Year 1 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Old Bear Outcome 1: Finding Story Sentences Writing Outcome 2: Message Sentences	Rapunzel Writing Outcome 1: Traditional Tale Sentences Writing Outcome 2: Trap Sentences	Hermelin Writing Outcome 1: Detective Story Sentences Writing Outcome 2: Letter Sentences	Where The Wild Things Are Writing Outcome 1: Return Story Sentences Writing Outcome 2: Information Sentences	The Secret of Black Rock Writing Outcome 1: Return Story Sentences Writing Outcome 2: Diary Sentences	The Last Wolf Writing Outcome 1: Hunting Story Sentences Writing Outcome 2: Recipe Sentences
Reading	<u>Autumn 1:</u> P – The Final Year NF – The Final Year F – The Wolves of Willaby Chase NF- Women in science F – Black beauty P – Overheard in the tower block	<u>Autumn 2:</u> NF – The place for me F – Refugee P – On the move NF -Rise F – Boy in the tower P – New and collected poems for children	<u>Spring 1:</u> NF – Story of science F – Safiyah's war P- Digging for victory NF – Diary of a young girl F- When the sky falls P- Poems 2nd world war	<u>Spring 2:</u> NF – Can you see me? F- Asha and the spirit bird P – A child's garden of verse NF – Can you get rainbows in space? F – Grimm's fairy tale	NF- Cheeky treats F- The great sea dragon P- Stars with flaming tails NF- 100 books to check out F- The orphans of the tide P- My heart was a tree	NF- You can do it F – Island at the end of everything P – Everyone's song NF – Follow your dreams F – House of chicken legs P – A poem for every summer day
Maths focus	**Place Value (within 10)** Step 1 Sort objects Step 2 Count objects Step 3 Count objects from a larger group Step 4 Represent objects Step 5 Recognise numbers as words Step 6 Count on from any number Step 7 1 more Step 8 Count backwards within 10		**Place Value (within 20)** Step 1 Count within 20 Step 2 Understand 10 Step 3 Understand 11, 12 and 13 Step 4 Understand 14, 15 and 16 Step 5 Understand 17, 18 and 19 Step 6 Understand 20 Step 7 1 more and 1 less Step 8 The number line to 20		**Multiplication and Division** Step 1 Count in 2s Step 2 Count in 10s Step 3 Count in 5s Step 4 Recognise equal groups Step 5 Add equal groups Step 6 Make arrays Step 7 Make doubles Step 8 Make equal groups - grouping	

	Step 9 1 less Step 10 Compare groups by matching Step 11 Fewer, more, same Step 12 Less than, greater than, equal to Step 13 Compare numbers Step 14 Order objects and numbers Step 15 The number line **Addition and subtraction (within 10)** Step 1 Introduce parts and wholes Step 2 Part-whole model Step 3 Write number sentences Step 4 Fact families - addition facts Step 5 Number bonds within 10 Step 6 Systematic number bonds within 10 Step 7 Number bonds to 10 Step 8 Addition - add together Step 9 Addition - add more Step 10 Addition problems Step 11 Find a part Step 12 Subtraction - find a part Step 13 Fact families - the eight facts Step 14 Subtraction - take away/cross out (How many left?) Step 15 Subtraction - take away (How many left?) Step 16 Subtraction on a number line Step 17 Add or subtract 1 or 2 **Geometry (Shape)** Step 1 Recognise and name 3-D shapes Step 2 Sort 3-D shapes Step 3 Recognise and name 2-D shapes Step 4 Sort 2-D shapes	Step 9 Use a number line to 20 Step 10 Estimate on a number line to 20 Step 11 Compare numbers to 20 Step 12 Order numbers to 20 **Addition and subtraction (within 20)** Step 1 Add by counting on within 20 Step 2 Add ones using number bonds Step 3 Find and make number bonds to 20 Step 4 Doubles Step 5 Near doubles Step 6 Subtract ones using number bonds Step 7 Subtraction - counting back Step 8 Subtraction - finding the difference Step 9 Related facts Step 10 Missing number problem **Place value (within 50)** Step 1 Count from 20 to 50 Step 2 20, 30, 40 and 50 Step 3 Count by making groups of tens Step 4 Groups of tens and ones Step 5 Partition into tens and ones Step 6 The number line to 50 Step 7 Estimate on a number line to 50 Step 8 1 more, 1 less **Length and Height** Step 1 Compare lengths and heights Step 2 Measure length using objects Step 3 Measure length in centimetres **Mass and Volume** Step 1 Heavier and lighter Step 2 Measure mass Step 3 Compare mass	Step 9 Make equal groups - sharing **Fractions** Step 1 Recognise a half of an object or a shape Step 2 Find a half of an object or a shape Step 3 Recognise a half of a quantity Step 4 Find a half of a quantity Step 5 Recognise a quarter of an object or a shape Step 6 Find a quarter of an object or a shape Step 7 Recognise a quarter of a quantity Step 8 Find a quarter of a quantity **Position and Direction** Step 1 Describe turns Step 2 Describe position - left and right Step 3 Describe position - forwards and backwards Step 4 Describe position - above and below Step 5 Ordinal numbers **Place Value (within 100)** Step 1 Count from 50 to 100 Step 2 Tens to 100 Step 3 Partition into tens and ones Step 4 The number line to 100 Step 5 1 more, 1 less Step 6 Compare numbers with the same number of tens Step 7 Compare any two numbers **Money** Step 1 Unitising Step 2 Recognise coins Step 3 Recognise notes Step 4 Count in coins

