

CREATIVE CURRICULUM MEDIUM TERM PLANNING 2021-2022 - CYCLE ONE				
		Cycle one 2021	Cycle Two 2022	Cycle Three 2022
JUPITER Y1/2	Topic title	Time travellers	Welcome to Tadcaster	Come fly with me
	Driver	History	Geography	Science
SATURN Y3/4	Topic title	Time travellers	Welcome to Tadcaster	Come fly with me
	Driver	History	Geography	Science
NEPTUNE Y5/6	Topic title	Time travellers	Welcome to Tadcaster	Come fly with me
	Driver	History	Geography	Science

JUPITER	Time Travellers			
Subject area	Objectives			
TPA Cultural capital	Learn what jobs people do - scientist, Sports person, Engineer. What do you want to do when you time travel in the future?			
Key texts	Fairy Tale Pets - How to Hide A Lion - The Dark - Mog's Christmas			
Science Animals including humans Seasonal changes Working scientifically	Y1 <ul style="list-style-type: none"> 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 	History: Events beyond living memory - The Gunpowder Plot	Historical Enquiry <ul style="list-style-type: none"> Ask and answer questions about an idea, story or object from the past. Sometimes answer simple questions using given sources or research. Chronology <ul style="list-style-type: none"> Use words and phrases such as 'before I was born, in the past, very old, when was little'. Order some events and objects in time order and give some reasons for the order. Place events on a simple timeline. 	

	<p>Y2</p> <ul style="list-style-type: none"> 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 <p>Y1</p> <ul style="list-style-type: none"> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies <p><u>Vocabulary to Learn</u></p> <p>Animals/living things: 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,</p> <p>Seasons: autumn, winter, spring, summer, rain, snow, frost, wind, sun, fog, mist, clouds, temperature (warm/cold/freezing), day, night</p>		<ul style="list-style-type: none"> Know about some events from beyond living memory such as the The Gunpowder Plot. <p>Knowledge and Understanding of the lives of significant individuals and civilizations</p> <ul style="list-style-type: none"> Talk about how events in the past changed our 'today'. Identify some of the ways our lives are different from people in the past. <p>Historical organisation and communication</p> <ul style="list-style-type: none"> Use common words and phrases related to the passing of time. Use some everyday historical terms. Sort objects into groups to show 'then' and 'now'. Talk about, write and draw things from the past. Describe, organise and label objects, people and events. <p>Historical interpretation</p> <ul style="list-style-type: none"> Begin to identify ways that the past can be shown (photos, books, stories, adults talking) <p><u>Vocabulary to Learn</u> - Past, present, yesterday, after, similar, different, represent, source, old, older, oldest, long ago, timeline, chronological, historian, fact, opinion</p>
<p><u>Geography:</u></p> <p>Capital cities of the UK and surrounding seas</p>	<ul style="list-style-type: none"> 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 	<p><u>Design & Technology:</u></p> <p>Design</p>	<ul style="list-style-type: none"> Generate ideas by drawing on their own and other people's experiences. Suggest ideas and explain what they are going to do.

