasing complexity using diagrams, scatter graphs and tables- Using test results to make predictions - Reporting and presenting findings- Identifying scientific evidence that has been used to support or refute ideas or arguments- Describing the changes as humans develop to old age- Identifying and naming the main parts of the human circulatory system and the functions of the heart, blood vessels and blood- Recognising the impact of diet, exercise, drugs and lifestyle on the way the body functions- Describing the ways in which nutrients and water are transported within animals, including humans |
| Computing | **Music and Sound**- Exploring digital musical instruments and recording devices- Learning how the instruments; sounds are stored and played back through different media- Understanding that sound can be added to different software to create multimedia- Learning to use different software to create, edit and manipulate sounds. | **Animation**- Using cameras and capture devices - Using a graphics and paint package to create different effects- Using animation and film creating and editing software to create a sequence to communicate a story or idea- Using technology safely, responsibly and respectfully | **Text and Graphics** - Communicating ideas using text and graphics- Using software to present information- Record and present information using a range of media for a particular audience - Considering good design features and specific layouts when creating media for printing- Using technology safely, responsibly and respectfully |
|  |
| RE | **(Some Key questions may be covered as part of the 4-year cycle)****Key Question L2.5: Why are festivals important to religious communities?**Make connections between stories, symbols andbeliefs with what happens in at least two festivals.• Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid).• Identify similarities and differences in the wayfestivals are celebrated within and between religions.• Explore and suggest ideas about what is worth celebrating and remembering in religiouscommunities and in their own lives.**Key Question L2.1: What do different people believe about God?**Describe some of the ways in which ChristiansHindus and/or Muslims describe God.• Ask questions and suggest some of their ownresponses to ideas about God.• Suggest why having a faith or belief insomething can be hard.• Identify how and say why it makes a difference in people’s lives to believe in God.**Key Question L2.2: Why is the Bible important for Christians today?**Make connections between stories in theBible and what Christians believe aboutcreation, the Fall and salvation (A2).• Give examples of how and suggestreasons why Christians use the Bibletoday (B1).• Describe some ways Christians say God islike, with examples from the Bible, usingdifferent forms of expression.• Discuss their own and others’ ideas aboutwhy humans do bad things and howpeople try to put things right. | **Key Question L2.9 What can we learn from religions about deciding what is right and wrong?**Give examples of rules for living from religionsand suggest ways in which they might helpbelievers with difficult decisions.• Make connections between stories oftemptation and why people can find it difficultto be good.• Give examples of ways in which someinspirational people have been guided by their religion.• Discuss their own and others’ ideas about howpeople decide right and wrong.**Key Question U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)**Outline Jesus’ teaching on how his followersshould live.• Offer interpretations of two of Jesus’parables and say what they might teachChristians about how to live.• Explain the impact Jesus’ example andteachings might have on Christians today.• Express their own understanding of whatJesus would do in relation to a moraldilemma from the world today. |  **Key Question L2.8 What does it mean to be a Hindu in Britain today?**Describe some examples of what Hindus do to showtheir faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.• Describe some ways in which Hindus express their faith through puja, aarti and bhajans.• Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.• Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.**Key Question U2.3 What do religions say to us when life gets hard?**Express ideas about how and why religioncan help believers when times are hard,giving examples.• Outline Christian, Hindu and/or nonreligiousbeliefs about life after death.• Explain some similarities and differencesbetween beliefs about life after death.• Explain some reasons why Christians andHumanists have different ideas about anAfterlife. |
| Music | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.Improvise and compose music for a range of purposes using the inter-related dimensions of music  listen with attention to detail and recall sounds with increasing aural memory.Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.Develop an understanding of the history of music.These aims will be covered throughout the year by Wider Opportunities. Additional sessions related to news events and anniversaries will add to the understanding of the history of music e.g. Greek music will be covered during the Ancient Greek topic. |
