

	Year 1/2 A			Year 1/2 B			Year 3/4 A			Year 3/4 B			Year 5/6 A			Year 5/6 B		
WHOLE SCHOOL THEME	Time Travellers	Welcome to Tadcaster	Come fly with me.	Go Global	Yorkshire Born and Bred	Eureka!	Time Travellers	Welcome to Tadcaster	Come fly with me.	Go Global	Yorkshire Born and Bred	Eureka!	Time Travellers	Welcome to Tadcaster	Come fly with me.	Go Global	Yorkshire Born and Bred	Eureka!
<b>Focus 1</b>	Events beyond living memory - The Gunpowder Plot	Local History - Tadcaster	Aspects of life in different periods through individuals Queen Victoria	Lives of significant individuals - Christopher Columbus	Yorkshire through the ages - Castles and Knights	Changes beyond living memory - The great fire of London	Britain beyond 1066 - Swinging Sixties	Local History - Tadcaster	Changes in Britain from Stone Age to Iron Age	Achievements of the Earliest Civilisations - Ancient Egypt	Comparing/contrasting & Lives of ordinary people - The Romans	Significant people and events - Archimedes	Achievements of the Earliest Civilisations - Mayan civilisations	Local History - Tadcaster	Britain beyond 1066 Crime and Punishment	Comparing/contrasting & Lives of ordinary people - The Vikings	Comparing/contrasting change over time - The home front WW2	Achievements of the Earliest Civilisations Ancient Greece
<b>Focus 2</b>			Elizabeth I	Neil Armstrong						Tutankamun		Anglo-Saxons - Alfred the Great King Athelstan Edward the Confessor						
<b>TADCASTER CULTURAL CAPITAL- What we want our children to experience before they leave TPA</b>	Learn how to care for a pet for the day/ Meet an Engineer, Scientist, Doctor, Computer programmer	Go to the Pantomime	Make links with the residents in a retirement home	Dress up in costumes from other cultures and have a celebration	Visit a castle and learn what it would be like to live in one	Have a picnic by the river	Meet a real author	Make friends with children from a school with a different cultural population	Take part in a dance performance at a theatre	Learn to cook and bake a traditional meal from another culture	Go on a scavenger hunt	Become an eco warrior	Go to a professional sporting event	See a play or musical at the theatre	Learn to do First aid	Become penpals with children from another culture	Visit university and see what it is like to be a student	Camp out overnight
<b>WOWS: trips/ events/ hooks into learning</b>		Celebration event - school museum/ art gallery	Yorkshire Wildlife Park trip		Castle visit	STEM week - teachers teaching throughout school Eureka trip		Celebration event - school museum/ art gallery	Thackray medical museum - Leeds	Leeds City Museum trip - Ancient Egyptians		STEM week - teachers teaching throughout school Eureka trip		Celebration event - school museum/ art gallery	Thackray medical museum - Leeds	Vikings Trip - York - Jorvic centre	Hold a WW2 Dress up day in authentic clothing	STEM week - teachers teaching throughout school Eureka trip
<b>LEARNING THROUGH WEEKS</b>	Black history BLM movement	Hinduism		Celebrating difference - refugees			Black history BLM movement	Hinduism		Celebrating difference - refugees , multi-culturalism	Water safety and coastal visit	Eureka visit	Black history BLM movement	Hinduism		Celebrating difference - refugees , multi-culturalism	Water safety and coastal visit	Eureka visit
<b>KEY TEXTS</b>	Fairy Tale Pets How to Hide A Lion	On the Road Ten Seeds	The Clockwork Dragon Grandad's Island	Here We Are The Storm Whale Beegu	Pumpkin Soup The Story of Castles	Toby and The Great Fire of London	Danny Champion of the World	Where the Wild Things Are	The Magic Finger	Finn Family Moomintroll	The Boy and a Jaguar	Clean Up	Letters from the Lighthouse	The Story of Captain Nemo,	Harry Potter and the Philosopher's Stone,	Wild Boy, Viking Boy,	Fireweed, Holes,	Boy in the Tower, Legend of Podkin One Ear,
	The Dark Mogs Christmas	The High Street The Disgusting Sandwich	How the Zebra got his stripes – Anansi stories	Meerkat Mail The Boy Who Cried Ninja	Harold and The Purple Crayon Fatou Fetch the Water	The Dragon Machine Nobot the Robot	The Good Samaritan	The Promise	Black Dog	The Fir Tree	Varjak Paw	The Iron Man	Room 13	Highwayman, Sky Song	Who let the Gods out? Boy at the Back of the Class.	Greenling	Rose Blanche, Cloudbusting	Clockwork
<b>SCIENCE</b>	Animals including Humans [1]	Plants [2]	Everyday materials [3]	Living things and their habitats [4]	Plants [5]	Everyday Materials [6]	Light [7]	Rocks & soils [8]	Animals and Humans [9]	Forces and Magnets [10]	Living things and their habitats [11]	States of Matter [12]	Earth and Space [13]	Forces [14]	Animals inc Humans [15]	Light [16]	Living things and their Habitats [17]	Properties and Changes of materials [18]
<b>TPA Science progression</b>	Seasonal changes [19]	Seasonal changes	Seasonal changes	Seasonal changes	Seasonal Changes	Seasonal changes	Electricity [20]			Sound [21]	Plants [22]				Evolution and Inheritance [23]	Electricity [24]		
<b>Working scientifically</b>	Scientific methods, processes and skills [25]	Scientific methods, processes and skills [26]	Scientific methods, processes and skills [27]	Scientific methods, processes and skills [28]	Scientific methods, processes and skills [29]	Scientific methods, processes and skills [30]	Scientific methods, processes and skills [31]	Scientific methods, processes and skills [32]	Scientific methods, processes and skills [33]	Scientific methods, processes and skills [34]	Scientific methods, processes and skills [35]	Scientific methods, processes and skills [36]	Scientific methods, processes and skills [37]	Scientific methods, processes and skills [38]	Scientific methods, processes and skills [39]	Scientific methods, processes and skills [40]	Scientific methods, processes and skills [41]	Scientific methods, processes and skills [42]
<b>Useful links:</b>	<a href="#">Primary science assessment plan</a> <a href="#">Primary science STEM resources</a> <a href="#">Science assessment materials</a> <a href="#">TAPS pyramid model</a> <a href="#">NY Science weblinks</a> <a href="#">NY science topic progressions</a>																	