<p>Maps compasses and directions</p>	<p>oceans studied at this key stage.</p> <p>Geographical Fieldwork</p> <ul style="list-style-type: none"> • Use first-hand observation to study the school grounds and the key human and physical features of its surrounding environment. • 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. <p>Location Knowledge</p> <ul style="list-style-type: none"> • Name the four countries and capital cities of the United Kingdom. • Locate and identify some characteristics of the United Kingdom and its surrounding seas. <p><u>Vocabulary to Learn</u></p> <p>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</p>	<p>Making Tools & cutting Construction kits</p> <p>Evaluating Existing products</p> <p>Technical knowledge Structures- stronger, stiffer, stable</p>	<ul style="list-style-type: none"> • Begin to understand the development of existing products - what they are for, how they work and what materials they use. • Identify a purpose for what they are going to make. • Use talking, drawing, templates and information technology to communicate ideas. • Begin to make mock-ups of their ideas using card or paper <ul style="list-style-type: none"> • Make their designs using simple techniques, including cutting, joining and shaping. • Select appropriately from a range of tools and equipment to perform practical tasks. • Select from and use a wide range of materials and components, including construction materials and textiles. • With support, measure, cut and shape a range of materials including fabric. • Assemble, join and combine materials and components. <ul style="list-style-type: none"> • Explore and evaluate a range of existing products, saying what they like and dislike. • Discuss how well their designs work in relation to the purpose. • Be able to talk about the strengths of the product and possible changes they would make. <ul style="list-style-type: none"> • Explore how structures can be made stronger, stiffer and more stable. • Explore and use mechanisms in their products including levers,sliders, wheels and axles.
<p><u>Art & Design:</u></p> <p>Drawing</p>	<ul style="list-style-type: none"> • Draw a recognisable object or shape using a pencil or crayon. 	<p><u>Music:</u></p> <p>Listening</p>	<ul style="list-style-type: none"> • Listen to a range of music and answer questions about dynamics, tempo or mood of the music

<p>Digital literacy Logging on</p>	<ul style="list-style-type: none"> • Use technology safely • Understand how to keep personal information private. • Recognise common uses of information technology beyond school. • Use technology safely. • Know where to go for help when they have concerns about content or contact on the internet. 	<p>Privacy Staying safe</p> <p>Being polite Respect How behaviour affects others</p>	<p>something about their family makes them unhappy or worried.</p> <p>R13-20 Safe relationships</p> <ul style="list-style-type: none"> • 13. Recognise that some things are private and the importance of respecting privacy and that parts of their body covered by underwear are private. • 14. Know that sometimes people may behave differently online, including by pretending to be someone they are not. • 15. Know how to respond safely to adults they don't know. • 16. Know how to respond if physical contact makes them feel uncomfortable or unsafe. • 17. Know that there are situations when they should ask for permission and also when their permission should be sought. • 18. Know about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually). • 19. Understand basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe. • 20. Know 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 and the importance of keeping trying until they are heard. <p>R21-25 Respecting self and others</p> <ul style="list-style-type: none"> • 21. Know about what is kind and unkind behaviour, and how this can affect others. • 22. Know how to treat themselves and others with respect and how to be polite and courteous. • 23. Recognise the ways in which they are the same and different to others. • 24. Listen to other people and play and work cooperatively. • 25. Talk about and share their opinions on things
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<p><u>British values:</u></p> <p>Self-belief Being a good friend</p> <p>School behaviour code</p>	<ul style="list-style-type: none"> • Understand that you are unique • Know what you are good at and what you need to develop (Good,Better, Best) • Be confident in your ability to achieve your goals (3B4ME) • Begin to know what you believe in and what you don't believe in • Understand the difference between right and wrong through stories and personal experiences • Know why we have rules at home and in school • Begin to know some of the rules that exist in the world outside of school and home • Know who is responsible for dealing with rule-breaker 	<p><u>PE:</u></p> <p>Multi-skills</p> <p>Games - net & wall</p> <p>Athletics</p> <p>OAA</p>	<ul style="list-style-type: none"> • Develop balance, agility and coordination. • Use basic movements such as running, jumping, throwing and catching. • Aim a variety of balls accurately. • Travel in different directions with control and fluency • Play running and dodging games. • Pass and receive a ball in different ways with some control and accuracy. • Hit a ball with a bat or mini-racket. • Play net games, such as tennis with others. • Show the ability to work with a partner. • Use basic tactics suited to the game to develop skill and accuracy. • Run with agility and confidence. • Hurdle an obstacle whilst maintaining the flow of running. • Throw a variety of objects with some accuracy towards a target. • Develop balance, agility and coordination. • Show good listening skills. • Follow a simple map. • Know that a compass tells you which direction you are going in. • Read a simple compass. • Follow and give simple instructions. • Work together with others on a task. • Solve simple problems with support. • Demonstrate understanding about how to stay

			safe outdoor
<u>Religious Education:</u> Believing Know about and understand a range of religions and worldviews	1.1 Who is a Christian and what do they believe? <ul style="list-style-type: none"> • Who is a Christian and what do they believe? 1.1 • Talk about the fact that Christians believe in God and follow the example of Jesus • Recognise some Christian symbols and images used to express ideas about God • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means • Ask some questions about believing in God and offer some ideas of their own • Make links between what Jesus taught and what Christians believe and do 		