	Step 5 Patterns with 2-D and 3-D shapes		Step 4 Full and empty Step 5 Compare volume Step 6 Measure capacity Step 7 Compare capacity	**Time** Step 1 Before and after Step 2 Days of the week Step 3 Months of the year Step 4 Hours, minutes and seconds Step 5 Tell the time to the hour Step 6 Tell the time to the half hour
Science focus	Human Body and Senses: Learning Objectives: 1. Is everyone's body the same? 2. How can we explore the world using our sense of touch? 3. What can we hear? 4. What smells do we like and dislike? What differences can our tongues taste?	Materials Lesson Objectives: 1. To discuss and explore whether the same object can be made from different materials. 2. To explore properties of different materials. 3. To investigate what can bend and stretch. 4. To explore whether all materials get wet. Key Vocabulary	Animals (Vertebrates) 1. Who's who in the animal world 2. What is so special about birds? 3. What makes an amphibian an amphibian? 4. Do fish have fingers? 5. Are humans mammals? Key vocabulary: Amphibian, carnivore, herbivore, omnivore, reptile	Identifying Plants and Parts Lesson Objectives: 1. To know which wild and garden plants are around our school. 2. To know which parts of a plant frow above the ground. 3. To know which parts of a plant grow underground. 4. To understand how a tree is a plant. 5. To know the similarities and differences between different flowering plants. Key Vocabulary: Root, stem, leaf, flower, seed

		Bend, flexible, opaque, rigid, waterproof				
Topic Focus	**Great Fire of London** 1. To compare past and present London 2. To explain how people live now is different to how people lived in 1666. 3. To order the events of the Great Fire of London 4. To explain how we know about the Great Fire of London 5. To explain how London changed after the Great Fire of London Key Vocabulary: Rebuilt, bakery, diary, 17th Century, St.Paul's Cathedral Key Person – Samuel Pepys Key Place - London	**Is Milnrow a good place to live?** Lesson Objectives: 1. Identify 4 countries in the United Kingdom and their capital cities and label on a map (Also introduce daily weather chart for Milnrow) 2. Place Milnrow on a Map. What do we have in Milnrow? Identify human and physical features. 3. To understand what the Coop is and	Key Person - Elizabeth I and Elizabeth II Historical concept - Monarchy and rulers **The Royal Family** Learning Objectives: 1. What is a monarch? Do we know any famous monarchs? 2. To know King Charles is our current King and William is next in line 3. Who was the ruler before King Charles (Queen Elizabeth) 4. Look at The Royal Family Tree – make a family tree of our own. 5. Other famous monarchs in history. Who was the very first King or Queen?	**Where would you rather be – Milnrow or Tanta?** Lesson Objectives: 1. Identify different weather in Milnrow and Tanta 2. Use an atlas to locate Tanta and Milnrow 3. Identify geographical similarities and differences between Milnrow and Tanta. Key Vocabulary: Country weather, compare Link to Meercat Mail Key Place: Tanta	Local History Local history study – Visit to the Co-op Key Person – The Rochdale Pioneers Historical Concept - Trade, Invention, and Legacy 1. To know Rochdale is the place where we live (and how it has changed over time) 2. To recognise difference between Rochdale in the past and today. 3. To learn what life was like for people long ago in Rochdale. 4.To know who the Rochdale Pioneers were (and that they helped people shop fairly). 5. To understand that the Co-op was a new idea (an invention) (Design a fair shop poster)	The World Around Us Lesson objectives Prior learning- UK and other contrasting locations. 1. Use atlases to name and locate the 7 continents on a world map and a globe. 2. Use atlases to name and locate the 5 oceans of the world. 3. Identify animals that live in each continent and ocean. 4. World Oceans day- Raise awareness of the oceans role in life- pollution, climate change. 5. To find out about Nellie Bly and her

		to understand who the Rochdale Pioneers were – discuss simple compass directions. 4. Journey to the Co-op – identify human and physical features 5. Create a route map of the journey to the Co-op 6. What's the weather like in Milnrow? (Look back at the weather chart and summarise findings) Key Vocabulary: The Co-operative, Human features, Physical features, United Kingdom, Location	6.To think about what makes a good King or Queen.		6. To analyse sources which teach us about Rochdale and why it is a positive place to live. (What makes us proud to live in Rochdale). Key Vocabulary: Past, present, pioneer, shop, change	trip around the world. 6. Draw a simple map of the journey. Key vocabulary- continents, oceans, pollution, climate change, journey, World Ocean Day – 8th June Key Person – Nellie Bly World Oceans Day is celebrated annually on 8 June to raise awareness of the ocean's crucial role in life and the threats it faces, such as plastic pollution and climate change.