| History | **A study over time tracing how several aspects of national history are reflected in the locality.** How WW1 and WW2 affected the locality. Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives across the periods.Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Address and devise historically valid questions against change, cause, similarity and difference, and significance.Understand how our knowledge of the past is conducted from a range of sources.Develop the appropriate use of historical terms. |  | **Ancient Greece – a study of Greek life and achievements and their influence on the Western World**.Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives across the period.Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Address and devise historically valid questions against change, cause, similarity and difference, and significance.Understand how our knowledge of the past is conducted from a range of sources.Develop the appropriate use of historical terms. |
| Geography | Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | **Locate the world’s countries, using maps to focus on North America. This will include the location and characteristics of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational place knowledge.**Locate the world’s countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.Understand geographical similarities and differences through the study of human and physical geography of a region within North America.Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, volcanoes and earthquakes. |  |
| Art and Design | **Drawing and Collage – War Propaganda** - Generating ideas in sketchbooks- Appraising own and others’ work- Using different tools and surfaces - Developing use of collage - Exploring composition- Colour relationships (complementary, harmonious) - Scale and proportion | **Painting – Volcanoes** - Generating ideas in sketchbooks- Appraising own and others’ work- Learn about great artists (Nick Rowland, Utagawa Hiroshige, Warhol)- Using different paints, painting tools and surfaces- Controlling line, shape and pressure with painting tools- Creating textures with painting techniques- Describing and exploring composition- Colour mixing (tertiary colours, hues, value and intensity) | **Drawing – Greek God Portraits**- Generating ideas in sketchbooks- Appraising own and others’ work- Learn about great artists (Kris Trappeniers, Mark Powell, Vince Low, Josh Bryan)- Refining 2D natural shapes (facial features)- Scale and proportion (facial features)- Controlling line, shape and pressure (value) with drawing tools- Shading techniques |
| Design technology | **Textiles – 2D Shape to a 3D Product (LKS2) and Combining Different Fabric Shapes (UKS2)**- Research and develop design criterion to create a functional, appealing product- Communicating ideas through sketches, diagrams and templates - Selecting tools and materials- Measuring, marking, cutting and joining and finishing materials- Properties of materials and how to strengthen a textiles product - Using fabric shapes to create a 3D product- Evaluating productsWorking safely | **Electrical Systems – Simple Circuits (LKS2) and Complex Switches (UKS2)**- Research and develop design criterion to create a functional, appealing product- Communicating ideas through sketches, diagrams and prototypes- Selecting tools and materials- Measuring, marking, cutting and shaping, joining and finishing materials- Creating a simple (LKS2) or complex (UKS2) circuit- Computer programming to control a product (LKS2) or monitor changes in the environment to control a product (UKS2)- Evaluating products- Working safely | **Food and Nutrition – Olympic Snacks**- Research and develop design criterion to create a functional, appealing product- Communicating ideas through sketches, discussion and diagrams- Selecting ingredients- Peeling, chopping, slicing, grating and mixing, kneading and baking- Where food comes from- Balanced diet - Seasonality and sustainability (UKS2)- Evaluating products- Working safely and hygienically |
| French / Languages | GreetingsNumbers* listen attentively to spoken language and show understanding by joining in and responding
* explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
* engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
 | Weather* speak in sentences, using familiar vocabulary, phrases and basic language structures
* develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
* present ideas and information orally to a range of audiences
* describe people, places, things and actions orally and in writing
 | La Chenille qui fait des trous* read carefully and show understanding of words, phrases and simple writing
* appreciate stories, songs, poems and rhymes in the language
* broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
* write phrases from memory, and adapt these to create new sentences, to express ideas clearly
 |
| **Ongoing Skills:**Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. |
| PESwimming all year | **Cricket**Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.Take part in outdoor and adventurous activity challenges both individually and within a team.**Hockey**Play competitive games, modified where appropriate [for example, hockey], and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. | **Movement/Dance**Perform dances using a range of movement patterns.Compare their performances with previous ones and demonstrate improvement to achieve their personal best.**Netball**Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, netball], and apply basic principles suitable for attacking and defending. | **Tennis** Play competitive games, modified where appropriate [for example, tennis], and apply basic principles suitable for attacking and defending.**Athletics** Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. |
| * swim competently, confidently and proficiently over a distance of at least 25 metres
* use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
* perform safe self-rescue in different water-based situations.