SATURN	Time Travellers		
Subject area	Objectives		
TPA Cultural capital	Geography Field Trip		
Key texts	The Magic Finger The Dark A River		
<u>Science</u> Light Electricity Working scientifically	Light <ul style="list-style-type: none"> Recognise that he/she needs 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 eyes Find patterns in the way that the size of shadows change Electricity <ul style="list-style-type: none"> 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 circuits Recognise some common conductors and insulators, and associate metals with being good conductors 	<u>History:</u> Britain beyond 1066 Leisure and entertainment The Swinging Sixties	<ul style="list-style-type: none"> 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. 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.
<u>Geography:</u> Countries and Cities of the UK	<ul style="list-style-type: none"> Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (hills, mountains, 	<u>Design & Technology:</u> Design Making Tools &	<ul style="list-style-type: none"> 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

<p>Maps, atlases, globes - key, symbols</p> <p>Eight point compass and simple grid references</p>	<p>coasts and rivers) and land-use patterns and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> • 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. • 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. 	<p>equipment Cutting skills</p> <p>Evaluation Existing products</p> <p>Technical Knowledge Mechanical systems</p>	<p>points in life, in order to reflect on their significance.</p> <ul style="list-style-type: none"> • 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.
<p><u>Art & Design:</u></p> <p>Drawing -perspective</p> <p>Painting</p>	<ul style="list-style-type: none"> • 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]. 	<p><u>Music:</u></p> <p>Listening</p> <p>Singing</p> <p>Musicianship</p>	<ul style="list-style-type: none"> • 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. • 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.
<p><u>Computing:</u></p> <p>Control systems</p> <p>Programs to create specific</p>	<ul style="list-style-type: none"> • To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. 	<p><u>PSHE:</u> (including SMSC and RSE)</p>	<ul style="list-style-type: none"> • To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships). • That a feature of positive family life is caring

<p>goals</p> <p>IT Collect and communicate</p> <p>Digital literacy Sharing concerns</p>	<ul style="list-style-type: none"> • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p>Relationships</p> <p>Family life Personal boundaries</p> <p>Responding to others safely Impact of hurtful behaviour</p> <p>Self-respect Courtesy and politeness</p>	<p>relationships; about the different ways in which people care for one another e.g spending time together and caring for each other and providing support, stability and love.</p> <ul style="list-style-type: none"> • 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. • To recognise other shared characteristics of healthy family life including commitment, care, spending time together; being there for each other in times of difficulty. • How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice e.g. what to do and whom to tell once identified when family makes them upset or worried. • About the impact of bullying including offline and online and the consequences of hurtful behaviour. 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) 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. (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. • That personal behaviour can affect other people ; to recognise and model respectful behaviour online. e.g helping others and being responsible. Look at
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			<p>how to model respectful behaviour in different situations, school and home and online.</p> <ul style="list-style-type: none"> 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. 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.
<u>British Values:</u> Democracy	<ul style="list-style-type: none"> 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. 	<u>PE:</u> Dance Invasion Games (Tag Rugby)	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
<u>Religious Education:</u> Believing	L2.1 What do different people believe about God? <ul style="list-style-type: none"> Identify beliefs about God that are held by Christians, Hindus and/or Muslims Retell and suggest the meanings of stories from sacred texts about people who encountered God Describe some of the ways in which Christians Hindus and/or Muslims describe God Begin to ask questions and suggest some of their own responses to ideas about God Suggest why having a faith or belief in something can be hard Identify how and say why it makes a difference in people's lives to believe in God 	<u>German:</u> Zeit fuer Deutsch:	Introducing yourself in German Colours Flags and Countries Parts of the Body Clothing

NEPTUNE	Time Travellers		
Subject area	Objectives		
TPA Cultural capital	Go to a professional sporting event Geography Field Trip		
Key texts	When the Sky Falls, Greenling, Room 13 or Crater Lake		
Science Living Things and their Habitats Forces Working scientifically	<ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, amphibian, insect and a bird Describe the life process of reproduction in some plants and animals 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 	History: Non-European society Mayan Civilizations	<ul style="list-style-type: none"> Follow their own lines of enquiry by posing questions to answer. Be able to select and use reliable evidence to answer questions and produce a detailed picture of the past. Use knowledge of other time periods and artefacts as evidence to explain what an object might be. Regularly devise historically valid questions about the past. Use language relevant to dates, terms and time labels such as 'pre Queen Victoria, During the reign of the Tudors, post WW2...' Round times to the nearest decade or century. Know which dates fit into a time period (eg the fifteenth century) Create a timeline which positions key events and people. Chronologically describe key British, local and World events. Describe everyday lives, events and changes in history, identifying key features of and where appropriate forming opinions on:The Mayan civilization Make comparisons between time periods using features of the time to justify comparisons and

			<p>with reference to: (as appropriate)</p> <ul style="list-style-type: none"> • Early farming and hunter gatherers • Religion • Technology • Travel • Arts and culture • Raids and invasions on Britain • Settlements and Kingdoms • Place names and village life • Law and justice • Describe the causes and consequences of events and choices in history on people today. • Describe, organise and label objects, people or events using the correct vocabulary. • Communicate, present and organise historical ideas, including their own research, in different ways, choosing the most effective method of presentation. • Identify primary and secondary sources and explain the reasons for this. • Explain how the viewpoint of people in the past may change the message the source gives. • Explain the reasons for and the impact of people's decisions and actions
<p><u>Geography:</u></p> <p>Countries and Cities of the UK</p> <p>Maps, atlases, globes - key, symbols</p> <p>Eight point compass and simple grid references</p>	<ul style="list-style-type: none"> • Name and locate the countries and cities of the UK. • Name and locate geographical regions of the UK and their identifying human and physical characteristics. • Use maps (including thematic and climate), atlases, globes and digital/computer mapping to locate countries and describe the features studied. • Use the eight points of a compass confidently. • Use more complex symbols and keys (including the use of ordnance survey maps) to build their knowledge of the UK and wider world 	<p><u>Design & Technology:</u></p> <p>Design</p> <p>Making Tools and equipment Cutting skills</p> <p>Evaluation Existing products</p> <p>Technical knowledge</p>	<ul style="list-style-type: none"> • Develop a design specification. • Record ideas using detailed labelled drawings, sketches, cross sections, prototypes and exploded diagrams. • Plan the order of work to be done, including how to use materials and processes. • Accurately use appropriate tools and techniques for making their product. • Measure, mark and cut out accurately. • Cut and join with accuracy to make a good quality finish to the product. • Evaluate their product against original design criteria, incorporating testing to determine how well it meets its intended purpose?