	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
	Year 1/2 A			Year 1/2 B			Year 3/4 A			Year 3/4 B			Year 5/6 A			Year 5/6 B		
WHOLE SCHOOL THEME	Time Travellers	Welcome to Tadcaster	Come fly with me.	Go Global	Yorkshire Born and Bred	Eureka!	Time Travellers	Welcome to Tadcaster	Come fly with me.	Go Global	Yorkshire Born and Bred	Eureka!	Time Travellers	Welcome to Tadcaster	Come fly with me.	Go Global	Yorkshire Born and Bred	Eureka!
<b>Key Vocab</b> Each key stage uses and builds on the previous vocabulary	<b>Animals/living things:</b> arm, leg, hand, foot, eyes, ears, mouth, nose, see, hear, taste, smell, touch, fish, amphibian, reptile, bird and mammal, herbivore, carnivore, omnivore, Offspring, adult, baby, parents, dead, alive, never-alive, habitat- desert, arctic, rainforest, ocean, food chain, predator, prey, diet. <b>Plants:</b> deciduous, evergreen, plant, tree, leaf, stem, flower, petals, roots, seed, bulb, germination, temperature, sunlight, water, healthy, shoot. <b>Seasons:</b> autumn, winter, spring, summer, rain, snow, frost, wind, sun, fog, mist, clouds, temperature (warm/cold/freezing), day, night. <b>Materials:</b> object, material, wood, plastic, metal, water, rock, fabric, property- everyday language e.g hard/soft, stretchy, rough, bendy, see-through, strong etc. sort, waterproof, squash, bend, twist, stretch						<b>Animals/living things:</b> carbohydrates, protein, fats, sugar, dairy, fruit and vegetables, balanced diet, energy, skeleton,vertebrates/invertebrates., muscles, bones, ribs, skull, joints, spine, pelvis, molars, canines, incisors, esophagus, saliva, stomach, intestines, anus, digestion, nutrients, food chain, energy, producer, predator, prey, decomposer, classify, classification., classification key, environment, deforestation, pollution, extinction, endangered, producer. <b>Plants:</b> nutrients, photosynthesis, function, pollination,seed dispersal, stigma, anther, ovary, ovule, pollen, nectar. <b>Materials/states of matter:</b> absorbent/not absorbent, durable, transparent, translucent, opaque, magnetic, solid, liquid, gas, state, heat, cool, melt, freeze, evaporate, condense, thermometer, temperature, degrees Celsius. The water cycle, precipitation, thermal insulator, electrical, conductor/insulator. <b>Electricity:</b> electricity, mains electricity, battery, wire, bulb, buzzer, motor, switch, circuit, electrical conductor, electrical insulators, metals. <b>Forces/magnetics:</b> magnet, magnetic, poles, north pole, south pole, magnetic force, attract, repel, metals, friction, force meter. <b>Light:</b> source of light, darkness, reflect, mirror, translucent, transparent, opaque, shadow. <b>Sound:</b> vibration, volume, pitch. <b>Rocks:</b> fossil, rock, sedimentary, soil, organic matter, crystals, molten rock, lava.						<b>Animals/living things/habits:</b> puberty, life-cycle, reproduce, heart, blood, lungs, oxygenated, deoxygenated, plasma, platelets, red and white blood cells,plasma, blood vessels, veins, arteries, pulse, life cycle, reproduction, pollination,fertilisation, asexual reproduction, seed dispersal, fruit, stigma, anther, ovary, ovule, pollen, nectar, microorganism, germ, microbe, characteristic, Linnaean system, life cycle, reproduction, asexual reproduction, adaptation, evolution. <b>Evolution/inheritance:</b> offspring, characteristic, adaptation, natural selection, identical, genes, Charles Darwin. <b>Materials/states of matter:</b> dissolve, soluble, insoluble, solution, conductor, insulator, filter, filtering, filter paper, sieving, evaporation, reversible change, irreversible change, burning. <b>Electricity:</b> cell, voltage, component, circuit diagram, symbols. <b>Earth and space:</b> solar system, orbit, sphere, Earth's axis, planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune), gas giant, terrestrial planet, meteor, star, crater. <b>Forces:</b> gravity, air resistance, water resistance, , mechanism, machine, lever, pulley, gears, work. <b>Light:</b> prism, periscope.					
<b>HISTORY</b>  <a href="#">TPA History progression</a>	Events beyond living memory <b>The Gunpowder Plot</b> [43]	Significant historical events <b>Local study</b> [44]	Aspects of life in different periods through individuals <b>Queen Victoria and Elizabeth I</b> [45]	Lives of significant individuals <b>Christopher Columbus/ Neil Armstrong</b> [46]	Castles and Knights [47]	Events beyond living memory <b>The Great fire of London</b> [48]	Britain beyond 1066 <b>Leisure and entertainment</b> <b>The Swinging Sixties</b> [49]	Local study - <b>Local history</b> [50]	<b>Changes in Britain from Stone Age to Iron Age</b> [51]	Achievements of the Earliest Civilisations <b>Ancient Egypt</b> [52]	<b>The Roman Empire and it's impact on Britain</b> [53]	Lives and influence of - <b>Archimedes and Anglo Saxons - Alfred the Great King Athelstan Edward the Confessor</b> [54]	Non-European society <b>Mayan Civilisations</b> [55]	Local study <b>Local history</b> [56]	Britain beyond 1066 <b>Crime and Punishment</b> [57]	<b>The Vikings</b> [58]	Britain beyond 1066 <b>The Home Front in World War II</b> [59]	Achievements of the Earliest Civilisations <b>Ancient Greece</b> [60]
<b>Historical enquiry</b>	Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Develop an awareness of the past, using common words and phrases related to the passing of time. Use a wide vocabulary of everyday historical terms.						Know how to note connections, contrasts and trends over time. Develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, similarity and difference and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving reasons for this.						Know how to note connections, contrasts and trends over time. Develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, similarity and difference and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving reasons for this.					
<b>Key Vocab</b> Each key stage uses and builds on the previous vocabulary	Past, present, yesterday, after, similar, different, represent, source, old, older, oldest, long ago, timeline, chronological, historian, fact, opinion						BC, AD, ancient, impact, first-hand evidence, importance, archeologist, civilization, invasion, neolithic, empire, kingdom, settlement, legacy, culture, myth, infer, suggest, millennium, change.						Reliable, reformation, reform, connection, trend, significance, organisation, selection, relevant, knowledge, version, legislation, industrial, revolution, primary evidence, secondary evidence, continuity, however, eye witness, argument, native, agriculture, stereotype, attitude, parliament, propaganda, bias, excavate, omit, conclusion, alliance, contrast					
<b>GEOGRAPHY</b>  <a href="#">TPA Geography progression</a>	Capital cities of the UK and surrounding seas Maps, compasses and directions [61]	Local area study The school and it's grounds Mapwork Aerial photos Weather patterns and seasons Consolidate knowledge of Tadcaster, York, Leeds, River Wharfe. [62]	Place knowledge - non-European country [63]	World knowledge - Continents and oceans - Maps, atlases and globes [64]	Yorkshire Rivers, mountains and coasts Weather patterns Key physical features Key human features [65]	Comparison between area of UK and area of non-European country Location of hot and cold areas of the world [66]	Countries and Cities of the UK Maps, atlases, globes - key, symbols Eight point compass and simple grid references [67]	Local study - Mapwork Topographical features Human and Physical features [68]	Extreme Earth - Volcanoes/ Earthquakes [69]	World knowledge - Europe (including Russia), North and South America Compasses and grid references [70]	Compare region of UK, Mexico and Norway Rivers and coasts The water cycle Settlements and land use [71]	World countries - understand climate, vegetation, Understand latitude and longitude, Equator, Arctic/Antarctic [72]	Countries and Cities of the UK Maps, atlases, globes - key, symbols Eight point compass and simple grid references [73]	Local study - Mapwork Topographical features Human and Physical features [74]	Extreme Earth - Volcanoes/ Earthquakes [75]	World knowledge - Europe (including Russia), North and South America [76]	Compare region of UK, Brazil and Germany Rivers and coasts The water cycle Settlements and land use [77]	World countries - understand climate, vegetation, volcanoes and earthquakes Understand latitude and longitude, Equator, Northern and Southern hemispheres, tropics, arctic/antarctic [78]
<b>Fieldwork</b>	First-hand observation linked to locational awareness. Use simple fieldwork and observational skills to study the geography of their school grounds and the key human and physical features of its surrounding environment.						Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.						Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.					
<b>Key Vocab</b> Each key stage uses and builds on the previous vocabulary	Town, village, city, county, country, world, continent, capital city, river, mountain, bridge, season, travel, physical, human, feature, coast, sea, ocean, weather pattern, hot, cold, area, desert, cliff, hill, environment, pole, distant, local, address , map						Globe, landscape, community, north, south, east, west, compass, key, atlas, volcano, earthquake, Europe, Americas, grid reference, United Kingdom, cycle, settlement, vegetation, longitude, latitude, Equator, Arctic, Antarctic, erosion, climate, organic, scale, urban, rural, tropical, polar, humid, environment, natural, man-made.						Climate zone, vegetation belt, contour, terrain, delta, arid, evaporation, population, precipitation, condensation, industry, transportation, irrigation, sub-continent, sustain, disperse, natural disaster, tropic, deforestation, renewable, biome, subterranean, pollution, import, export, hemisphere, conservation, meridian, Greenwich mean time, tectonic plates					
<b>RE</b> including <b>SMSC</b>  <a href="#">TPA RE progression</a>  <a href="#">NY RE syllabus</a>	Believing	Believing and Expressing	Living	Believing	Believing and Expressing	Living	Believing	Expressing	Living	Believing	Expressing	Living	Believing	Expressing	Living	Believing	Expressing	Living
	1.1 Who is a Christian and what do they believe? (Believing) [79]	1.3 Who is Jewish and what do they believe? (Believing) 1.5 What makes some places sacred? (Expressing) [80]	1.8 How should we care for others and the world and why does it matter? (Living) [81]	1.4 What can we learn from Sacred books? (Believing) [82]	1.2 Who is a Muslim and what do they believe? (Believing) 1.6 How and why do we celebrate special and sacred times? (Expressing) [83]	1.7 What does it mean to belong to a faith community? (Living) [84]	L2.1 What do different people believe about God? [85]	L2.5 Why are festivals important to religious communities? [86]	L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today? [87]	L2.3 Why is Jesus inspiring to some people? L2.2 Why is the Bible important for Christians today? [88]	L2.6 Why do some people think that life is a journey and what significant experiences mark this? [89]	L2.9 What can we learn from religions about deciding what is right and wrong? [90]	U2.3 What do religions say to us when life gets hard? [91]	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? [92]	U2.7 What matters most to Christians and humanists? [93]	U2.1 Why do some people think God exists? [94]	U2.4 If God is everywhere, why go to a place of worship? [95]	U2.6 What does it mean to be a Muslim living in Britain today? [96]

	Year 1/2 A			Year 1/2 B			Year 3/4 A			Year 3/4 B			Year 5/6 A			Year 5/6 B		
WHOLE SCHOOL THEME	Time Travellers	Welcome to Tadcaster	Come fly with me.	Go Global	Yorkshire Born and Bred	Eureka!	Time Travellers	Welcome to Tadcaster	Come fly with me.	Go Global	Yorkshire Born and Bred	Eureka!	Time Travellers	Welcome to Tadcaster	Come fly with me.	Go Global	Yorkshire Born and Bred	Eureka!
<b>Key Vocab</b> Each key stage uses and builds on the previous vocabulary	Belief, festival, worship, belonging, religious story, sacred, similar, difference, tradition, signs, symbols, prayer, praise, Christian, Muslim, Jewish, God, blessing, celebration, holy, ceremony, promise, hymn.						Religion, community, Hindu, journey of life, challenge, trust, faith, attributes, influence, guidance, wisdom, creation, temptation, blame, parable, Holy spirit, incarnation, salvation, values, attitudes, ritual, philosophy, metaphor, symbolism, commitment, life, death, non-religious ceremony, diversity, teachings.						Thiest, athiest, agnostic, existance, universe, Earth, presence, all-powerful creator, love, forgiveness, justice, fairness, generosity, moral dilemma, suffering, key concepts, bereavement, Heaven, after-life, liturgies, meditation, pilgrimage, house of God, charity, scripture, Humanist, Muslim, practice, freedom, peace, truth.					
<b>ART AND DESIGN</b>	Drawing [97]	Drawing [98]	Drawing [99]	Drawing [100]	Drawing [101]	Drawing [102]	Drawing - Perspective [103]	Drawing [104]	Drawing [105]	Drawing [106]	Drawing [107]	Drawing [108]	Drawing - Perspective [109]	Drawing [110]	Drawing [111]	Drawing [112]	Drawing [113]	Drawing [114]
<b>TPA Art progression</b>	Painting [115]	Textiles [116]	Sculpture [117]	3D [118]	Printing [119]	Collage 3D clay [120]	Painting [121]	Textiles [122]	Sculpture - Clay [123]	3D [124]	Printing [125]	Collage [126]	Painting [126]	Textiles [127]	Sculpture - Clay [128]	3D [129]	Printing [130]	Collage [131]
<b>Skills [132]</b>	Across each term in years A and B skills will cover : Generating ideas - Making - Evaluating - Knowledge and understanding (assessment)																	
<b>Artists, Designers &amp; Architects [133]</b>	Across each term in years A and B children will study Artists, Designers and Architects appropriate for their age, their topic and the focus areas.																	
<b>Key Vocab</b> Each key stage uses and builds on the previous vocabulary	draw, paint, thick, thin, tone, light, dark, pencil, charcoal, pastel, texture, pattern, shape, scene, primary colours, secondary colours, tint, print, roll, rub, press, design, make, cut, coil, materials, model, clay, thread, textiles, fabric, weave, repeating, sew, patchwork, tear, collage, repeat, artist, designer, architect, traditional, contemporary, program, mark-making, edit, change, mood, photograph, join						grade, shade, facial expression, line, theme, detail, proportion, object, figure, feeling, body language, motion, annotation, sketchbook, reflection, image, predict, outcome, colour wheel, background, foreground, wash, effect, depth, gouache, acrylic, water colour, printing block, pop-up, life-sized, experiment, combine, process, 3D, sculpt, malleable, padding, stitch, project, accurate, mosaic, montage, form, culture, time period, emotion, communicate, message, audience, style, digital, graphical						identify, imagination, perspective, purpose, explanation, apply, final, light source, colour ladder, tonal range, distance, method, application, overprint, technique, visual, tactile, element, applique, embroidery, running stitch, cross stitch, back stitch, interpretation, audience, showcase, ceramic, research, quality, influence, text, scan, software, animation, adaptation.					
<b>DESIGN TECHNOLOGY (DT)</b>	<b>Design</b> [134]	<b>Design</b> [135]	<b>Design</b> [136]	<b>Design</b> [137]	<b>Design</b> [138]	<b>Design</b> [139]	<b>Design</b> [140]	<b>Design</b> [141]	<b>Design</b> [142]	<b>Design</b> [143]	<b>Design</b> [144]	<b>Design</b> [145]	<b>Design</b> [146]	<b>Design</b> [147]	<b>Design</b> [148]	<b>Design</b> [149]	<b>Design</b> [150]	<b>Design</b> [151]
<b>TPA DT progression</b>	<b>Making</b> Tools and cutting skills	<b>Making</b> Joining techniques	<b>Making</b> Materials and components	<b>Making</b> Tools and cutting skills	<b>Making</b> Joining techniques	<b>Making</b> Materials and components	<b>Making</b> Tools & equipment Cutting skills [158]	<b>Making</b> Shaping, joining and finishing	<b>Making</b> Materials and components	<b>Making</b> Tools & equipment Cutting skills [161]	<b>Making</b> Shaping, joining and finishing	<b>Making</b> Materials and components	<b>Making</b> Tools & equipment Cutting skills [164]	<b>Making</b> Materials and components	<b>Making</b> Shaping, joining and finishing	<b>Making</b> Tools & equipment Cutting skills [167]	<b>Making</b> Materials and components	<b>Making</b> Shaping, joining and finishing
<b>NC Design Technology PG9</b>	<b>Evaluation</b> Existing products [170]	<b>Evaluation</b> Own products [171]	<b>Evaluation</b> Own products - design criteria [172]	<b>Evaluation</b> Existing products [173]	<b>Evaluation</b> Own products [174]	<b>Evaluation</b> Own products - design criteria [175]	<b>Evaluation</b> Existing products [176]	<b>Evaluation</b> Own products and design criteria [177]	<b>Evaluation</b> Key designers and events [178]	<b>Evaluation</b> Existing products [179]	<b>Evaluation</b> Own products and design criteria [180]	<b>Evaluation</b> Key designers and events [181]	<b>Evaluation</b> Existing products [182]	<b>Evaluation</b> Own products and design criteria [183]	<b>Evaluation</b> Key designers and events [184]	<b>Evaluation</b> Existing products [185]	<b>Evaluation</b> Own products and design criteria [186]	<b>Evaluation</b> Key designers and events [187]
	<b>Technical knowledge</b> Structures - stronger, stiffer, stable [188]	<b>Technical knowledge</b> [189]	<b>Technical knowledge</b> [190]	<b>Technical knowledge</b> Mechanisms - levers, sliders, wheels, axels [191]	<b>Technical knowledge</b> [192]	<b>Technical knowledge</b> [193]	<b>Technical Knowledge</b> Mechanical systems [194]	<b>Technical Knowledge</b> Strengthening, stiffening and reinforcing [195]	<b>Technical Knowledge</b> Electrical systems [196]	<b>Technical Knowledge</b> Mechanical systems [197]	<b>Technical Knowledge</b> Complex structures [198]	<b>Technical Knowledge</b> Computer control [199]	<b>Technical Knowledge</b> Mechanical systems [200]	<b>Technical Knowledge</b> Strengthening, stiffening and reinforcing [201]	<b>Technical Knowledge</b> Electrical systems [202]	<b>Technical Knowledge</b> Mechanical systems [203]	<b>Technical Knowledge</b> Complex structures [204]	<b>Technical Knowledge</b> Computer control [205]
		Cooking and nutrition [206]			Cooking and nutrition [207]			Cooking and nutrition [208]			Cooking and nutrition [209]				Cooking and nutrition [210]			Cooking and nutrition [211]
<b>Key Vocab</b> Each key stage uses and builds on the previous vocabulary	Join, assemble, adapt, slider, lever, slot, product, design, criteria, evaluate, function, tool, materials, structure, framework, edge, corner, surface, weak, strong, stable, stiff, construction, vehicle, chassis, ngredients, utensil, equipment, recipe, portion, healthy						Mechanism, linkage, pivot, rotation, prototype, linear, component, net, recycle, corrugated, flexible, reuse, laminated, score, shaping, designer, architect, complex, strengthen, reinforce, electrical, system, mechanical, innovative, computer controlled, aesthetics, design criteria, texture, hygenic, sensory, food groups						Pulley, drive belt, spindle, axle, engineering, design brief, frame, triangulation, stability, temporary, permanent, development, constraints, diagram, knead, carbohydratee, protein, vitamins, fat, sugar, balanced					
<b>COMPUTING</b>	Please use this link to access Teach Computing resources on shared drive <a href="#">Teach computing resources by year group</a>																	
<b>TPA Computing progression</b>																		
<b>Control Systems</b>	Coding [212]	Coding [213]	Design a simple program [214]	Coding [215]	Coding [216]	Design a simple program [217]	Programs to create specific goals. [218]	Sequence in programs. [219]	Various forms of input and output. [220]	Design, write and debug programs. [221]	Use sequence, selection and repetition in programs. [222]	Experiment with variables to control models [223]	Combine sequences to turn external devices on and off Use logical reasoning to detect errors in programs [224]	Understand how computer networks work including the internet. [225]	Combine a variable with relational operators (< = >) to determine when a program changes, e.g. if score > 5, say "well done" [226]	Recognise different solutions for the same problem Refine a program based on end user feedback [227]	Design a physical computing system that uses sensors, e.g. using a flow chart [228]	Explore 'what if' questions by planning different scenarios for controlled devices [229]
<b>Key Vocab</b> Each year uses and builds on the previous vocabulary	Algorithms, programmes.			Logical, predict, debug, precise instructions.			Create specific goals, sequence, input and output.			Experiment, variables, control, design, write, selection and repetition, accurate networks, internet.			Combine, logical reasoning, external device, detect.			Combine, relational operators (< = >), physical computing system, flow chart, end user.		