		Key Person: The Pioneers Key Place: Milnrow				
Computing	**Computing Systems and Networks – Technology Around Us** Lesson Objectives: To locate examples of technology in the classroom and explain how they can help us. To name the main parts of a computer, to log in to a computer and to click and drag with a mouse. To use a mouse to open and program and to create a picture with a mouse. To type my name using a keyboard and to delete letters. To save my work to a file and to open my work from a file.	**Creating Media – Digital Painting** Lesson Objectives: To use the paint tool to make marks, shapes and pictures on a computer. To make marks with shape and line tools and to recreate the work of an artist using these tools. To choose shapes and colours to recreate the work of an artist on paint. (Link Wassily Kandinksy) To make dots of colour on the page and to change the size of colour and brush sizes.	**Programming A – moving a robot** Lesson Objectives Buttons: I can predict the outcome of a command on a device. I can match a command to an outcome. I can run a command on a device. Directions I can follow an instruction. I can recall words that can be acted out. I can give directions	**Data and information- grouping data** Lesson Objectives Label and match I can describe objects using labels. I can match objects to groups. I can identify the label for a group of objects. Group and count To identify that objects can be counted. Describe an object To describe objects in different ways. I can describe an object. I can describe a property of an object.	**Creating Media – Digital Writing** Lesson Objectives To use a computer to write. I can open a word processor. I can recognise keys on a keyboard. I can identify and find keys on a keyboard. To add and remove text on a computer. I can enter text into a computer. I can use letter, number, and space keys. I can use backspace to remove text. To identify that the look of text can be changed on a computer.	**Programming B – Programming animations** Lesson Objectives To choose a command for a given purpose. I can find the commands to move a sprite. I can use commands to move a sprite. I can compare different programming tools. To show that a series of commands can be joined together. I can use more than one block by joining them together. I can use a **Start** block in a program. I can run my program. To identify the effect of changing a value.

	E-safety Thread -discuss rules to keep us safe and healthy online, in school and at home.	Children to explain that pictures can be made in different ways, children to spot differences between painting on a computer or paper and state which one they prefer and why. E-safety Thread – when saving or sharing artwork, discuss why we should only use initials and not full names.	Forwards and backwards. I can compare forward and backward movements. I can start a sequence from the same place I can predict the outcome of a sequence involving 'forwards' and 'backwards' commands. Four directions I can compare left and right turns. I can experiment with 'turn' and 'move' commands to move a robot. I can predict the outcome of a sequence involving up to four commands. Getting there I can explain what my program should	I can find objects with similar properties. Making different groups To count objects with the same properties I can group similar objects. I can group objects in more than one way. I can count how many objects share a property. Comparing groups To compare groups of objects. I can choose how to group objects. I can describe groups of objects. I can record how many objects are in a group. Answering questions To answer questions about groups of objects.	I can type capital letters. I can explain what the keys that I have already learnt about do. I can identify the toolbar and use bold, italic, and underline. To make careful choices when changing text. I can select a word by double-clicking. I can select all of the text by clicking and dragging. I can change the font. To explain why I used the tools that I chose. I can say what tool I used to change the text. I can decide if my changes have improved my writing. I can use 'Undo' to remove changes.	I can find blocks that have numbers. I can change the value. I can say what happens when I change a value. To explain that each sprite has its own instructions. I can show that a project can include more than one sprite. I can delete a sprite. I can add blocks to each of my sprites. To design the parts of a project. I can choose appropriate artwork for my project. I can decide how each sprite will move. I can create an algorithm for each sprite. To use my algorithm to create a program. I can use sprites that match my design.

			do. I can choose the order of commands in a sequence. I can debug my program. Routes I can identify several possible solutions. I can plan two programs. I can use two different programs to get to the same place.	I can decide how to group objects to answer a question I can compare groups of objects I can record and share what I have found	To compare typing on a computer to writing on paper. I can make changes to text on a computer. I can explain the differences between typing and writing. I can say why I prefer typing or writing.	I can add programming blocks based on my algorithm. I can test the programs I have created.
RE	1.4 Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2) Ask and suggest answers to questions	1.1 Talk about some simple ideas about Christian beliefs about God and Jesus (A1). Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). