

## Year 1 Overview – 2023-24

Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Topic/Hook	<i>Oh I do like to be beside the Seaside</i>	<i>A Pirates life for me</i>	<i>Blast off!</i>	<i>Once upon a castle...</i>	<i>Swings and Roundabouts</i>	<i>Claws, Paws and Jaws</i>
Enquiry	How is the seaside different to where you live?	Would you like to be a pirate?	Would you like to live on the moon? Would you travel to space?	Which traditional tale character would you like to be? Why?	What would make a perfect park? Why?	What is your favourite animal? Is it right to kill animals?
Concepts	Loss, family, belonging, <b>Thanking</b>	Power, trust, money, <b>Change</b>	Change, difference, fear, good, bad, <b>Changing emotions (happy/sad)</b>	Fear, bravery, good, bad, <b>Light as a symbol</b>	Friendship, family, love, choice, <b>Love</b>	Difference, power, evil, good, bad, <b>Special places</b>
English Literacy units	1 weeks – Non Fiction: My Summer Holiday/My Family  4 weeks – Fiction: Familiar Settings and stories  1 week – Non-Fiction: Beach safety  1 week – Fiction: The Lighthouse Keepers Lunch	2 weeks – Non-Fiction: Famous Pirates  3 weeks – Fiction: Pirate stories  1 week of RE taught through Literacy  1 week – Non-Fiction: Christmas Decorations	2 weeks – Non-Fiction: Space  2 weeks – Fiction: Space Story – Man on the Moon  1 weeks – Fiction: Additional Writing – Alien poems  1 week of RE taught through Literacy	2 weeks – Non Fiction: Castles  3 weeks – Fiction: Traditional Tales  1 week of RE taught through Literacy	2 weeks – Non-Fiction: Park Reports  3 weeks – Fiction: Percy the Park Keeper Tidy A Park Connects Us  1 week of RE taught through Literacy	3 weeks – Non Fiction: Information text African animals with links to poaching.  2 weeks – Fiction: Animal stories  1 weeks– Fiction: Cultural story  1 week of RE taught through Literacy
Texts to support Learning	Not Now Bernard This is the Bear Lost on the Beach Lucy and Tom at the Seaside Day at the Beach	Pirate Jim Non Fiction texts – Pirates	Man on the Moon	Jack and the Beanstalk Rapunzel  Traditional Tales	Percy the Park Keeper Tidy A Park Connects Us	Giraffes Can't Dance or Meerkat Mail Non Fiction Texts – African Animals Handa's Surprise

	The Lighthouse Keepers Lunch Non-fiction – Beach Safety					
Maths	See separate MTP for each half term					
Cross Curricular Maths	Map reading/directions for the visit to the beach. Seaside shop – Money Shape hunt at the seaside. Days of the week	Compass directions for sailing the ships. Shape hunt on the Pirate ship. Worded problems related to the pirates. Shape pictures of boats and ships. Science investigation - Measures	Shape picture of space. Position of planets using directional vocabulary. Time activities related to travelling to space. Ordering events for the moon landing. Worded problems related to space.	Sequencing events/time for traditional tales. Worded problems related to traditional tale characters.	Map reading for local walk. Worded problems related to plants and local environment.	Comparison of animals using measures and descriptive vocabulary (longer/shorter etc). Position and Direction - Africa. Worded problems related to Africa and animals.