	Year 1/2 A			Year 1/2 B			Year 3/4 A			Year 3/4 B			Year 5/6 A			Year 5/6 B			
WHOLE SCHOOL THEME	Time Travellers	Welcome to Tadcaster	Come fly with me.	Go Global	Yorkshire Born and Bred	Eureka!	Time Travellers	Welcome to Tadcaster	Come fly with me.	Go Global	Yorkshire Born and Bred	Eureka!	Time Travellers	Welcome to Tadcaster	Come fly with me.	Go Global	Yorkshire Born and Bred	Eureka!	
<b>Information Technology</b>	Using a chromebook [230]	Use a mouse or trackpad effectively to navigate websites. [231]	Save and reopen content. [232]	Use technology to create, communicate and collaborate. [233]	Take digital photographs and begin to change or enhance them [234]	Discuss and explore how to use ICT to organise, present and understand data as a simple graph. [235]	Use technology to collect and communicate effectively. [236]	Present data in a number of ways. [237]	Understand computer networks Edit digital content. [238]	Collect, present, analyse and evaluate data. [239]	Use ICT to compose music. [240]	Storyboard and shoot a short stop motion animated sequence. [241]	Generate, amend and combine visual media from different sources for a specific audience or task. [242]	Create a movie including still images and sound and add suitable titles and transitions. [243]	Use filters in a database to find out specific information. Create different types of graphs and charts that are appropriate to the data being used Use them to interpret and answer a specific question. [244]	Discuss and explore the use of ICT to sort, organise and classify objects based on their properties. Use ICT to create and modify charts quickly and easily. [245]	Use appropriate ICT resources to compose music or sounds to accompany a story. [246]	Choose appropriate hardware to capture and review a range of images, considering lighting, positioning, sound quality and angle. [247]	
<b>Key Vocab</b> Each year uses and builds on the previous vocabulary	Technology, digital, mouse, website, Save and reopen.			Organise, create, communicate and collaborate, source, generate and amend, crop, recolour, animation, photographs and video, software, present, data, simple graph.			Collect, database, retrieve, task, edit, feedback.			Select, specific purpose, evaluate, analyse, compose, storyboard, shoot, enhance, media.			Search results, ranked, combine, generate, audience, movie, titles, transitions, capture, review, images, positioning, angle, filters (database), hardware, graphs and charts, multimedia, soundtrack..			Organise and classify, modify, retrieve, draw conclusions, appropriate sources, remix, accompany, sound quality,			
<b>Digital Literacy</b>	Log on to a computer. [248]	Recognise common uses of technology beyond school [249]	What do I do if I see something that upsets me [250]	Keeping information private [251]	Know how to use technology respectfully [252]	What do I do if I see something that upsets me [253]	Identify a range of ways to share concerns. [254]	Benefits and risks of apps and websites. [255]	Sharing information online. [256]	Acceptable and unacceptable behaviour. [257]	Compose emails. [258]	Know how to find copyright free images and audio, and why this is important Understand the issues of copyright and the importance of acknowledging sources. [260]	Know where to find copyright free images and audio, and why this is important Understand the issues of copyright and the importance of acknowledging sources. [260]	Understand privacy settings and what pictures are appropriate to share online. Know what to do and who to contact if we see something that upsets / concerns us online. [261]	Understand that everything we do online leaves a digital footprint that can last forever. Discuss the benefits and dangers of communicating online/through different forms of technology. [262]	Critically evaluate websites for reliability of information/ bias and authenticity to include use of social media. Understand that not all information on the internet is legal to use or copy. [263]	Know the meaning of common website extensions (.org, .net, .Gov etc) Identify secure servers (padlock such as internet banking). [264]	Become increasingly savvy online consumers: know that algorithms are used to track online activities with a view to targeting advertising and information [265]	
<b>Key Vocab</b> Each year uses and builds on the previous vocabulary	Log on, password, computer, personal information, private.			Respectful, concern, content			Responsible, identify, recognise, benefits and risks, screen breaks, online			Acceptable / unacceptable, email, texts, IM, chat rooms.			Copyright, images and audio, author, location, viewpoints, share, exchange, acknowledging sources, digital footprint, privacy settings, appropriate, website extensions,			Critically evaluate, bias, authenticity, demonstrate, impact, uploading, plagiarism, legal, secure servers, consumers, targeting advertising.			
<b>MFL: GERMAN</b>																			
<b>TPA German progression</b>							Introducing yourself in German Colours, Flags and countries,			Introducing yourself in German Colours, Flags and countries, [266]	Counting, Time, Answering Maths questions	Birthdays Phone Days of the week, Maths and activities,	Introducing yourself in German Colours, Flags and countries,			Introducing yourself in German Colours, Flags and countries, [267]	Counting, Time, Answering Maths questions, Animals, Fruit, The Weather	House and Furniture, Sport, Hobbies, Town and Directions, Likes, Dislikes	
							Consolidation of Cycle 1, Parts of the Body, Clothing			Consolidation of Cycle 1, Parts of the Body, Clothing	Consolidation of Cycle 1 and 2, Animals, Fruit, The weather	Families School Continents House, rooms and furniture	Consolidation of Cycle 1, Parts of the Body, Clothing			Consolidation of Cycle 1, Parts of the Body, Clothing	Birthdays, Phone, Days of the Week, Maths and activities, Families, School, Continents, House and Furniture	Food Letters to a penpal Prepositions & Modal verbs People Dictionaries	
<b>MUSIC</b>																			
<b>TPA Music progression</b>	Listening Listen to a range of music Mood of the music [268]	Listening Listen to a range of music Mood and dynamics of the music	Listening Listen to a range of music Mood, dynamics and tempo of the music	Listening	Listening	Listening	Listening Listen to a range of music Identify and discuss musical dimensions [269]	Listening Describe music accurately using correct musical vocabulary	Listening Describe music accurately using correct musical vocabulary	Listening	Listening	Listening	Listening Talk about how sounds are put together and the different effects used to show the composer's intention [270]	Listening Identify musical features, genres, form and structure	Listening Identify musical features, genres, form and structure	Listening	Listening	Listening	
<b>TPA Music progression in terms</b>	Singing Sing a short song in a group from a given starting pitch. [271]	Singing Use a starting pitch to sing a short solo	Singing Sing a short song in a group from a given starting pitch. Use a starting pitch to sing a short solo	Singing	Singing	Singing	Singing Sing a short solo and stay in tune [272]	Singing Sing a short solo and stay in tune. Control voice and sing at different dynamics.	Singing Sing a short solo and stay in tune. Control voice and sing at different dynamics.	Singing	Singing	Singing	Singing Maintain a melody as part of a group in a 2-part song [273]	Singing Perform a song with an even tone across a wide vocal range eg an octave. [274]	Singing Perform a song with an even tone across a wide vocal range eg an octave. [275]	Singing [276]	Singing [277]	Singing [278]	
<b>Musicianship Pulse, tempo, rhythm &amp; metre</b>	Echo and improvise 4 beat rhythm patterns Duration [279]	Identify and perform at different speeds	Read and write a 4-beat pattern using ta and te-crochet and paired quavers.				Read and write short rhythm patterns using ta (crochet) and te-te (paired quavers). [280]	Read and write short rhythm patterns using ta (crochet) and te-te (paired quavers).	Notate the rhythm of simple songs using ta and te-te, crochet and quavers.				Read and write using note values, whole note, half note, quarter note, eighth note, sixteenth note [281]	Read and write using note values, whole note, half note, quarter note, eighth note, sixteenth note	Write and perform a 2-part rhythmic piece in a group.				

