

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	My wonderful World	My wonderful World	Exciting Explorers	Exciting Explorers	Go Wild!	Go Wild!
<b>English</b>	<b>Books:</b>  The King's Pants, Katie in London, Paddington, Samuel Pepys Diary	<b>Books:</b>  Dirty Bertie When I Grow Up (poem) Samuel Pepys Diary, Lost and Found	<b>Books:</b>  Taking Flight, Up, Mrs Armitage, The story of the Titanic, Newspaper Columbus re discover America	<b>Books:</b>  A Trip to New York, Chip Off the Old Block, Exploring USA	<b>Books:</b>  Non chronological report – Turtles, Something Fishy, Finding Nemo	<b>Books:</b>  Tinga Tinga Tales Creative – Mixed Up Animals Traditional African Tales
	<b>Skills:</b>  write simple, coherent narratives about personal experiences and those of others (real or fictional)  demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required  use present and past tense mostly correctly and consistently  use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses  segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others  spell many common exception words*  form capital letters and digits of the correct size, orientation and relationship to one another and to lower- case letters  use spacing between words that reflects the size of the letters.	<b>Skills:</b>  All A1 plus write about real events, recording these simply and clearly	<b>Skills:</b>  All a2 plus write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing	<b>Skills:</b>  All sp1 plus make simple additions, revisions and proof- reading corrections to their own writing  use the punctuation taught at key stage 1 mostly correctly^	<b>Skills:</b>  All Sp2 plus spell most common exception words*  add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, – ful, –less, –ly)*  use the diagonal and horizontal strokes needed to join some letters.	<b>Skills:</b>  write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing  make simple additions, revisions and proof- reading corrections to their own writing  use the punctuation taught at key stage 1 mostly correctly^  spell most common exception words* add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*  use the diagonal and horizontal strokes needed to join some letters.

Maths	Abacus	Abacus	Abacus	Abacus	Abacus	Abacus
	<ul style="list-style-type: none"> <li>• Number and Place Value, Problem Solving</li> <li>• Mental Add. &amp; Sub. problem solving</li> <li>• Mental multiplication &amp; division</li> <li>• Geometry- shape properties</li> <li>• Number and Place Value, Problem solving</li> <li>• Assessment</li> <li>• Challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Number and Place Value,</li> <li>• Number and Place Value, Problem solving</li> <li>• Mental add &amp; sub problem solving</li> <li>• Geometry- shape properties</li> <li>• Mental add &amp; sub – mental Mult &amp; Divis Mental</li> <li>• multiplication &amp; division</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication and Division</li> <li>• Place Value</li> <li>• Addition and Subtraction</li> <li>• Geometry</li> <li>• Number and Place</li> <li>• Value</li> <li>• Assessment</li> <li>• Money</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication</li> <li>• and division</li> <li>• Measurement</li> <li>• Assessment</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Measurement</li> <li>• Fractions</li> <li>• Number and place value</li> <li>• Mental addition and subtraction</li> <li>• Problem solving, reasoning and algebra</li> <li>• Measurement</li> <li>• Statistics</li> <li>• Fractions ratio and proportion</li> </ul>	<ul style="list-style-type: none"> <li>• Mental addition and subtraction</li> <li>• Number and place value</li> <li>• Mental multiplication and division</li> <li>• Measurement</li> <li>• Mental multiplication and division Problem solving, reasoning and algebra</li> <li>• Number and place value</li> <li>• Assessment</li> <li>• Problem Solving</li> </ul>
	<p>Skills:</p> <p>read scales* in divisions of ones, twos, fives and tens</p> <p>partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus</p> <p>add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus</p> <p>recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships</p> <p>recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary</p>	<p>Skills:</p> <p>name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.</p> <p>recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts</p> <p>recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary</p>	<p>Skills:</p> <p>Use different coins to make the same amount</p> <p>partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus</p> <p>Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. <math>29 + 17 = 15 + 4 + \dots</math>; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc.)</p>	<p>Skills:</p> <p>read the time on a clock to the nearest 15 minutes</p> <p>read the time on a clock to the nearest 5 minutes</p> <p>recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts</p>	<p>Skills:</p> <p>identify <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{2}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math>, of a number or shape, and know that all parts must be equal parts of the whole</p> <p>solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')</p> <p>Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. <math>29 + 17 = 15 + 4 + \dots</math>; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc.)</p> <p>Nature in Numeracy</p>	<p>Skills:</p> <p>recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts</p> <p>recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary</p> <p>Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. <math>29 + 17 = 15 + 4 + \dots</math>; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc.)</p>

Science	Healthy living	Animals including humans	Materials	Plants	Living things and their habitats	Living things and their habitats
	SKILLS - Inferring, Communicating, Predicting, classifying	SKILLS – Observing, Classifying	SKILLS – communicating, Inferring, classifying, Measuring	SKILLS - Observing, Classifying, Measuring, predicting	SKILLS - Observing, Classifying, inferring	SKILLS - Observing, Classifying, inferring
	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	<p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p>	<p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p>	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Nature in Numeracy</p>	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>