Ongoing Science	<b>Seasonal Changes</b> Continue to look at seasons for the whole year <ul style="list-style-type: none"><li>Observe changes across the four seasons</li><li>Observe and describe weather associated with the seasons and how day length varies.</li></ul>					
Science	<b>Weather and Seasons</b> -Observe changes across the four seasons in the UK. -Observe and describe weather associated with the seasons and how day length varies. -Observing closely, using simple equipment i.e. measuring weather -Using their observations and ideas to find answers to questions gathering	<b>Senses</b> -Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. -Asking simple questions and recognising that they can be answered in different ways. - Using their observations and ideas to find answers to	<b>Everyday Materials</b> -Distinguish between an object and the material from which it is made. -Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. -Describe the simple physical properties of a variety of everyday materials. -Compare and group together a variety of everyday materials on the basis of their simple physical properties. -Identifying and classifying -Performing simple tests i.e. What is the best material for...? <b>Seasons</b>	<b>Plants</b> -Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. -Identify and describe the basic structure of a variety of common flowering plants, including trees. -Observing closely, using simple equipment i.e. using magnifying glasses.	<b>Animals</b> -Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. -Identify and name a variety of common animals that are carnivores, herbivores and omnivores. -Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).	

	and recording data to help in answering questions i.e. through making tables and charts.	questions gathering and recording data to help in answering questions. -Performing simple tests.	- Observe changes across the four seasons in the UK. -Observe and describe weather associated with the seasons and how day length varies.		-Identifying and classifying i.e. comparing and contrasting familiar plants. -Observe changes across the 4 seasons – observe how plants change over time.	-Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. -Identifying and classifying
Computing	<u>Digital Writing</u> -Use technology purposefully to create, organise, store, manipulate, and retrieve digital content. -Use technology safely and respectfully, keeping personal information private.		<u>Grouping Data</u> -Use technology purposefully to create, organise, store, manipulate, and retrieve digital content. -Use technology safely and respectfully.	<u>Digital Painting</u> -Use technology purposefully to create, organise, store, manipulate, and retrieve digital content.	<u>Programming Animations</u> -Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions . -Create and debug simple programs. -Use logical reasoning to predict the behaviour of simple programs.	
Online Safety	Self-image and identity  Health, wellbeing and lifestyle	Online relationships  Online bullying	Online reputation	Managing online information	Privacy and security	Copyright and ownership
Music	<b>Key Focus: Pulse</b> • To know two songs off by heart. • To know what songs are about. • To recognise different instruments. • To know that music has a steady pulse. • To know that we can create long and short rhythm. • Begin to learn the names of the notes in their instruments. • To begin to learn the names of instruments played in class.	<b>Key Focus: Rhythm and Pitch</b> • To know two songs off by heart. • To know what songs are about. • To recognise different instruments. • To know that music has a steady pulse. • To know that we can create long and short rhythm. • Begin to learn the names of the notes in their instruments.	<b>Key Focus: Temp and Dynamics</b> • To know three songs off by heart. • To know what songs are about. • To recognise different instruments. • To know that music has a steady pulse. • To know that we can create long and short rhythm. • To learn the names of the notes in their instruments.	<b>Key Focus: Combining pulse, rhythm and pitch.</b> • To know three songs off by heart. • To know what songs are about. • To recognise different instruments. • To know that music has a steady pulse. • To know that we can create long and short rhythm. • To learn the names of the notes in their instruments.	<b>Key Focus: Improvisation and Composing</b> • To know four songs off by heart. • To know what songs are about. • To recognise different instruments. • To know that music has a steady pulse. • To know that we can create long and short rhythm. • To learn the names of the notes in their instruments. • To learn the names of instruments played in class. • To understand that Improvisation is about making	<b>Key Focus: Performing</b> • To know four songs off by heart. • To know what songs are about. • To recognise different instruments. • To know that music has a steady pulse. • To know that we can create long and short rhythm. • To learn the names of the notes in their instruments. • To learn the names of instruments played in class.

	<ul style="list-style-type: none"> <li>• Begin to understand that Improvisation is about making up your own tunes on the spot.</li> <li>• Begin to understand that composing is like writing a story with music.</li> <li>• To be able to warm up your voice.</li> <li>• To begin to improvise your own piece of music.</li> <li>• To begin to compose your own piece of music.</li> <li>• To begin to evaluate the music of others and your own.</li> </ul> <p><b>Tuned: Chime Bars</b> <b>Un-tuned: Triangles</b></p>	<ul style="list-style-type: none"> <li>• To learn the names of instruments played in class.</li> <li>• Begin to understand that Improvisation is about making up your own tunes on the spot.</li> <li>• Begin to understand that composing is like writing a story with music.</li> <li>• To be able to warm up your voice.</li> <li>• To begin to improvise your own piece of music.</li> <li>• To begin to compose your own piece of music.</li> <li>• To begin to evaluate the music of others and your own.</li> </ul> <p><b>Tuned: Chime Bars</b> <b>Un-tuned: Triangles</b></p>	<ul style="list-style-type: none"> <li>• To learn the names of instruments played in class.</li> <li>• To understand that Improvisation is about making up your own tunes on the spot.</li> <li>• Begin to understand that composing is like writing a story with music.</li> <li>• To be able to warm up your voice.</li> <li>• To improvise your own piece of music.</li> <li>• To begin to compose your own piece of music.</li> <li>• To begin to evaluate the music of others and your own.</li> </ul> <p><b>Tuned: Steel Pans</b> <b>Un-tuned: Maracas</b></p>	<ul style="list-style-type: none"> <li>• To learn the names of instruments played in class.</li> <li>• To understand that Improvisation is about making up your own tunes on the spot.</li> <li>• Begin to understand that composing is like writing a story with music.</li> <li>• To be able to warm up your voice and understand why.</li> <li>• To improvise your own piece of music.</li> <li>• To begin to compose your own piece of music.</li> <li>• To begin to evaluate the music of others and your own.</li> </ul> <p><b>Tuned: Steel Pans</b> <b>Un-tuned: Maracas</b></p>	<p>up your own tunes on the spot.</p> <ul style="list-style-type: none"> <li>• To understand that composing is like writing a story with music.</li> </ul> <p>To be able to warm up your voice and understand why.</p> <ul style="list-style-type: none"> <li>• To improvise your own piece of music.</li> <li>• To compose your own piece of music.</li> <li>• To evaluate the music of others and your own.</li> </ul> <p><b>Tuned: Recorders</b> <b>Un-tuned: Sleigh Bells</b></p>	<ul style="list-style-type: none"> <li>• To understand that Improvisation is about making up your own tunes on the spot.</li> <li>• To understand that composing is like writing a story with music.</li> </ul> <p>To be able to warm up your voice and understand why.</p> <ul style="list-style-type: none"> <li>• To improvise your own piece of music.</li> <li>• To compose your own piece of music.</li> <li>• To evaluate the music of others and your own.</li> </ul> <p><b>Tuned: Recorders</b> <b>Un-tuned: Sleigh Bells</b></p>
RE	<p><b><u>Thanking - Sukkot</u></b></p> <ul style="list-style-type: none"> <li>• Communicate</li> <li>• Apply</li> <li>• Enquire</li> <li>• Contextualise</li> <li>• Evaluate</li> </ul>	<p><b><u>Symbol of Light - Advent/Hanukkah</u></b></p> <ul style="list-style-type: none"> <li>• Enquire</li> <li>• Contextualise</li> <li>• Evaluate</li> <li>• Communicate</li> <li>• Apply</li> </ul>	<p><b><u>Change - People Jesus met</u></b></p> <ul style="list-style-type: none"> <li>• Communicate</li> <li>• Apply</li> <li>• Enquire</li> <li>• Contextualise</li> <li>• Evaluate</li> </ul>	<p><b><u>Changing Emotions – Sad and Happy at Easter</u></b></p> <ul style="list-style-type: none"> <li>• Communicate</li> <li>• Apply</li> <li>• Enquire</li> <li>• Contextualise</li> <li>• Evaluate</li> </ul>	<p><b><u>Belonging - Shabbat</u></b></p> <ul style="list-style-type: none"> <li>• Communicate</li> <li>• Apply</li> <li>• Enquire</li> <li>• Contextualise</li> <li>• Evaluate</li> </ul>	<p><b><u>Specialness - Special Places - The Church/The Hindu Temple</u></b></p> <ul style="list-style-type: none"> <li>• Communicate</li> <li>• Apply</li> <li>• Enquire</li> <li>• Contextualise</li> <li>• Evaluate</li> </ul>