	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
	Year 1/2 A			Year 1/2 B			Year 3/4 A			Year 3/4 B			Year 5/6 A			Year 5/6 B		
WHOLE SCHOOL THEME	Time Travellers	Welcome to Tadcaster	Come fly with me.	Go Global	Yorkshire Born and Bred	Eureka!	Time Travellers	Welcome to Tadcaster	Come fly with me.	Go Global	Yorkshire Born and Bred	Eureka!	Time Travellers	Welcome to Tadcaster	Come fly with me.	Go Global	Yorkshire Born and Bred	Eureka!
<b>Pitch</b>	Sing a simple song showing the pitch with a gesture (soh-me). [282]	Identify changes in pitch and talk about using correct vocabulary.	Identify changes in pitch and talk about using correct vocabulary.				Relate pitch to symbols eg. lah-soh-me. Listen and copy patterns accurately. [283]	Relate pitch to symbols eg. lah-soh-me. Listen and copy patterns accurately.	Represent pitched sounds to perform from a score 1 line and 2 line stave or more.				Read and perform from a pitched stave 3-5 lines (with pitch names) [284]	Read and perform from a pitched stave 3-5 lines (with pitch names)	Read and perform from a treble stave within a pitch range of C-C			
<b>Composition, Improvisation, Texture</b>	Compose using short sequences within a given structure [285]	Create a piece that has a beginning, a middle and end.	Create a piece that has a beginning, a middle and end.				Work in a group to compose, improve and perform a short piece [286]	Work in a group to compose, improve and perform a short piece	Create a group accompaniment to a piece or song.				Compose and notate a piece of music in a small group, rehearse, then perform it to others. [287]	Compose and write a piece of music within a given structure, rehearse and perform it from a score.	Compose and write a piece of music within a given structure, rehearse and perform it from a score.			
<b>Instruments and Sound exploration, texture and timbre</b>	Recognise and identify 6 percussion instruments [288]	Group instruments according to sound and how they are played (tap, scrape, shake).	Group instruments according to sound and how they are played (tap, scrape, shake).				Create and control a variety of sounds from one instrument, using dynamics and different timbres. [289]	Choose, play and perform a layered piece in a group using instruments appropriate to the task.	Choose, play and perform a layered piece in a group using instruments appropriate to the task.				Work in a group to perform a piece adjusting pitch and dynamics according to the score. [290]	Change the timbre effectively within a group piece by making appropriate choices of instrumentation.	Change the timbre effectively within a group piece by making appropriate choices of instrumentation.			
<b>Performing</b>	Perform appropriately in a call and response song. [291]	Perform an additional part in a song or rhyme (beat, ostinato)	Perform an additional part in a song or rhyme (beat, ostinato)				Perform a 2-part piece using pulse and rhythm in class [292]	Perform a 2-part piece using pulse and rhythm in class	Perform a group piece to an audience				Perform within a group to a large audience [293]	Perform with attention to musical detail	Perform within a group to a large audience with attention to musical detail.			
<b>Key Vocab</b> Each year uses and builds on the previous vocabulary	dynamics, tempo, mood, pitch, high, end, tuned, untuned, percussion, tap, scrape, shake, sound, live, recorded, chant, rhyme, instrument						dimensions, range, musical terms, voice control, in tune, score, rhythm pattern, ta, te-te, ostinato, accompaniment,						effect, composer, intention, feature, genre, form structure, melody, 2-part, vocal range, notate, metre, time, rehearse, mood, expression, timbre, instrumentation					
<b>PE Specialist</b>	Multi-skills [294]	Fundamental movements through gymnastics Invasion games [295]	Fundamental movements through modified Invasion games [296]	Multi-skills [297]	Fundamental movements through gymnastics Invasion games [298]	Fundamental movements through modified Invasion games [299]	Athletics [300]	Gymnastics [301]	Striking and fielding [302]	Athletics [303]	Gymnastics [304]	Striking and fielding [305]	Athletics [306]	Gymnastics [307]	Striking and fielding [308]	Athletics [309]	Gymnastics [310]	Striking and fielding [311]
<b>NC PE POS</b> <b>TPA PE progression</b>	Games - net and wall [312]	Invasion Games [313]	Athletics Sports Day [314]	Games - net and wall [315]	Invasion Games [316]	Athletics Sports Day [317]	Striking and fielding [318]	Invasion Games	Invasion Games	Striking and fielding [321]	Invasion Games	Invasion Games	Striking and fielding [324]	Invasion Games	Invasion Games	Striking and fielding [327]	Invasion Games	Invasion Games [329]
<b>Class teacher</b>	Athletics [330]	Dance [331]	Striking and fielding [332]	Athletics [333]	Dance [334]	Striking and fielding [335]	Fundamental skills through fitness circuits [336]	Dance [337]	Invasion Games	Fundamental skills through fitness circuits [339]	Dance [340]	Invasion Games	Fundamental skills through fitness circuits [342]	Dance [343]	Invasion Games	Fundamental skills through fitness circuits [345]	Dance [346]	Invasion Games [347]
	OAA (variations of outdoor learning)	Fundamental movements through modified Invasion games [348]	Striking and fielding games [349]	OAA (variations of outdoor learning)	Fundamental movements through modified Invasion games [350]	Striking and fielding games [351]	OAA (including orienteering) [352]	Net and wall [353]	Athletics [354]	OAA (including orienteering) [355]	Net and wall [356]	Athletics [357]	OAA (including orienteering) [358]	Net and wall [359]	Athletics [360]	OAA (including orienteering) [361]	Net and wall [362]	Athletics [363]
<b>Swimming - post COVID</b>																		
<b>PSHE including RSE and SMSC</b>	<b>Relationships</b>	<b>Living in Wider World</b>	<b>Health &amp; Wellbeing</b>	<b>Relationships</b>	<b>Living in Wider World</b>	<b>Health &amp; Wellbeing</b>	<b>Relationships</b>	<b>Living in Wider World</b>	<b>Health &amp; Wellbeing</b>	<b>Relationships</b>	<b>Living in Wider World</b>	<b>Health &amp; Wellbeing</b>	<b>Relationships</b>	<b>Living in Wider World</b>	<b>Health &amp; Wellbeing</b>	<b>Relationships</b>	<b>Living in Wider World</b>	<b>Health &amp; Wellbeing</b>
<b>TPA PSHE &amp; RSE progression</b>	Roles of different people - families; feeling cared for R1, R2, R3, R4, R5 [364]	What rules are; caring for others' needs; looking after the environment. L1, L2, L3 [368]	Keeping Healthy; food and exercise; hygiene routines; sun safety H1, H2, H3, H5, H8, H9, H10 [366]	Making Friends Feeling lonely & getting help R6, R7, R8, R9, R24 [367]	Belonging to a group; roles and responsibilities; being the same and different in the community L2, L4, L5, L6 [368]	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help. H4, H6, H7, H16, H17, H18, H19, H20 [369]	What makes a family; features of family life R1, R6, R7, R8, R9 [370]	The value of rules and laws; rights, freedoms and responsibilities. L1, L2, L3 [371]	Health Choices and habits; what affects feelings; expressing feelings H1, H2, H4, H4, H4, H7, H17, H18, H19 [372]	Positive Friendships, including online. R10, R11, R12, R13, R18 [373]	What makes a community; shared responsibilities. L4, L6, L7 [374]	Maintaining a balanced lifestyle; oral hygiene and dental care H2, H5, H11 [375]	Managing friendships and peer influence. R14, R15, R16, R17, R18, R26 [376]	Protecting the environment; compassion towards others. L4, L5, [377]	Healthy sleep habits, sun safety; medicines, vaccinations, immunisations and allergies H8, H9, H10, H12 [378]	Attraction to others; romantic relationships; civil partnerships and marriage. R1, R2, R3, R4, R5, R7 [379]	Valuing diversity; challenging discrimination and stereotypes. L8, L9, L10, [380]	What affects mental health and ways to take care of it; managing change, loss, and bereavement; managing time online H13, H14, H15, H20, H21, H22, H23, H24 [381]

	Year 1/2 A			Year 1/2 B			Year 3/4 A			Year 3/4 B			Year 5/6 A			Year 5/6 B				
WHOLE SCHOOL THEME	Time Travellers	Welcome to Tadcaster	Come fly with me.	Go Global	Yorkshire Born and Bre	Eureka!	Time Travellers	Welcome to Tadcaster	Come fly with me.	Go Global	Yorkshire Born and Bre	Eureka!	Time Travellers	Welcome to Tadcaster	Come fly with me.	Go Global	Yorkshire Born and Bre	Eureka!		
Units of work taken from PSHE Association programme of study.  <a href="#">PSHE Association resources and lesson plans</a>	Recognising privacy; staying safe; seeking permission R10, R13, R15, R16, R17 [382]	Using the internet and digital devices; communicating online. L7, L8 [383]	Recognising what makes them unique and special; feelings; managing when things go wrong. H11, H12, H13, H14, H15, H21, H22, H23, H24 [384]	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour. R11, R12, R14, R18, R19, R20 [385]	The internet in everyday life; online content and information. L8, L9 [386]	Growing older; naming body parts; moving class or year. H20, H25, H26, H27 [387]	Personal Boundries; safety responding to others; the impact of hurtful behaviour. R19, R22, R24, R30 [388]	How the internet is used; assessing information online L11, L12 [389]	Personal strengths and achievements; managing and reframing setbacks H27, H28, H29 [390]	Responding to hurtful behaviour managing confidentiality and recognising risks online. R20, R23, R27, R28 [391]	How Data is shared and used. L13, L14 [392]	Growing and changing; external genitalia; personal hygiene routines H30 H34 [393]	Physical contact and feeling safe R9, R25, R26, R27, R29 [394]	How information online is targeted; different media types, their role and impact L12, L14 [395]	Personal identity; recognising individuality and different qualities; mental well-being H16, H25, H26, H27 [396]	Recognising and managing pressure; consent in different situations. R26, R28, R29 [397]	Evaluating media sources; sharing things online. H37, L11, L13, L15, L16 [398]	Human reproduction and birth; increasing independence; physical and emotional changes of puberty; managing transitions H24, H31, H32, H33, H34, H35, H36 [399]		
<a href="#">PSHE Association Thematic planning model</a>	How behaviour affects others; being polite and respectful. R21, R22 [400]	Strengths and interests; jobs in the community. L14, L16, L17 [401]	How rules and age restrictions help us; keeping safe online H28, H34 [402]	Recognising things in Common and differences; playing and working cooperatively; sharing opinions R23, R24, R25 [403]	What money is; needs and wants; looking after money. L10, L11, L12, L13, L15 [404]	Safety in different environments; risk and safety at home; emergencies H29, H30, H31, H32, H33, H35, H36, H37 [405]	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite. R30, R31 [406]	Different jobs and skills; job stereotypes; setting personal goals. L25, L26, L27, L30 [407]	Risks and hazards; safety in the local environment and unfamiliar places H38, H39, H41 [408]	Respecting differences and similarities; discussing difference sensitively. R32, R33 [409]	Making decisions about money; using and keeping money safe. L17, L19, L20, L21 [410]	Medicines and household products; drugs common to everyday life H10, H38, H40, H46 [411]	Responding respectfully to a wide range of people; recognising prejudice and discrimination. R20, R21, R31, R33 [412]	Identifying Job interests and aspirations; what influences career choices; workplace stereotypes L27, L28, L29, L31, L32 [413]	Keeping Safe in different situations including responding in emergencies, first aid and FGM H38, H43, H44, H45 [414]	Expressing opinions and respecting other points of view, including discussing topical issues. R30, R34 [415]	Influences and attitudes to money; money and financial risks. L18, L22, L23, L24 [416]	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media. H37, H42, H46, H47, H48, H49, H50 [417]		
<b>Useful links:</b>	<a href="#">PSHE Association programme of study</a> <a href="#">SMSC - OFSTED definition</a> <a href="#">DFE Relationships and sex education</a> <a href="#">DFE Promoting British values through SMSC</a>																			
<b>Key Vocab</b> Each year uses and builds on the previous vocabulary	family, friend, friendship, acquaintance, love, care, family life, argument, happy, unhappy, resolve, words, actions, hurtful behaviour, bullying, acceptable, unacceptable, teasing, trust, privacy, body parts, online, safe, unsafe, comfortable, uncomfortable, worry, secret, respect, courteous, same, different, cooperation, rules, responsibility, community, internet, money, job, work, healthy, unhealthy, germs, hygiene, medicine, vaccination, allergy, dental, well-being, unique, vulva, vagina, penis, testicles, harmful, risk, accident, emergency,						relationship, romantic, positive, negative, respect, family structure, marriage, single-parent, step-parent, foster parent, security, characteristics, commitment, truthfulness, loyalty, kindness, generosity, support, lonely, excluded, consequences, witness, boundary, pretending, confidential, society, digital device, background, in-common, tradition, belief, lifestyle, law, consequence, social media, reliable, data, select, target, environment, decision, priority, goal, habit, nutrition, obesity, mental health, oral, hygiene, self-worth, individuality, genitalia, reproduction, organ, hazard, legal, illegal, drug						attraction, sexual, gender identity, sexual orientation, civil partnership, same-sex parent, stability, crime, peer influence, peer approval, dispute, reconcile, discrimination, stereotype, challenge, consent, anonymous, society, topical, compassion, diversity, trolling, harassment, human rights, misinformation, career, aspiration, rank, commercial, fair-trade, grief, bereavement, puberty, biological, conceive, transition, restriction, regulation, first-aid, FGM, e-cigarette, vaping, harmful content							
<b>British values</b>  <a href="#">TPA Progression for British Values</a>	Self-belief Being a good friend  School behaviour code	Truth and honesty	Why do we have rules? Right and wrong	Respect myself, my friends and my classroom	Born free [418]	It's not fair	Democracy [419]	Rule of Law [420]	Faiths and beliefs No faith or belief [421]	Individual liberty	Respect and tolerance [423]	Human rights Responsibility [424]	Democracy [425]	Rule of Law [426]	Faiths and beliefs No faith or belief [427]	Individual liberty	Respect and tolerance [429]	Human rights Responsibility [430]		
<b>Useful links:</b>	<a href="#">Core British values</a> <a href="#">DFE Promoting fundamental British values</a> <a href="#">Books for topics - British values</a> <a href="#">The linking network - lessons that promote British values</a>																			
Embedded practice across school	<b>TPA behaviour expectations</b> - personal responsibility, respect, celebration, understanding of consequences <b>School council</b> - pupil voice, democracy, opinion, respect, belonging <b>Daily Check-in</b> - empathy, freedom of speech, respect and tolerance, diversity, difference, understanding, emotional literacy <b>Assemblies</b> - belonging, pupil voice, respect and tolerance, diversity, faith and beliefs, <b>Restorative Circles</b> - truth and honesty, understanding, personal responsibility,																			
Key Vocab	self-belief, confidence, ability, goals, believe, belief, right, wrong, rules, rule-breakers, value, difference, loyalty, respect, responsibility, opinion, freedom, society, choice, accountable, express, justify, culture, tradition, fair, unfair, truth, honesty, dishonesty						acceptable, unacceptable, controlled, structured, faith, beliefs, sensitive, tolerance, freedom, law, law-breaker, rule of law, consequences, significant, contribution, influence, democratic, process, equal, human right						protected, prejudicial, discriminatory, discrimination, combat, principles, civil, criminal, administration, power, separation, executive, judiciary, public, parliament, individuality, diversity, court, foundation, mutual, liberty, democratic, autocratic, democracy, autonomy, defend, argument, mock, election, constructive, initiative, declaration,							

[1] Y1

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)

identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Y2

notice that animals, including humans, have offspring which grow into adults

find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

[2] Y1

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

Y2

observe and describe how seeds and bulbs grow into mature plants

find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

[3] Y1

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

Y2

identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

[4] Y2

explore and compare the differences between things that are living, dead, and things that have never been alive

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

identify and name a variety of plants and animals in their habitats, including microhabitats

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

[5] Y1

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

Y2

observe and describe how seeds and bulbs grow into mature plants

find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

[6] Y1

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

Y2

identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

[7] Y3

recognise that they need light in order to see things and that dark is the absence of light

notice that light is reflected from surfaces

recognise that light from the sun can be dangerous and that there are ways to protect their eyes

recognise that shadows are formed when the light from a light source is blocked by an opaque object

find patterns in the way that the size of shadows change

[8] Y3

compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

describe in simple terms how fossils are formed when things that have lived are trapped within rock

recognise that soils are made from rocks and organic matter

[9] Y3

identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

identify that humans and some other animals have skeletons and muscles for support, protection and movement

Y4

describe the simple functions of the basic parts of the digestive system in humans

identify the different types of teeth in humans and their simple functions

construct and interpret a variety of food chains, identifying producers, predators and prey

[10] Y3

compare how things move on different surfaces

notice that some forces need contact between 2 objects, but magnetic forces can act at a distance

observe how magnets attract or repel each other and attract some materials and not others

compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials

describe magnets as having 2 poles

predict whether 2 magnets will attract or repel each other, depending on which poles are facing

[11] Y4

recognise that living things can be grouped in a variety of ways

explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

recognise that environments can change and that this can sometimes pose dangers to living things

[12] Y4

compare and group materials together, according to whether they are solids, liquids or gases

observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)

identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

[13] Y5

describe the movement of the Earth and other planets relative to the sun in the solar system

describe the movement of the moon relative to the Earth

describe the sun, Earth and moon as approximately spherical bodies

use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

[14] Y5

explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object

identify the effects of air resistance, water resistance and friction, that act between moving surfaces

recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

[15] Y5

describe the changes as humans develop to old age

Y6

identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood

recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

describe the ways in which nutrients and water are transported within animals, including humans

[16] Y6

recognise that light appears to travel in straight lines

use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye

explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes

use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

[17] Y5

describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

describe the life process of reproduction in some plants and animals

Y6

describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals

give reasons for classifying plants and animals based on specific characteristics

[18] Y5

compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets

know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution

use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

demonstrate that dissolving, mixing and changes of state are reversible changes

explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

[19] Y1

observe changes across the 4 seasons

observe and describe weather associated with the seasons and how day length varies

[20] Y4

identify common appliances that run on electricity

construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers

identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery

recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit

recognise some common conductors and insulators, and associate metals with being good conductors

[21] Y4

identify how sounds are made, associating some of them with something vibrating

recognise that vibrations from sounds travel through a medium to the ear

find patterns between the pitch of a sound and features of the object that produced it

find patterns between the volume of a sound and the strength of the vibrations that produced it  
recognise that sounds get fainter as the distance from the sound source increases

[22] Y3

identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers  
explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant  
investigate the way in which water is transported within plants  
explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

[23] Y6

recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago  
recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents  
identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

[24] Y6

associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit  
compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches  
use recognised symbols when representing a simple circuit in a diagram

[25] Y1 and Y2 pupils should be taught to use the following practical scientific methods, processes and skills:

Asking simple questions and recognising that they can be answered in different ways

Observing closely, using simple equipment

Performing simple tests

Identifying and classifying

Using their observations and ideas to suggest answers to questions

Gathering and recording data to help in answering questions

[26] Y1 and Y2 pupils should be taught to use the following practical scientific methods, processes and skills:

Asking simple questions and recognising that they can be answered in different ways

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Performing simple tests

Identifying and classifying

Using their observations and ideas to suggest answers to questions

Gathering and recording data to help in answering questions

[31] Y3 and Y4 pupils should be taught to use the following practical scientific methods, processes and skills:

Asking relevant questions and using different types of scientific enquiries to answer them

Setting up simple practical enquiries, comparative and fair tests

Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Identifying differences, similarities or changes related to simple scientific ideas and processes

Using straightforward scientific evidence to answer questions or to support their findings.

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Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

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Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Identifying differences, similarities or changes related to simple scientific ideas and processes

Using straightforward scientific evidence to answer questions or to support their findings.

[37] Y5 and Y6 pupils should be taught to use the following practical scientific methods, processes and skills:

Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

Using test results to make predictions to set up further comparative and fair tests

Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations

Identifying scientific evidence that has been used to support or refute ideas or arguments

[38] Y5 and Y6 pupils should be taught to use the following practical scientific methods, processes and skills:

Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

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Using test results to make predictions to set up further comparative and fair tests

Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations

Identifying scientific evidence that has been used to support or refute ideas or arguments

[43] Know about events beyond living memory that are significant nationally or globally (eg. The great fire of London, the first aeroplane flight, or events commemorated through festivals or anniversaries).

Know where the people and events studied fit within a chronological framework.

[44] Understand significant historical events, people and places in their own locality.

[45] Compare aspects of life in different periods using these individuals (eg. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, Rosa Parks and Emily Davison...)

Identify similarities and differences between ways of life in different periods.

Know where the people and events studied fit within a chronological framework.

[46] Know about the lives of significant individuals in the past who have contributed to National or International achievements.

Know where the people and events studied fit within a chronological framework.

Compare aspects of life in different periods using these individuals (eg. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, Rosa Parks and Emily Davison...)

[47] Identify similarities and differences between ways of life in different periods.

Understand significant historical events, people and places in their own locality.

[48] Know about events beyond living memory that are significant nationally or globally (eg. The great fire of London, the first aeroplane flight, or events commemorated through festivals or anniversaries).

Know where the people and events studied fit within a chronological framework.

[49] Study a period of Britain beyond 1066.

Develop a chronologically secure knowledge and understanding of British, local and World history, establishing clear narratives within and across the periods studied.

Changes in social history (crime and punishment, leisure and entertainment)

Significant turning points in British history

[50] Know how aspects of National history are reflected in the locality through over time study.

Study a site from a period beyond 1066 that is significant in the locality.

[51] Develop a chronologically secure knowledge and understanding of British, local and World history, establishing clear narratives within and across the periods studied.

Understand the changes in Britain from Stone age to Iron age including:

Early farming and hunter gatherers

Religion

Technology

Travel

Kingdoms

Art and culture

Hill forts

[52] Know about the life and achievements of an ancient civilisation and their influence on the Western world. (Greeks, Egyptians, Mayans)

Understand where and when the first civilisations appeared through in depth study.

Develop a chronologically secure knowledge and understanding of British, local and World history, establishing clear narratives within and across the periods studied.

[53] The Roman Empire and its impact on Britain.

This could include:

Julius Caesar's attempted invasion in 55-54BC

The Roman Empire by AD 42 and the power of its army

Successful invasion by Claudius and conquest, including Hadrian's wall

British resistance (Boudica)

Romansisation of Britain (sites such as Caerwent) and the impact of technology, culture and beliefs, including early Christianity

Develop a chronologically secure knowledge and understanding of

British, local and World history, establishing clear narratives within and across the periods studied.

Know and understand the life and influence of:

Julius Caesar

Hadrian

Boudica

Claudius

[54] In relation to the study of Vikings, Anglo-Saxons or Romans, develop an understanding of:

Raids and invasions on Britain

Settlements and Kingdoms

Place names and village life

Law and justice

Art and culture

Key figures and the part they played

Know and understand the life and influence of:

Alfred the Great

King Athelstan

Edward the Confessor

[55] Know about the life and achievements of an ancient civilisation and their influence on the Western world. (Greeks, Egyptians, Mayans)

Understand where and when the first civilisations appeared through in depth study.

Develop a chronologically secure knowledge and understanding of British, local and World history, establishing clear narratives within and across the periods studied.

Contrasts with British history

[56] Know how aspects of National history are reflected in the locality through over time study.

Study a site from a period beyond 1066 that is significant in the locality.

[57] Study a period of Britain beyond 1066.

Develop a chronologically secure knowledge and understanding of British, local and World history, establishing clear narratives within and across the periods studied.

Changes in social history (crime and punishment, leisure and entertainment)

Significant turning points in British history

The changing power of Monarchs

[58] Develop a chronologically secure knowledge and understanding of British, local and World history, establishing clear narratives within and across the periods studied.