<b>Geography</b>	<b>Locational knowledge, map studies, UK and rest of the world</b>  <b>Comparison study – London and Tandridge</b>  SKILLS – Location knowledge Field work	<b>Directional language</b>  SKILLS – place knowledge	<b>Titanic Study - Geographical language</b>  SKILLS – Place knowledge	<b>USA study – Geographical language</b>  SKILLS – Place knowledge	<b>USA study – Human and Physical features</b>  SKILLS – human and physical geography	<b>Maasai Mara and Tandridge comparison study</b>  SKILLS – Geographical skills and field work
	name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its' surrounding seas  Use world maps, atlases and globes to identify the United Kingdom and its' countries  use simple fieldwork and observational skills to study the geography of their school and its' grounds and the key human and physical features of its' surrounding environment	understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom	name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its' surrounding seas  Use world maps, atlases and globes to identify the United Kingdom and its' countries  Nature in Numeracy	use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;  devise a simple map; and use and construct basic symbols	SKILLS – Geographical skills and field work  use simple fieldwork and observational skills to study the geography of their school and its' grounds and the key human and physical features of its' surrounding environment

<b>History</b>	<b>GREAT FIRE OF LONDON Famous People – Samuel Pepys and Charles II</b>	<b>GREAT FIRE OF LONDON Famous People – Samuel Pepys and Charles II</b>  <b>Remembrance</b>	<b>Titanic Study - Sources</b>	<b>Famous people: Neil Armstrong, Wright Brothers, Columbus</b>	<b>US history</b>  <b>Famous people Neil Armstrong, Wright Brothers, Columbus</b>	<b>US history</b>  <b>Famous people Abraham Lincoln, Neil Armstrong, Barack Obama</b>
	SKILLS – chronological understanding  Historical interpretations	SKILLS – Historical enquiry  Historical interpretations	SKILLS – Understanding of events people and changes	SKILLS – Understanding of events people and changes	SKILLS – Historical interpretations	SKILLS – Historical interpretations Understanding of events people and changes Historical interpretations

	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Significant historical events, people and places in their own locality</p> <p>Recognise some basic reasons why people in the past acted as they did.</p> <p>Choose parts of stories and other sources to show what they know about significant people and events.</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Significant historical events, people and places in their own locality</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Recognise some basic reasons why people in the past acted as they did.</p> <p>Ask and answer simple questions about the past through observing and handling a range of sources.</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Recognise some basic reasons why people in the past acted as they did.</p> <p>Ask and answer simple questions about the past through observing and handling a range of sources.</p>	<p>Ask and answer simple questions about the past through observing and handling a range of sources.</p> <p>Choose parts of stories and other sources to show what they know about significant people and events.</p> <p>Consider why things change over time</p>	<p>Ask and answer simple questions about the past through observing and handling a range of sources.</p> <p>Choose parts of stories and other sources to show what they know about significant people and events.</p> <p>Consider why things change over time</p>
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Art	<p>Project Work Harvest – collage – seeds. - Weaving/Tartan patterns. Sculpture</p> <p>SKILLS - painting</p>	<p>Project Work Christmas – collage – penguins. - Weaving/ patterns. Sculpture</p> <p>SKILLS - textiles</p>	<p>Collage – Columbus’ Santa Maria</p> <p>SKILLS – Collage and digital media</p>	<p>Lantern Wreath</p> <p>SKILLS – 3D</p>	<p>African Mask Patters and Islamic patters</p> <p>SKILLS – painting, Collage</p>	<p>Collage – African Savanna</p> <p>SKILLS – Collage</p>
	<p>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>use drawing, painting and sculpture to develop and share their ideas,</p>	<p>know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>use drawing, painting and sculpture to develop and share their ideas,</p>

			use drawing, painting and sculpture to develop and share their ideas, experiences and imagination		share their ideas, experiences and imagination	experiences and imagination
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<b>DT</b>	1600's House study. Building London Tudor architecture  SKILLS – Design and create	Penguin Christmas decorations  SKILLS - Textiles	Creation of Mrs Armitage mode of transport Creation of Titanic  SKILLS – Design, create and 3D	Creation of Columbus' ship and Armstrong's rocket – Fly and float  SKILLS - Design, create and 3D	Sculpture – African Masks  SKILLS - construction	Sculpture – African Masks  SKILLS - construction
	use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  generate, develop, model and communicate their ideas through discussion and annotated sketches  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  generate, develop, model and communicate their ideas through discussion and annotated sketches evaluate their ideas and products against their own design criteria	use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  generate, develop, model and communicate their ideas through discussion and annotated sketches	use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  generate, develop, model and communicate their ideas through discussion and annotated sketches  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  generate, develop, model and communicate their ideas through discussion and annotated sketches  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