		Mechanical systems	<ul style="list-style-type: none"> Evaluate their products, identifying strengths and areas for development both during and at the end of the process. Record evaluations in a range of ways including drawings with labels. Seek evaluation from others. Understand how mechanisms such as cams, pulleys and gears can create movement.
<u>Art & Design:</u> Drawing - perspective Painting	Create a portrait. Understand the work of portrait artists, photographers and sculptors. Use measuring to create a self portrait in proportion. Use paints to add colour and texture to the portrait. Mayan Art To look at the art of the Mayan civilization Create masks using 3D modelling techniques. Card, Paper and Modroc/ paper mache. Decorate using Mayan patterns and colours. Evaluate. Key Vocabulary Proportion, sketch, measure, line variation. Ovals, semi-circles. Water-colour, colour mixing, washes, varied brush strokes. Model, sculpt, structure.	<u>Music:</u> Listening Singing Musicianship	<ul style="list-style-type: none"> Listening Talk about how sounds are put together and the different effects used to show the composer's intention Singing Maintain a melody as part of a group in a 2-part song Musicianship Read and write using note values, whole note, half note, quarter note, eighth note, sixteenth note Read and perform from a pitched stave 3-5 lines (with pitch names) Work in a group to perform a piece adjusting pitch and dynamics according to the score. Perform within a group to a large audience
<u>Computing:</u> Control systems Sequences to turn external devices on and off Detecting errors IT Visual media for a specific	<ul style="list-style-type: none"> Recognise that different solutions exist for the same problem. Combine sequences of instructions to turn an external device on and off. Use logical reasoning to detect errors in algorithms. Combine a variable with relational operators (< = >) such as - if score > 5, say "well done" Explore 'what if...?' questions by planning different scenarios for controlled devices. Design computing systems that use sensors such as a flow chart. 	<u>PSHE:</u> (including SMSC and RSE) Relationships Managing friendships Peer influence Physical contact and	<ul style="list-style-type: none"> R1-9 Families & close positive relationships 1. Recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships). 2. Know 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. 3. Know 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

<p>audience Digital literacy Copyright</p>	<ul style="list-style-type: none"> • Refine a program based on user feedback. • Understand computer networks, including the internet and the opportunities they offer for communication and collaboration. • Generate, amend and combine visual media from different sources for a specific task or audience. • Identify a range of ways to report concerns about content and contact. • Know where to find copyright free images and audios. 	<p>feeling safe</p> <p>Responding respectfully</p> <p>Prejudice and discrimination</p>	<p>to be lifelong.</p> <ul style="list-style-type: none"> • 4. Understand 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. • 5. Know 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. • 7. Recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents) and that families of all types can give family members love, security and stability. • 9. Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice. • R10-18 Friendships • 14. Know that healthy friendships make people feel included, recognise when others may feel lonely or excluded; and strategies for how to include them. • 15. Identify strategies for recognising and managing peer influence and a desire for peer approval in friendships and recognise the effect of online actions on others. • 16. Know how friendships can change over time, about making new friends and the benefits of having different types of friends. • 17. Know that friendships have ups and downs and strategies to resolve disputes and reconcile differences positively and safely. • 18. Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable and how to manage this and ask for support if necessary. • R19-21 Hurtful relationships and bullying • 20. Identify 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) and how to report concerns and get support.
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<p><u>British Values:</u></p> <p>Democracy</p>	<ul style="list-style-type: none"> Democracy in action in the UK and our school community through School Council 	<p><u>PE:</u></p> <p>Invasion Games</p>	<ul style="list-style-type: none"> Tag Rugby, Football skills, Attack v Defence.
<p><u>Religious Education:</u></p> <p>Believing</p>	<p>What do religions say to us when life gets hard? U2.3</p> <ul style="list-style-type: none"> Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation Express ideas about how and why religion can help believers when times are hard, giving examples Outline Christian, Hindu and/or nonreligious beliefs about life after death Explain some similarities and differences between beliefs about life after death Explain some reasons why Christians and Humanists have different ideas about an afterlife Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding 	<p><u>German:</u></p> <p>Ongoing recapping of prior learning eg numbers</p> <p>Fruit</p> <p>Weather</p> <p>Breakfast</p> <p>Months</p> <p>Birthday</p> <p>Weekdays 1 with Months</p> <p>Weekdays 2 with Activities</p>	<p>Recap prior learning</p> <p>Fruit</p> <p>Weather</p> <p>Breakfast</p> <p>Months</p> <p>Birthday</p> <p>Weekdays 1 with Months</p> <p>Weekdays 2 with Activities</p>