Art	<p><b><u>Drawing and Painting</u></b></p> <p>-To begin to name primary and secondary colours.</p>		<p><b><u>Collage</u></b></p> <p>-Creating space collages using shapes and a range of materials.</p>	<p><b><u>Drawing -Sketching</u></b></p> <p>-To make different types of marks and effects on paper.</p>		<p><b><u>Clay – African Animals</u></b></p> <p>-Use clay as a material to sculpt.</p> <p>-Include lines and texture.</p>

	<ul style="list-style-type: none"> <li>-Begin to mix and match basic colours and make them lighter or darker.</li> <li>-To begin to understand that you can mix primary colours to make secondary colours.</li> <li>-To know that it is easiest to start with the lighter colour first when colour mixing.</li> <li>-To use the appropriate brush for colour mixing.</li> </ul>		<ul style="list-style-type: none"> <li>- Use a combination of materials that are cut, torn and glued.</li> <li>- Sort and arrange materials.</li> </ul>	<ul style="list-style-type: none"> <li>-To be able to create shade and tone using pencils.</li> </ul> <p>Teach as a unit prior to visit and sketch at the castle.</p>	<p><u>EXTRA ART OPPORTUNITY</u> <u>Collage – Natural Collage</u></p> <p>Using skills from the unit in Spring 1 create natural collage pictures at the park during the visit.</p>	<ul style="list-style-type: none"> <li>- Use a combination of shapes.</li> </ul> <p><u>EXTRA ART OPPORTUNITY</u> Drawing - Sketching Using skills from the unit in Spring 2 to sketch animals at Marwell.</p>
DT		<p><u>Cooking and Nutrition (Healthy Sandwiches)</u> <u>Design</u></p> <p>To begin to use design criteria to design a healthy sandwich. Begin to generate, develop and communicate ideas.</p> <p><u>Make</u></p> <p>To begin to choose and use the appropriate tools to prepare food. To choose suitable ingredients for a healthy sandwich. To make a healthy sandwich.</p> <p><u>Evaluate</u></p> <p>To explore a range of ingredients and express likes and dislikes.</p>		<p><u>Mechanisms - levers and sliders (Moving Pictures)</u> <u>Design</u></p> <p>Begin to generate, develop, model and communicate their ideas through talking. To design a moving picture, based on design criteria.</p> <p><u>Make</u></p> <p>Begin to select from a range of equipment and materials for making a moving picture; To make a picture with one or more moving parts for others to enjoy;</p> <p><u>Evaluate</u></p> <p>To explore and begin to evaluate a range of moving pictures and pop-up books;</p>	<p><u>Stable Structures (Playground Equipment)</u> <u>Design</u></p> <p>To talk about and share their own ideas. Begin to use design criteria to design a piece of playground equipment.</p> <p><u>Make</u></p> <p>To explore and practise joining craft materials together. Begin to choose suitable tools to make a model of a piece of playground equipment. Begin to choose suitable materials to make a model of a piece of playground equipment. To make a model of a piece of playground equipment that is strong and stable.</p>	

		<p>Begin to evaluate whether their sandwich meets the design criteria.</p> <p><b><u>Cooking and Nutrition</u></b> Begin to learn about healthy foods. To understand what is needed to make a sandwich. Begin to talk about where different foods come from.</p>		<p>Begin to develop and improve ideas. Begin to evaluate their ideas and products against design criteria.</p> <p><b><u>Technical Knowledge</u></b> To explore how simple sliders and levers work; To make and use simple sliders and levers in their products;</p> <p>Computing link: To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p><b><u>Evaluate</u></b> To name, explore and evaluate different types of playground equipment. Begin to evaluate my piece of playground equipment against the design criteria.</p> <p><b><u>Technical Knowledge</u></b> Begin to talk about how playground equipment can be made strong and stable. To explore ways to make structures stiffer and more stable.</p>	