<b>Computing</b>	E safety Typing/mouse/log in Coding – 2code and scratch	E safety Typing/mouse/log in Coding – 2code and scratch	E safety Spreadsheets	E safety Questioning	E safety Effective Searching and making ,music	E safety Creating Pictures and presenting ideas
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	SKILLS – information Literacy	SKILLS – Computer Programming	SKILLS – Data handling	SKILLS - information Literacy	SKILLS – Multimedia	SKILLS – Visual Media
	<p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>recognise common uses of information technology beyond school</p>	<p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>recognise common uses of information technology beyond school</p> <p>create and debug simple programs</p>	<p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>use logical reasoning to predict the behaviour of simple programs</p> <p>create and debug simple programs</p>	<p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>use logical reasoning to predict the behaviour of simple programs</p>	<p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>recognise common uses of information technology beyond school</p> <p>create and debug simple programs</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>

PE	Val Sabin Sitting Volleyball and Gymnastics	Val Sabin PE specialist and Christmas play	Val Sabin Dance and PE specialist area	Val Sabin Dance and PE specialist area	Val Sabin Invasion games and PE specialist area	Val Sabin Invasion games and sports day
	SKILLS – health and fitness	SKILLS – Evaluation and self improvement	SKILLS – movement and dance	SKILLS - movement and dance	SKILLS – Acquiring and developing skills	SKILLS - Acquiring and developing skills
	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	perform dances using simple movement patterns	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to	perform dances using simple movement patterns	<p>participate in team games, developing simple tactics for attacking and defending</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance,</p>	<p>participate in team games, developing simple tactics for attacking and defending</p> <p>master basic movements including running, jumping, throwing and catching, as</p>

	participate in team games, developing simple tactics for attacking and defending		<p>apply these in a range of activities</p> <p>perform dances using simple movement patterns</p> <p>participate in team games, developing simple tactics for attacking and defending</p>		<p>agility and co-ordination, and begin to apply these in a range of activities</p>	<p>well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>
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<b>Music</b>	<b>Pulse and Metre, Timbre</b>  <b>Oak Academy Music Scheme</b>  <b>Harvest</b>  SKILLS – perform	<b>Rhythm Pitch, Texture,</b>  <b>Christmas production</b>  <b>Oak Academy Music Scheme</b>  SKILLS – Perform and describe	<b>Musical Processions, Pulse and Metre 2,</b>  <b>Oak Academy Music Scheme</b>  SKILLS – compose and transcribe	<b>Timbre 2, Beat/Pulse/Rhythm/structure</b>  <b>Oak Academy Music Scheme</b>  SKILLS – Describe	<b>Duration, Harmony</b>  <b>Music Festival</b>  <b>Oak Academy Music Scheme</b>  SKILLS – perform	<b>Tonality, Structure</b>  <b>End of year productions</b>  <b>Oak Academy Music Scheme</b>  SKILLS – Perform
	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes;</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music;</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>play tuned and untuned instruments musically;</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes;</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music;</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes;</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music;</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes;</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music;</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes;</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music;</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes;</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music;</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>

<b>R.S.E</b>	Relationships - Friendships  How to make friends with others.	Relationships - Bullying  how words and actions can affect how people feel	Living in a wider world – Jobs	Health and wellbeing – Staying safe	Health and wellbeing - Staying healthy	Health and wellbeing – Feelings
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	<p>How to recognise when they feel lonely and what they could do about it.</p> <p>How people behave when they are being friendly and what makes a good friend.</p> <p>How to resolve arguments that can occur in friendships. How to ask for help if a friendship is making them unhappy.</p>	<p>how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</p> <p>why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</p> <p>how to respond if this happens in different situations</p> <p>how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</p>	<p>how jobs help people earn money to pay for things they need and want</p> <p>about a range of different jobs, including those done by people they know or people who work in their community</p> <p>how people have different strengths and interests that enable them to do different jobs</p> <p>how people use the internet and digital devices in their jobs and everyday life</p>	<p>how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</p> <p>how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</p> <p>how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</p> <p>how not everything they see online is true or trustworthy and that people can pretend to be someone they are not</p> <p>how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</p>	<p>that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest that eating and drinking too much sugar can affect their health, including dental health</p> <p>how to be physically active and how much rest and sleep they should have everyday</p> <p>that there are different ways to learn and play; how to know when to take a break from screen-time</p> <p>how sunshine helps bodies to grow and how to keep safe and well in the sun</p>	<p>how to recognise, name and describe a range of feelings</p> <p>what helps them to feel good, or better if not feeling good</p> <p>how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</p> <p>how feelings can affect people in their bodies and their behaviour</p> <p>ways to manage big feelings and the importance of sharing their feelings with someone they trust</p> <p>how to recognise when they might need help with feelings and how to ask for help when they need it</p>
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<b>S.T.E.A.M</b>	1600's House study. Building London Tudor architecture	Penguin Christmas decorations	Creation of Mrs Armitage mode of transport Titanic creations	Creation of Columbus' ship and Armstrong's rocket – Fly and float	Sculpture – African Masks	Exhibition work
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