In relation to the study of Vikings, Anglo-Saxons or Romans, develop an understanding of:

Raids and invasions on Britain

Settlements and Kingdoms

Place names and village life

Law and justice

Art and culture

Key figures and the part they played

Know and understand the life and influence of:

Harald Hardrada

Cnut the Great

Erik the Red

Eric Bloodaxe

[59] Study a period of Britain beyond 1066.

Develop a chronologically secure knowledge and understanding of British, local and World history, establishing clear narratives within and across the periods studied.

Significant turning points in British history (World War II)

Changes in social history

[60] Know about the life and achievements of an ancient civilisation and their influence on the Western world. (Greeks, Egyptians, Mayans)

Understand where and when the first civilisations appeared through in depth study.

Develop a chronologically secure knowledge and understanding of British, local and World history, establishing clear narratives within and across the periods studied.

[61] Name, locate and identify characteristics of the four 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 as well as the countries, continents and oceans studied at this key stage.

Use simple compass directions (North, South, East, West) and locational and directional language (near, far, left, right..) to describe the location of features and routes on a map.

[62] Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country.

Use simple compass directions (North, South, East, West) and locational and directional language (near, far, left, right..) to describe the location of features and routes on a map.

Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South poles.

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features:

Devise a simple map

Use and construct basic symbols in a key

Use basic geographical vocabulary to refer to:

Key human features - city, town, village, factory, farm, house, office, port, harbour and shop.

[63] Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country.

Use basic geographical vocabulary to refer to:

Key physical features - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

Use basic geographical vocabulary to refer to:

Key human features - city, town, village, factory, farm, house, office, port, harbour and shop.

[64] Name and locate the world's seven continents and five oceans

Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage.

[65] Use simple compass directions (North, South, East, West) and locational and directional language (near, far, left, right..) to describe the location of features and routes on a map.

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Key human features - city, town, village, factory, farm, house, office, port, harbour and shop.

[67] Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (hills, mountains, coasts and rivers) and land-use patterns and understand how some of these aspects have changed over time.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use the eight points of a compass, four figure grid references, symbols and key (including the use of ordnance survey maps) to build their knowledge of the UK and wider world.

[68] Describe and understand key aspects of human geography:

Types of settlements and land use, economic activity including trade links, distribution of natural resources including energy, food, minerals and water.

Describe and understand key aspects of physical geography:

Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.

Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (hills, mountains, coasts and rivers) and land-use patterns and understand how some of these aspects have changed over time.

[69] Describe and understand key aspects of physical geography:

Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.

[70] Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

Describe and understand key aspects of physical geography:

Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.

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[71] Understand geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom a region in a European country and a region within North or South America

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Describe and understand key aspects of physical geography:

Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.

Identify the position and significance of latitude and longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich Meridian and time zones (including day and night).

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Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.

[78] Identify the position and significance of latitude and longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich Meridian and time zones (including day and night).

[79] Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.

Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

[80] Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.

Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.

Notice and respond sensitively to some similarities between different religions and worldviews.

[81] Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.

Find out about and respond with ideas to examples of cooperation between people who are different.

Find out about questions of right and wrong and begin to express their ideas and opinions in response.

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Find out about and respond with ideas to examples of cooperation between people who are different.

Find out about questions of right and wrong and begin to express their ideas and opinions in response.

[85] Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

[86] Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

[87] Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.

Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.

Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

[88] Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

[89] Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

[90] Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.

Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.

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Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.

Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

[97] to use a range of materials creatively to design and make products

to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

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[102] to use a range of materials creatively to design and make products

to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

to develop a wide range of art and design techniques in using colour, pattern, texture,

line, shape, form and space

Create a 3D model using clay and the pinch pot method

[103] to create sketch books to record their observations and use them to review and revisit ideas

to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

[104] to create sketch books to record their observations and use them to review and revisit ideas

to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

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[115] to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

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[116] to use a range of materials creatively to design and make products

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[132] to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

[133] 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.

[134] design purposeful, functional, appealing products for themselves and other users based on design criteria

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[136] design purposeful, functional, appealing products for themselves and other users based on design criteria

[137] generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

[138] generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

[139] generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

[140] 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

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[143] 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, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

[144] 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

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generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

[152] select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

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[154] select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

[155] select from and use a wide range of materials and components, including construction

materials, textiles and ingredients, according to their characteristics

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[158] select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

[159] select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

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[161] select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

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[170] explore and evaluate a range of existing products

[171] evaluate their ideas and products

[172] evaluate their ideas and products against design criteria

[173] explore and evaluate a range of existing products

[174] evaluate their ideas and products

[175] evaluate their ideas and products against design criteria

[176] investigate and analyse a range of existing products

[177] evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

[178] understand how key events and individuals in design and technology have helped shape the world

[179] investigate and analyse a range of existing products

[180] evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

[181] understand how key events and individuals in design and technology have helped shape the world

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[185] investigate and analyse a range of existing products

[186] evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

[187] understand how key events and individuals in design and technology have helped shape the world

[188] Build structures, exploring how they can be made stronger, stiffer and more stable  
Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

[189] Build structures, exploring how they can be made stronger, stiffer and more stable  
Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

[190] Build structures, exploring how they can be made stronger, stiffer and more stable  
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[193] Build structures, exploring how they can be made stronger, stiffer and more stable  
Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

[194] Apply their understanding of how to strengthen, stiffen and reinforce more complex structures  
Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]  
Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]  
Apply their understanding of computing to program, monitor and control their products.

[195] Apply their understanding of how to strengthen, stiffen and reinforce more complex structures  
Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]  
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Apply their understanding of computing to program, monitor and control their products.

[206] use the basic principles of a healthy and varied diet to prepare dishes

understand where food comes from.

[207] use the basic principles of a healthy and varied diet to prepare dishes

understand where food comes from.

[208] understand and apply the principles of a healthy and varied diet

prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

[209] understand and apply the principles of a healthy and varied diet

prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

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[211] understand and apply the principles of a healthy and varied diet

prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

[212] 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

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[216] 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

[217] create and debug simple programs

[218] design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

[219] use sequence, selection, and repetition in programs; work with variables and various forms of input and output

[220] use sequence, selection, and repetition in programs; work with variables and various forms of input and output

[221] use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

[222] use sequence, selection, and repetition in programs; work with variables and various forms of input and output

[223] use sequence, selection, and repetition in programs; work with variables and various forms of input and output

[224] use sequence, selection, and repetition in programs; work with variables and various forms of input and output

use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

[225] understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration

[226] design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

use sequence, selection, and repetition in programs; work with variables and various forms of input and output

[227] design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

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design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

[229] use sequence, selection, and repetition in programs; work with variables and various forms of input and output

[230] use technology purposefully to create, organise, store, manipulate and retrieve digital content

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[233] use technology purposefully to create, organise, store, manipulate and retrieve digital content

[234] use technology purposefully to create, organise, store, manipulate and retrieve digital content

[235] use technology purposefully to create, organise, store, manipulate and retrieve digital content

[236] use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

[237] select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

[238] use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration

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[247] select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

[248] use technology purposefully to create, organise, store, manipulate and retrieve digital content

[249] recognise common uses of information technology beyond school

[250] 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

[251] 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

[252] 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

[253] 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

[254] use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

[255] use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

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[263] understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration

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[266] 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\*
- 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\*
- 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
- describe people, places, things and actions orally\* and in writing

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- describe people, places, things and actions orally\* and in writing

[268] listen with concentration and understanding to a range of high-quality live and recorded music

[269] listen with attention to detail and recall sounds with increasing aural memory

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.

[270] listen with attention to detail and recall sounds with increasing aural memory

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.

[271] use their voices expressively and creatively by singing songs and speaking chants and rhymes

[272] play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

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[274] 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

[275] listen with attention to detail and recall sounds with increasing aural memory

use and understand staff and other musical notations

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appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

[279] play tuned and untuned instruments musically

experiment with, create, select and combine sounds using the inter-related dimensions of music.

[280] play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

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participate in team games, developing simple tactics for attacking and defending

[300] use running, jumping, throwing and catching in isolation and in combination

develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

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[302] play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

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[336] use running, jumping, throwing and catching in isolation and in combination

[337] develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

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[352] take part in outdoor and adventurous activity challenges both individually and within a team

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[364] -Roles of different people ( friends,relatives, acquaintances e.g parents, siblings, grandparents relatives, friends, teachers) (R1)

-Identify special people who love and care for them explore the roles that they play in children's lives. (R2)

-Belonging to different families e.g. single parents, same- sex parents etc. (R3)

-Identify common features of family life (R4)

-Tell someone about things that make them unhappy or worried e.g the importance of this and how to tell them (R5)

[365] - About what rules are, why they are needed, and why different rules are needed for different situations. (L1) e.g rules in different situations, class, home, outside.

- How people and other living things have different needs; about the responsibilities of caring for them. (L2) e.g. people with additional needs, look at responsibility and how we look after things in different ways.

- About things they can do to help look after their environment. (L3) e.g. look at how we can look after our environment, green flag, recycling.

[366] -About what keeping healthy means; different ways to keep healthy.(H1) e.g why it is important and taking care of yourself on a daily basis.Mental well being normal part of life like physical health.

- About foods that support good health and the risks of eating too much sugar. (H2) e.g healthy and unhealthy foods including sugar intake.

- About how physical activity helps us to stay healthy; and ways to be physically active everyday. (H3) e.g how it keeps us healthy.

-Simple hygiene routines that can stop germs from spreading. (H5)  
e.g hand washing

- How to keep safe in the sun and protect skin from sun damage (H8) e.g skin cancer

- About different ways to learn and play ; recognising the importance of knowing when to take a break from online or the TV. (H9)

- About the people who help us to stay physically healthy. (H10). e.g. parents, doctors, nurses, dentists, lunch supervisors.

[367] -How to make friends what makes a good friendship (R6) e.g how to be a good friend, kindness, listening, honesty. Also different ways people meet and make friends.

-How to recognise lonely people and what to do (R7) e.g how to ask for help and also look at strategies for positive play such as including others and joining in.

- Simple strategies to resolve arguments between friends positively.(R8) e.g. what causes arguments and how we can resolve differences.

- How to ask for help if a friendship is making them feel unhappy. (R9)

- How to listen to others and play/work co-operatively (R24)

[368] -How people and other living things have different needs; about the responsibilities of caring for them.(L2). e.g. look at how a community can help people from different groups feel included.

- About the different groups they belong to. (L4). e.g. class, teams, faith, out of school.e.g how we respect each other e.g explore stereotypes as unfair negative and disruptive.

- About the different roles and responsibilities people have in their community. (L5). e.g. in school and wider community.

-To recognise the ways they are the same as, and different to, other people. (L6). e.g. we are all equal explore same and different to others in community.

[369] - About why sleep is important and different ways to rest and relax.(H4). e.g. benefits of sleep to health and routines for good health.

. That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy. (H6)

-About dental care and visiting the dentist; how to brush teeth correctly ; food and drink that support dental health (H7)e.g. importance of dental routines.

-About ways of sharing feelings; a range of words to describe feelings (H16)

- About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).(H17).

-Different things they can do to manage big feelings, to help calm themselves down and or change mood when they don't feel good. (H18)

-To recognise when they need help with their feelings; that it is important to ask for help with feelings and how to ask for it. (H19)

-About change and loss (including death); to identify feelings associated with this; to recognise what helps people feel better (H20)

[370] -To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships). (R1)

- That a feature of positive family life is caring relationships; about the different ways in which people care for one another. (R6) e.g. spending time together and caring for each other and providing support stability and love.

- To recognise and respect that there are different types of family structure (single parent, same sex, step-parent, blended families, foster parents); that families of all types can give family members love, security and stability. (R7)

-To recognise other shared characteristics of healthy family life including commitment, care, spending time together; being there for each other in times of difficulty. (R8)

-How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice.(R9) e.g. what to do and whom to tell once identified when family making them upset or worried.