Real PE	<p>Personal Unit 1 <b>The Birthday Surprise/Pirate Pranks</b></p> <p><b>Pre-level 1</b> – I enjoy working on simple tasks with help <b>(ALL)</b> <b>Level 1</b> - I can follow instructions, practise safely and work on simple tasks by myself <b>(MANY)</b> <b>Level 2</b> – I try several times if at first I don't succeed and I ask for help when appropriate. <b>(SOME)</b></p>	<p>Social Unit 2 <b>Journey to the Blue Planet/Monkey Business</b></p> <p><b>Pre-level 1</b> – I can play with others and take turns with help <b>(ALL)</b> <b>Level 1</b> - I can play with others, taking turns and sharing <b>(MANY)</b> <b>Level 2</b> – I can help praise and encourage others in their learning. <b>(SOME)</b></p>	<p>Cognitive Unit 3 <b>Tilly the Train's Big Day/ Thembi Walks The Tightrope</b></p> <p><b>Pre-level 1</b> – I can follow simple instructions <b>(ALL)</b> <b>Level 1</b> - I can understand and follow simple rules and can name some things I am good at. <b>(MANY)</b> <b>Level 2</b> – I can begin to order instructions, movements and skills. With help I can reorganise similarities and differences in performance and I can explain why someone is</p>	<p>Creative Unit 4 <b>Clowning Around/ Wendy's Water Ski Challenge</b></p> <p><b>Pre-level 1</b> – I can observe and copy others <b>(ALL)</b> <b>Level 1</b> – I can explore and describe different movements <b>(MANY)</b> <b>Level 2</b> – I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme. <b>(SOME)</b></p>	<p>Physical Unit 5 <b>John and Jasmine learn to Juggle/ Ringo to the Rescue</b></p> <p><b>Pre-level 1</b> – I can move confidently in difference ways <b>(ALL)</b> <b>Level 1</b> - I can perform a single skill or movement with control. I can perform a range of skills and link 2 movements together <b>(MANY)</b> <b>Level 2</b> – I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some change in level,</p>	<p>Health and Fitness Unit 6 <b>Sammy Squirrel/ Casper the Very Clever Cat</b></p> <p><b>Pre-level 1</b> – I am aware of the changes to the way I feel when I exercise <b>(ALL)</b> <b>Level 1</b> – I am aware of why exercise is important for good health <b>(MANY)</b> <b>Level 2</b> – I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. <b>(SOME)</b></p>

			working or performing well. <b>(SOME)</b>		direction or speed. <b>(SOME)</b>	
	<b><u>Real Gym</u></b>  Shape and Travel	<b><u>Real Gym</u></b>  Shape and Travel	<b><u>Dance</u></b>  To develop shape, patterns, circles and artistry.	<b><u>Real Gym</u></b>  Flight and rotation	<b><u>Dance</u></b>  To develop shape, patterns, circles and artistry.	<b><u>Athletics</u></b>  Consolidation of fundamental skills
<b>Geography</b>	<b><u>Beaches and Holidays</u></b>  <b><u>Locational Knowledge</u></b> -Begin to <u>name and locate</u> characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas -Begin to <u>name and locate</u> the world's seven continents and five oceans  <b><u>Human and Physical Geography</u></b> Begin to <u>use</u> basic geographical vocabulary to refer to: key human features  <b><u>Geographical skills and fieldwork</u></b> -Begin to <u>use</u> world maps, atlases and globes -Begin to <u>use</u> simple compass directions	<b><u>Continents/Pirates</u></b>  <b><u>Locational Knowledge</u></b> - <u>To know</u> the names and locations of the continents. - <u>To know</u> the names and locations of the continents and oceans.			<b><u>Local Area</u></b>  <b><u>Human and Physical Geography</u></b> -Begin to <u>identify</u> seasonal and daily weather patterns in the United Kingdom - <u>Describe</u> some seasonal and daily weather patterns in the United Kingdom, and the comparative location and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <b><u>Geographical skills and fieldwork</u></b> -Begin to <u>describe</u> the location of features and routes on a map-Begin to <u>use</u> simple fieldwork and observational skills to study the geography of their school and its grounds - <u>Know</u> some key human and physical features of	<b><u>Africa</u></b>  <b><u>Locational Knowledge</u></b> -Begin to <u>name and locate</u> the world's seven continents and five oceans  <b><u>Place Knowledge</u></b> -Begin to <u>understand</u> geographical similarities and differences - <u>Use</u> vocabulary in the study of the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country  <b><u>Human and Physical Geography</u></b> Begin to <u>use</u> basic geographical vocabulary to refer to: key physical features  <b><u>Geographical skills and fieldwork</u></b> -Begin to <u>use</u> world maps, atlases and globes

					its surrounding environment -Begin to <u>use</u> aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; -Begin to <u>devise</u> a simple map -Begin to <u>use and construct</u> basic symbols in a key -Begin to <u>use</u> locational and directional language.	