 |
| PSHE | Exploring EmotionsLKS2 R1 – Recognising a wide range of emotions in themselves and others.R1 – Responding appropriately to a range of emotions in themselves and others.R7 – Understand their actions affect themselves and others.R12 – Developing strategies to resolve results.R12 – Identify strategies to manage emotions.H1, H6 – Deepening their understanding of good and not so good feelings.H6 – Extending vocabulary to help explain the range and intensity of feelings. H7 – Recognising conflicting emotions.UKS2R1 – Recognising a wide range of feelings in others and how to respond appropriately.R7 – Recognising that their actions can affect themselves and others.R12 – Developing strategies to resolve results.H6 – Extending emotional vocabulary.H6 – Exploring the intensity and range of feelings.H7 – Recognising when they experience conflicting emotions and how to manage these.Bullying mattersR7 – Understanding that their actions affect themselves and others.R11 – Identifying the importance of working towards shared goals.R12- Developing strategies for getting support for themselves and others at risk.R13 – Identifying that differences and similarities arise from a number of factors.R14, L6 – Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, ‘trolling’).R18 – Knowing how to recognise bullying and abuse in all its forms.UKS2R7 – Understanding that their actions affect themselves and others.R12 – Developing strategies for getting support for themselves or for others at risk.R13 – Identifying that differences and similarities arise from a number of factors.R14 – Understanding the nature of consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, ‘trolling’).R18 – Knowing how to recognise bullying and abuse in all its forms. | Being healthyLKS2 H1 – Exploring what affects their physical, mental and emotional health.H2 – Understanding the concept and benefits of a balanced and healthy lifestyle.H2 – Identify how to make informed choices.H3 – Understand what is included in a balanced diet.H3 – Understanding what may influence our choices.H5 – Setting goals.UKS2H1 – Exploring what affects their physical, mental and emotional health.H2 – Understanding the concept and benefits of a balanced and healthy lifestyle.H3 – Exploring how we make choices about the food we eat.H3 – Identify how we make choices about the food we eat.H3 – Developing skills to make their own choices.H4 – Recognising how images in the media do not always reflect reality.H5 – Setting simple but challenging goals.H16 – Exploring what is meant by the term habit and why habits can be hard to change.Drug Education LKS2H2 – Recognising how to make informed choices.H9 – Understanding that people have different attitudes to risk.H10, H11 – Recognising predictions and assessing risks in different situations.H14 – Where to get help and how to ask for help. H17- Distinguishing between safe and harmful and to know some substances can be harmful if misused.H21, H23 – Learning rules about staying safe.UKS2H2 – Knowing how to make informed choices.H10,H17 – Identifying a range of drugs/substances and assessing some of the risks/effects.H13 – Identifying influences and when an influence becomes a pressure.H14 – Developing skills of how to ask for help.H15 – Identifying basic emergency procedures.H16 – Understanding the term ‘habit’ and why habits can be hard to change. | Growing up LKS2H4 – That images in the media do not always reflect reality.H5 – Celebrate our strengths/qualities.H8 – About the kind of changes that happen in life and the associated feelings.H12 – That simple hygiene routine can prevent the spread of bacteria.H18 – About the changes that happen as they grow up.H20 – The right to protect our bodies.R4 – About differences and similarities between people, but understand everyone is equal.R8 – About the difference between acceptable and unacceptable physical contact.R13 – Knowing the names of the body parts.R16 – Recognise and challenge stereotypes.UKS2H4 – Exploring how images in the media and online do not always reflect reality.H6 – Identify the intensity of feelings.H7 – Recognise conflicting feelings.H12 – That simple hygiene routine can prevent the spread of bacteria.H13 – Identify pressures and influences.H18 – Understanding changes that happen at puberty.H19 – Understanding what puberty and human reproduction is.R2 – Identifying qualities of a healthy relationship.R5 – About committed loving relationships.Changes LKS2H6 – Understanding good and not so good feelings including their range and intensity.H7 – Developing an understanding that change can cause conflicting emotions.H7 – Acknowledging, exploring and identifying how to manage change positively.H8 – Exploring changes.H14 – Knowing where to go for help and how to ask for help.UKS2H6 – Explaining intensity of feelings.H6 – Exploring and managing the difficult emotions.H7 – Acknowledging and managing change positively.H8 – Managing transition to secondary school.H8 – Exploring and managing loss, separation, divorce and bereavement.H14 – Practising asking for help and knowing where to go for help. |
|  |
| Homework  | Make/draw an air raid shelter to protect you from the bombing.Compare the life of a child in war time with your own. Write a list of similarities and differences.e.g food, games etcBake or cook a war time recipe.Write a song to boost moralDesign a menu only using ingredients available during rationing.Write 10 facts about Anne Frank.Research popular styles of dance from a wartime period.Design your own code and write a message.Research the role of women during WWII.Design/make a medal for a soldier in the war.Make do and mend; create a toy using only recycled materials.Draw and label a plane, tank or weapon used in war and identify which time period it would be used. |  |  |