[371] - To recognise the reasons for rules and laws; consequences of not adhering to rules and laws. (L1) e.g. in wider society what happens if we break rules?

- To recognise there are human rights that are there to protect everyone, (L2) e.g. what are they and rights of the child. Also show how human rights protect everyone.

- About the relationship between rights and responsibilities. (L3)

e.g with every right there is a responsibility, eg. the right to an education and the responsibility to learn.

[372] --How to make informed decisions about health.(H1) e.g. choices people make that affect their health.

- About the elements of a balanced healthy lifestyle (H2) e.g. id healthy and unhealthy choices in relation to food, exercise, sleep.)

- About choices that support a healthy lifestyle and recognise what might influence these (H3) e.g. what can help people to make healthy choices and what might negatively influence them. Also look at the positive and negative effects of habits, such as regular exercise or eating too much sugar on a healthy lifestyle. Analyse habits too whether ththey can be maintained, changed or stopped.

- How to recognise that habits can have both positive and negative effects on a healthy lifestyle. (H4)

-About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity & tooth decay. (H6) e.g. what should be eaten regularly, or just occasionally

-How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.(H7) e.g. positive benefits for mental and physical health.

-To recognise that feelings can change over time and range in intensity. (H17) e.g. look at things that affect feelings both positive and negative. Also look at how feelings can become more or less powerful

-About everyday things that affect feelings and the importance of expressing feelings. (H18)

-A varied vocabulary to use when talking about feelings; about how to express feelings in different ways. (H19) e.g. also look at ways different people express feelings e.g. words actions body language and strategies to id and talk about feelings.

[373] - About the importance of friendships; strategies for building positive friendships; how positive friendships support well-being (R10) e.g. look at strategies to support building positive friendships and how to seek support if excluded. e.g look at what makes a healthy friendship and how to include someone, look also at peer influence. Also look at how friendships alter over time/types of friends.

- What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.(R11) e.g. look at impact of need for peer approval and managing peer approval e.g. exit strategies.

-To recognise what it means to know someone online and how this differs from knowing someone face-to-face; risks of communicating online with others not known face to face. (R12) e.g. look at respectful communication online and why there are risks communicating with someone they don't know.

- The importance of seeking support if feeling lonely or excluded. (R13) e.g. also look at fact common for friendships to have challenges, and look at dispute resolution.

-To recognise if a friendship (online or offline ) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary. (R18) e.g what or whom to tell if they are worried about any contact online. e.g. how do they recognise it is unsafe or making them worried, how to get help.

[374] - The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. (L4). e.g. how to show compassion to those in needs and shared responsibilities in caring for them.

-About the different groups that make up their community, what living in a community means. (L6). e.g benefits of living in a community, community they belong to out of school.

- To value the different contributions that people and groups make to the community. (L7) e.g. learn about different groups that make up and contribute to a community and volunteering and local groups.

[375] - About the elements of a balanced, healthy lifestyle (H2) e.g. both physically and mentally.

- About what good physical health means; how to recognise early signs of physical illness. (H5) e.g common illnesses can be quickly treated by going to doctor when needed.

-How to maintain good oral hygiene (including correct brushing and flossing); Why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking). (H11) e.g. importance of visits to dentist and how to brush and floss correctly.

[376] - That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them. (R14).

- Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others. (R15).

- How friendships can change over time, about making new friends and the benefits of having different types of friends. (R16).

-That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely. (R17).

- To recognise if a friendship (online or offline) is making th

em feel unsafe or uncomfortable; how to manage this and ask for support if necessary. (R18). e.g. peer pressure and need for approval how to say no and have assertive communication.

- About seeking and giving permission (consent) in different situations (R26).

[377] - The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. (L4). e.g. how to show compassion and importance of protecting environment and how our everyday actions support or damage it.

Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices). (L5). e.g look at how resources are allocated and the effect on individuals, communities and environment.

- That people's spending decisions can affect others and the environment (e.g. fair trade, buying single-use plastics, or giving to charity). (L19) e.g. look at ways money are spent and how it affects the environment and also get them to express own opinions about their responsibility towards the environment.

[378] - About how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn. (H8). e.g look at healthy sleep strategies.

- That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it. (H9) e.g also look at shared responsibility of keeping a clean environment.

- How medicines when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed. (H10)

- About the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer. (H12) e.g. look at benefits of being outside for physical and mental health

[379] - To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) (R1)

- That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different. (R2). e.g types of attraction and different types of relationship. Also explore difference between gender identity and sexual orientation everyone has a right to be loved.

- About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong. (R3)

- That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others. (R4). e.g. discuss right to choose and law and where to get help.

-That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.(R5) e.g. include ways to show love and commitment and qualities of healthy relationships.

- To recognise and respect that there are different types of family structure (including single parents, same sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability. (R7)

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[380] - About diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities. (L8).

- About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes (L9). e.g how to recognise stereotypes in different contexts and look at influence of them on attitudes and understanding of different groups and how they are perpetuated also how to challenge this.

- About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced. (L10) e.g. what prejudice means, how to differentiate between prejudice and discrimination.

- About discrimination what it means and how to challenge it. (R24) e.g. how to recognise acts of discrimination and strategies to safely challenge it.

[381] - About the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online (H13) e.g.. balancing time to support mental health and well being e.g switch off phone at night, online bullying and what to do if frightened or worried.

-How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health. (H14).

-That mental health is just like physical health, is part of daily life ; the importance of balancing time online with other activities; strategies for managing time online. (H15)

-Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. (H20)

- To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. (H21)

- To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult. (H22). e.g. if feelings not good most of time, also look at support in and out of school

- About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement. (H23) e.g. also look at how negative experiences like being lonely or bullied can affect mental well being. Also explore mixed feelings some helpful some not and some conflicting. Also look at loss and grief and expressing grief.

- Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools (H24) e.g. look at positive strategies to manage feelings.

[382] - That bodies and feelings can be hurt by words and actions: that people can say hurtful things online (R10). e.g. look at situations when someone's body or feelings/ mental health might be hurt and who to go to for help.

- To recognise that some things are private and the importance of respecting privacy. That parts of the body covered by underwear are private(R13)

- How to respond safely to adults they don't know. (R15)

- About how to respond if physical contact makes them feel uncomfortable or unsafe (R16).  
e.g also look at identifying different types of touch and how they make people feel, hugs, tickling, kisses and punches.

-About knowing there are situations when they should ask for permission and also when their permission should be sought. e.g to touch others and how to ask for and give/not give permission (R17)

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[383] - About how the internet and digital devices can be used safely to find things out and to communicate with others. (L7). e.g. how people find things out and communicate safely online. Also look at benefits of using the internet and digital devices.

- About the role of the internet in everyday life. (L8). e.g look at how and why people use the internet.

[384] - About different feelings that humans can experience (H11)

- How to recognise and name different feelings (H12) e.g. different kinds of feelings and how to recognise them in themselves and others.

- How feelings can affect people's bodies and how they behave (H13)

-How to recognise what others might be feeling. (H14) e.g. also how they make people behave and recognise feelings.

- To recognise that not everyone feels the same at the same time or feels the same about the same things. (H15) e.g. how they are same and different to

others e.g in different situations we may feel different.

- To recognise what makes them special. (H21) e.g self respect comes into this too how it makes us happy.

- To recognise the ways in which we are all unique. (H22) e.g respect differences.

- To identify what they are good at, what they like and dislike. (H23)

- How to manage when finding things difficult (H24) e.g. how to manage and whom to tell when finding things difficult or when things go wrong including isolation..

[385] - About how people may feel if they experience hurtful behaviour or bullying. (R11)

e.g. look at how to recognise hurtful behaviour on and offline include-ve effect on mental well-being.

- That hurtful behaviour offline and online including teasing, name-calling , bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult. (R12) e.g What to do and whom to tell. Look at different types of bullying and how it makes someone feel.

-That sometimes people may behave differently online including pretending to be someone they are not. (R14)

-About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).(R18) e.g look at differences between happy surprises and secrets and what to do if they feel uncomfortable.

- Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe. (R19)

- What to do if they feel unsafe or worried for themselves or others who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard. (R20). e.g school, how to ask for help and how to report.

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[386] - About the role of the internet in everyday life. (L8). e.g ways to access the internet. phone, tablet , computers and also recognise purpose and value of internet in everyday life.

- That not all information seen online is true. (L9). e.g. look at some content on internet is factual and some is for entertainment, all info not always true.

[387] -About change and loss (including death) to identify feelings associated with this to recognise what helps people to feel better (H20)

-To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)(H25) e.g. identify and name

-About growing and changing from young to old and how people's needs change (H26) e.g. human lifecycle and how our needs alter as we grow up.

- About preparing to move to a new class/year group (H27)

e.g setting goals for next year and new opportunities and responsibilities.

[388] - About the impact of bullying including offline and online and the consequences of hurtful behaviour. (R19) e.g. effects and consequences of bullying including online for people involved. Also look at similarities and differences of online and face to face.

- About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) (R22) e.g. also look at what is appropriate to share and what is not with different groups of people including online.

-How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.

-That personal behaviour can affect other people ; to recognise and model respective behaviour online. (R30) e.g. to let them know that bullying and hurtful behaviour is not acceptable in any situation. Look at strategies to stay safe online and what to do if they experience bullying.

[389] - Recognise ways in which the internet and social media can be used both positively and negatively. (L11). e.g. school, leisure, work recognise if something is suitable or appropriate for age group.

- How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results. (L12)

e.g recognise things can be altered, not true or accurate and make safe reliable choices also explain how to report concerns for images or content that worry them.

[390] - To recognise their individuality & personal qualities(H27). e.g. all unique with valuable contributions to make.

-To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self worth. (H28). e.g, how they form identity also ID their own strengths and interests.

- About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking. (H29) e.g recognise common challenges to self-worth, schoolwork difficult, friendship issues and look for coping strategies remembering what they are good at and resilience.

[391] -Strategies to respond to hurtful behaviour experienced or witnessed, offline and online including teasing, name-calling , bullying , trolling, harassment or the deliberate excluding of others); how to report concerns and get support. (R20) e.g differentiate between playful teasing and hurtful behaviour online and offline, also look at how to distinguish between playful dares and something more sinister. Also explore how to respond and report concerns.

- About why someone may behave differently online including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns. (R23). e.g. why are they behaving differently?

- About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to and when it is right to break a confidence or to share a secret. (R27)

- How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. (R28). e.g. explore how to manage pressures associated with dares and recognising risks online such as harmful content or contact.

[392] - About some of the different ways information and data is shared and used online, including for commercial purposes. (L13). e.g. organisations can use personal information to encourage people to buy things and everything has a digital footprint.

- About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information. (L14). e.g. search results based on popularity of website and affects info you access. Also look at online adverts and why you might or might not buy online from advert. Also look at factual info vs adverts and how we tell difference.

[393] - To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction (H30)

- About where to get more information, help and advice about growing and changing (H34)

[394] -How to recognise if family relationships are making them feel unhappy or unsafe and how to seek advice. (R9).

- Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. (R25) e.g. identify what is acceptable, unacceptable, wanted or unwanted in different situations.

-About seeking and giving permission (consent) in different situations.(R26) e.g. to ask for or give or not give permission for physical contact. how it feels in your mind when you are uncomfortable.

- About keeping something confidential or secret when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break confidence or share a secret. (R27) e.g. also go on to stress not their fault if they have had unacceptable contact and how to respond to it.

- Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).(R29). e.g. who to tell and where to seek advice.

[395] -How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results. (L12) e.g. basic strategies to assess content is based on fact opinion or is biased. and that some media content promotes stereotypes.