History	<b><u>Comparing holidays – Now and in the past</u></b> - Use words and phrases such as: a long time ago, recently. - Know how and why aspects of the past has changed. - To identify key vocabulary from seaside holidays in the past. - Begin to identify some of the different ways in which the past is represented. - Ask questions such as: What happened? How long ago? - Show their emerging sense of chronology by placing a few events and objects in order.		<b><u>Man on the Moon – Neil Armstrong</u></b> - Ask questions such as: What happened? How long ago? - Label time lines using everyday terms about the passing of time. - Can identify historical facts about people (Neil Armstrong, Tim Peake). - Can identify historical people in their own locality (Tim Peake – Chichester). - Begin to identify some of the different ways in which the past is represented. - Label time lines using everyday terms about the passing of time. -Use dates where appropriate.	<b><u>Castles</u></b> - Ask questions such as: What happened? How long ago? - Label time lines using everyday terms about the passing of time. - Use words and phrases such as: a long time ago, recently. - Know how and why aspects of the past has changed. - To identify key vocabulary from castles in the past. - To identify local historical places in their own locality (Porchester Castle). - Begin to identify some of the different		



	<ul style="list-style-type: none"> <li>- To observe changes in living memory linked to seaside holidays.</li> </ul>		<ul style="list-style-type: none"> <li>- Compare and contrast 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.</li> <li>- Compare and contrast changes within living memory (Tim Peake's space exploration VS Neil Armstrong space exploration).</li> </ul>	<ul style="list-style-type: none"> <li>ways in which the past is represented.</li> <li>- Ask questions such as: What happened? How long ago?</li> <li>- Begin to identify some of the different ways in which the past is represented.</li> <li>- Label time lines using everyday terms about the passing of time.</li> <li>- Use dates where appropriate.</li> <li>- Compare and contrast 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.</li> <li>- To discuss local historical places in their own locality (Porchester Castle).</li> </ul>		
PSHE	<p><b><u>How do I care for myself and others?</u></b></p> <ul style="list-style-type: none"> <li>-How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>-The characteristics of friendships, including mutual respect,</li> </ul>	<p><b><u>How do I keep myself safe?</u></b></p> <ul style="list-style-type: none"> <li>-The concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> </ul>	<p><b><u>How do I keep safe online?</u></b></p> <ul style="list-style-type: none"> <li>-For most people the internet is an integral part of life and has many benefits.</li> <li>-The benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the</li> </ul>	<p><b><u>What makes me happy?</u></b></p> <ul style="list-style-type: none"> <li>-Mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>-How to recognise and talk about their emotions, including having a varied vocabulary of words to</li> </ul>	<p><b><u>How do I look after myself and others?</u></b></p> <ul style="list-style-type: none"> <li>-About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>-The importance of sufficient good quality sleep for good health and</li> </ul>	<p><b><u>How do families look after you?</u></b></p> <ul style="list-style-type: none"> <li>-That families are important for children growing up because they can give love, security and stability.</li> <li>-The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family</li> </ul>

<p>truthfulness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <ul style="list-style-type: none"> <li>- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>-Most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>-How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> <li>-To communicate their feelings to others, to recognise how others show feelings and how to respond</li> <li>-To understand the difference between teasing, relational conflict and bullying and recognising appropriate boundaries and coping mechanisms</li> <li>-There are different types of bullying, that these are wrong and unacceptable and how to resist teasing</li> </ul>	<p>-Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <ul style="list-style-type: none"> <li>-How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>-How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>-How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>-How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>-Where to get advice e.g.family, school and/or other sources</li> <li>-There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>-How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> </ul>	<p>impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <ul style="list-style-type: none"> <li>-How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>-Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>-Where and how to report concerns and get support with issues online.</li> <li>-Understand what is meant by a prescribed drug and that these can also be harmful if taken unnecessarily and or over used.</li> <li>-Understand what is meant by dependency and addiction and how addiction works (link to mobile phone, social media and gaming addiction as well as substances).</li> </ul>	<p>use when talking about their own and others' feelings.</p> <ul style="list-style-type: none"> <li>-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>-The importance and impact of sleep on mental wellbeing.</li> <li>-Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>-Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>-To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.</li> <li>-To understand and use a wide range of emotional vocabulary (emotional literacy)</li> </ul>	<p>that a lack of sleep can affect weight, mood and ability to learn.</p> <ul style="list-style-type: none"> <li>-About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>- About personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing.</li> <li>-How to make a clear and efficient call to emergency services if necessary.</li> <li>-Concepts of basic first-aid, for example dealing with common injuries, including head injuries and water safety and CPR.</li> <li>-Knowledge of ALL emergency services including the coast guard services.</li> </ul>	<p>members, the importance of spending time together and sharing each other's lives.</p> <ul style="list-style-type: none"> <li>-That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>-That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>-How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>-To understand ways in which a relationship can be unhealthy, to recognise when a relationship is unhealthy, how to manage this or who to go to and what to say if they need support.</li> <li>-To identify their special people (family, friends, carers), what makes them special and how special people should care for one another</li> <li>-The characteristics and mental and physical benefits of an active lifestyle.</li> <li>-The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> 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	<p>or bullying, if they experience or witness it, whom to go to and how to get help</p> <ul style="list-style-type: none"> <li>-Respecting differences and diversity within yourself, your peer group and your friends</li> <li>-The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>-The conventions of courtesy and manners.</li> <li>-The importance of self-respect and how this links to their own happiness.</li> <li>-In school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>-About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders and how to get help.</li> <li>-To recognise what constitutes a positive, healthy relationship and develop the skills to develop and maintain</li> </ul>	<ul style="list-style-type: none"> <li>-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>-The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>-That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>-Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>-To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.</li> <li>-To understand and use a wide range of emotional vocabulary (emotional literacy)</li> </ul>				<ul style="list-style-type: none"> <li>-The risks associated with an inactive lifestyle (including obesity).</li> <li>-How and when to seek support including which adults to speak to in school if they are worried about their health.</li> <li>-To explore opportunities for physical activity including active travel.</li> </ul>
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	<p>positive and healthy relationships</p> <p>-To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond</p> <p>-The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.</p> <p>-To recognise that our actions and behaviours can affect ourselves and others.</p> <p>-To realise the nature and consequences of discrimination and aggressive behaviours</p>					