- About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information. (L14)e.g. assess search results reliability and recognise unsafe or suspicious content.

Also look at identifying types of media and their different purposes and how to store and share information.

[396] - About strategies and behaviours that support mental health- including how good quality sleep, physical exercise/time outdoors, being involved the community groups, doing things for others,clubs, and activities, hobbies and spending time with family and friends can support mental health and well-being. (H16) e.g look at link in participating in interests, hobbies and community groups to boost mental wellbeing.

-About personal identity ; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)(H25)

-That for some people gender identity does not correspond with their biological sex.(H26)

- To recognise their individuality and personal qualities (H27) e.g how to recognise, respect and express these qualities and ways to boost mood and improve emotional wellbeing.

[397] - About seeking and giving permission (consent) in different situations. (R26) e.g. look at features of healthy/unhealthy friendship. Also what consent means and how to seek/give permission in different situations.

- How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies to manage this. (R28). e.g. how to assess risk of different challenges and dares and how to respond to pressure from others that makes you uncomfortable, also shared responsibility when things go wrong.

- Where to get advice and report concerns if worried about their own or someone else's personal safety (including online) (R29)

[398] -Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.(H37). e.g. why social media sites has age restrictions and regulations for use and why some content not appropriate for children

-Recognise ways in which the internet and social media can be used both positively and negatively.(L11) e.g. look at benefits of safe internet use

- About some of the different ways information and data is shared and used online, including for commercial purposes. (L13) e.g.about sharing online including rules and laws. Also look at what is appropriate to share and what to do and how to report inappropriate online content or contact..

- About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify

misinformation. (L16) e.g. look at how content can be designed to manipulate emotions and encourage them to read or share and also why people choose to communicate on social media, and risks and challenges involved. Also look how and why images are manipulated/faked and how to recognise this.

[399] -Problem solving strategies for dealing with emotions, challenges and change, including the transition to new schools. (H24)

- About the process of reproduction and birth as part of the human life cycle; how babies are conceived and born (and there are ways to prevent a baby being made); how babies need to be cared for (H33)  
E.g. identifying links between love, committed relationships and conception as well as what it is and how it can be one part of an intimate relationship between consenting adults. Also how pregnancy occurs or can be prevented and responsibilities of being a parent and how having a baby changes your life.

- About where to get more information, help and advice about growing and changing especially about puberty.(H34) e.g strategies to manage changes including menstruation also talking to a trusted adult and external sources of help.

-About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual well being, erections and wet dreams). (H31)

- About the new opportunities and responsibilities that increasing independence may bring. (H35) e.g. what being more independent might look and feel like

-Strategies to manage transitions between classes and key stages (H36) e.g transition to secondary school how relationships and feelings might change. Also strategies to help manage change e.g. practice days at new school

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[400] - About what is kind and unkind behaviour and how this can affect others. e.g. in and out of school and how does this make people feel (R21)

-About how to treat themselves and others with respect; how to be polite and courteous. e.g.What respect means and about class rules being polite and sharing and taking turns. (R22)

[401] -That everyone has different strengths. (L14). e.g good at different things in and out of school. How do these help us to do different jobs.

-Different jobs that people they know or people who work in the community do. (L16) e.g. look about people whose job it is to help us in the community and what different jobs and work we can do.

- About some of the strengths and interests someone might need to do different jobs. (L17)

[402] - About rules and age restrictions that keep us safe.(H28).e.g. how they keep us safe and why we have restrictions.

-Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if

they come across something that scares them.(H34) e.g how info is shared and used online

[403] - To recognise the ways in which they are the same and different to others.(R23) e.g Things have in common with classmates and other people.

- How to listen to other people and play and work cooperatively. (R24) e.g. look at different groups and situations.

-How to talk about and share opinions on things that matter to them.(R25) e.g. look at how friends can be similar and different and how to share and listen giving reasons for views.

[404] - What money is; forms that money comes in; that money comes from different sources. (L10). e.g. coins, notes, cards, electronic payment, direct debits etc... How do we look after our money and keep it?

-That people make different choices about how to save and spend money. (L11). e.g. include needs and wants and also getting, keeping and spending money.

- About the difference between needs and wants; that sometimes people might not always be able to have the things that they want. (L12). e.g. explore the difference between need and want and relate to choices on spending.

- That money needs to be looked after; different ways of doing this. (L13). e.g how and where we keep our money.

- That jobs help people to earn money to pay for things. (L15). e.g. jobs and payment.

[405] - To recognise risk in simple everyday situations and what action to take to minimise harm. (H29) e.g road, water, rail safety, medicines. Also safe in familiar and unfamiliar environments, in school, online, out and about. look at how to stay safe who can help and how to get out of danger.

- About how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches or lighters) (H30) e.g electrical appliances,

-That household products (including medicines) can be harmful if not used correctly (H31).

- Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely (H32)

- About the people whose job it is to keep us safe(H33)

-About what to do if there is an accident and someone is hurt. (H35) e.g how to respond.

- How to get help in an emergency (how to dial 999 and what to say) (H36)

- About things that people can put into their body or their skin; how these can affect how people feel. (H37) legal and illegal drugs

[406] - That personal behaviour can affect other people; to recognise and model respectful behaviour online. (R30). e.g. helping others and being responsible. Look at how to model respectful behaviour in different situations, school and home and online.

- To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including online and or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships. (R31).

e.g. look at what self-respect is and importance of being treated respectfully by others look at treating people with respect and the ways we show this in our different cultures and wider society.

[407] - to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes. (L25) e.g. look at how to set goals what would they like to achieve this year?

- that there is a broad range of different jobs/careers that people can have; that people often can have more than one career/type of job during their life. (L26). e.g. teacher, business, sport, caring, charity and voluntary sector. Also can have more than one job in lifetime.

- About stereotypes in the workplace and that a person's career aspirations should not be limited by them. (L27). e.g. look at challenging stereotypes.

- About some of the skills that will help them in their future careers. e.g. teamwork, communication and negotiation. (L30) e.g. how might their interests, skills and achievements lead to further jobs.

[408] - How to predict, assess and manage risk in different situations. (H38) e.g. in home and in school and in wider environment.

- About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe. (H39) e.g. fire safety, smoke alarms, kitchen

- Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about. (H41) e.g. how to follow safety rules from parents and other adults. Also look at predicting and managing risk for things such as running in playground or crossing road.

[409] - About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically in personality or background. (R32) e.g. shared values, likes, dislikes aspirations.

- To listen and respond respectfully to a wide range of people including those whose traditions, beliefs and lifestyle are different to their own. (R33) e.g. importance of respecting differences and similarities between people of different gender, race or faith. Look at the vocabulary we use to sensitively discuss

difference and include all.

[410] - About the different ways to pay for things and the choices people have about this. (L17) e.g. cash, cards, e-payment reasons to use.

- That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics or giving to charity) (L19).

- to recognise that people make spending decisions based on priorities, needs and wants.(L20). e.g. spending decisions based on budget, values and needs.

-Different ways to keep track of money. (L21). e.g why it is important to know how much is being spent.

[411] - How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed. (H10)

-How to predict, assess and manage risk in different situations.(H38)

-About the importance of taking medicines correctly and using household products safely (e.g. follow instructions carefully). (H40)

-About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol, and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break. (H46) e.g. recognise what is meant by a drug and look at side effects of illegal and legal drugs and risks to common drugs. Also look at habit's and addiction and where to get advice and help.

[412] -Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate exclusion of others); how to report concerns and get support. (R20).

- About discrimination what it means and how to challenge it. (R21) e.g. definition and types e.g. homophobia, sexism, racism.

- To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them should expect to be treated positively and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships. (R31) e.g look at online bullying of individuals and groups e.g. trolling and harassment.

- To listen and respond respectfully to a wide range of people including those whose traditions, beliefs and lifestyle are different to their own. (R33) e.g. recognise everyone should be treated equally and why it is important to respond with respect.

Also look impact of discrimination on groups and wider society and ways to safely challenge discrimination, and how to report it online too.

[413] -About stereotypes in the workplace and that a person's career aspirations should not be limited by them.(L27)

- About what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs. (L28). e.g. look at ambition and why people might choose a particular career and influences such as pay, conditions, strengths, qualities, family values etc...

- That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid. (L29).

- To identify the kind of job that they might like to do when they are older. (L31) e.g. to include looking at stereotypes and it's impact and how to change it along with diversity and inclusion.

- To recognise a variety of routes into careers (e.g. college, apprenticeship, university).(L32)

[414] - How to predict, assess and manage risk in different situations (H38) e.g. id when situations becoming unsafe or an emergency, id occasions where they can take responsibility for own safety and differentiate positive and negative risk taking.

-What is meant by first aid; basic techniques for dealing with common injuries. (H43)

- How to respond and react in an emergency situation; How to identify situations that may require the emergency services; know how to contact them and what to say (H44)

-That female genital mutilation (FGM) is against British Law, what to do and whom to tell if they thing that they or someone they know might be at risk(H45).

[415] -That personal behaviour can affect other people; to recognise and model respectful behaviour online. (R30). Look at link between values and behaviour look at positive role models.

- How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with. (R34). e.g how to discuss respectfully and listen to others look at ways to participate effectively in discussions online and manage conflict. Is it different to face to face?

[416] -To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something good value for money.(L18) e.g. about the role money plays in life and people's attitude to it what influences their decisions about money and how do we judge something is value for money? Explore how companies encourage you to buy things and why its important to be a critical customer.

- About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe (L22) e.g. fraud, scams, gambling debt.

- About the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, well-being and future aspirations. (L23). e.g. how money can be gained or lost and financial risk what impact it has and associated common risks. Look at ways of getting help for gambling and money worries.

- To identify the ways that money can impact on people's feelings and emotions. (L24). e.g impact on health and well-being if you have or don't have

money.

[417] - Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming. (H37)

- About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact. (H42) e.g misuse of content and how to deal with requests for info id what is appropriate to share and how a quick share can grow.

- About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping ,alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break. (H46)

- To recognise that there are laws surrounding the use of legal durgs and that some drugs are illegal to own, use and give to others. (H47)

-About why people choose to use or not use drugs (including nicotine, alcohol and medicines); (H48)

- About the mixed messages in the media about drugs, including alcohol and smoking/vaping (H49)

-About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns (H50)

[418] Understand that everyone is free to think as they see fit

Understand that we can all make our own choices but that we are responsible for the consequences

Know that at school we all have a voice and where and how to express that

[419] Influence the way the school runs through the school council and by talking to staff.

Influence my lessons through putting my hand up and responding.

[420] Understand that the school rules are used to mirror society laws and must be respected.

Recognise there will be consequences for my actions.

[421] Recognise that it is unacceptable to dismiss the opinions or beliefs of anyone.

Understand that discussions about sensitive issue may need to be controlled or structures by adults.

recognise that everyone is entitled to their opinion as long as it does not promote extremism.

[422] Understand that every individual has the right to make choices but that they are responsible for their actions.

Know that everyone is free to think as they see fit and have a voice within the classroom.

[423] Recognise that it is unacceptable to dismiss the opinions or beliefs of anyone.

Understand that discussions about sensitive issue may need to be controlled or structured by adults.

recognise that everyone is entitled to their opinion as long as it does not promote extremism.

[424] Recognise the responsibility for learning lies equally with the teacher and the individual.

Understand that everyone has a responsibility to promote and protect the wellbeing of others.

Understand that everyone is entitled to a voice.

[425] Influence the way the school runs through the school council and by talking to staff.

Influence my lessons through putting my hand up and responding.

[426] Understand that the school rules are used to mirror society laws and must be respected.

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[428] Understand that every individual has the right to make choices but that they are responsible for their actions.

Know that everyone is free to think as they see fit and have a voice within the classroom.

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Understand that everyone is entitled to a voice.