<b>Social Links</b>	<ul style="list-style-type: none"> <li>• Making friends</li> <li>• Good Manners</li> <li>• Respecting others</li> <li>• Working together</li> <li>• Learning acceptable behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Resolving conflicts</li> <li>• Actively participate in group activities</li> <li>• How did people live aboard Pirate ships?</li> </ul>	<ul style="list-style-type: none"> <li>• How to be a good competitor?</li> <li>• Co-operating well with others</li> <li>• Respecting others</li> <li>• Dealing with emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour expectations for a performance</li> <li>• Character relationships in a variety of traditional tales</li> </ul>	<ul style="list-style-type: none"> <li>• How should we behave outside of school?</li> <li>• Respecting others</li> <li>• Keeping safe</li> <li>• Keeping healthy</li> </ul>	<ul style="list-style-type: none"> <li>• Growing up</li> <li>• Looking forward to next year</li> <li>• Keeping healthy</li> </ul>
<b>Moral Links</b>	<ul style="list-style-type: none"> <li>• Differentiating between right and wrong.</li> <li>• Evaluating and respecting others opinions.</li> <li>• Rights and Responsibilities.</li> <li>• Identifying and dealing with bullying.</li> </ul>	<ul style="list-style-type: none"> <li>• Doing the right thing</li> <li>• Following instructions</li> <li>• Identifying and dealing with Bullying.</li> <li>• Living conditions on a Pirate ship</li> </ul>	<ul style="list-style-type: none"> <li>• Should we send animals into space?</li> <li>• Should we send humans into space?</li> <li>• Should we use robots to help us?</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of moral issues in a range of traditional tales, e.g. Was Goldilocks a bad character?</li> </ul>	<ul style="list-style-type: none"> <li>• How should we treat our local area?</li> <li>• Why do we need more bees?</li> </ul>	<ul style="list-style-type: none"> <li>• Is it right for poachers to kill animals?</li> <li>• Is it right to cull animals, such as badgers or foxes?</li> <li>• Evaluating and respecting others opinions.</li> </ul>

<b>Spiritual Links</b>	<ul style="list-style-type: none"> <li>• Seeing similarities and differences and respecting them regardless of faith or race.</li> <li>• Understanding the importance of family to identity and safety.</li> <li>• Thanking others</li> </ul>	<ul style="list-style-type: none"> <li>• Religious festivals</li> <li>• Learning about the Christian religion and reflecting on different people's faiths, feelings and values</li> <li>• Caring for myself</li> </ul>	<ul style="list-style-type: none"> <li>• Religious festivals</li> <li>• Christmas celebrations</li> <li>• Light as a symbol</li> </ul>	<ul style="list-style-type: none"> <li>• Religious festivals</li> <li>• Easter – What does Easter mean to Christians?</li> <li>• Caring for others and their feelings</li> <li>• Dealing with emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Religious festivals</li> <li>• What does love mean to different people?</li> </ul>	<ul style="list-style-type: none"> <li>• Special Places</li> <li>• What does the church mean to Christians?</li> <li>• Why is the Church a special place?</li> </ul>
<b>Cultural Links</b>	<ul style="list-style-type: none"> <li>• British holidays now and then</li> <li>• Holidays around the world</li> <li>• Understanding the community they live in.</li> <li>• Behaviour expectations within that community.</li> <li>• Safety in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Where did famous Pirate travel around the world?</li> <li>• Foods from around the world</li> </ul>	<ul style="list-style-type: none"> <li>• Space race between Russia and America</li> <li>• European space agency – working together</li> </ul>	<ul style="list-style-type: none"> <li>• British Traditional tales</li> <li>• Traditional tales around the world <ul style="list-style-type: none"> <li>• Puppets from around the world</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Our cultural heritage</li> </ul>	<ul style="list-style-type: none"> <li>• African culture</li> <li>• Comparing African culture with British culture</li> <li>• Understanding cultural diversity</li> </ul>
<b>School Trips and Visits/ Special Events</b>	Visit from RNLI	Pirate Immersion Day  Christmas activities	Space Dome into school	Visit to Porchester Castle  Year 1 Concert based on Traditional Tales	Park Visit:  <b>Round Robin x4</b> Making natural collage Playing at the park Following a map (finding a word at key points)	Visit to Marwell  African workshop and African celebration day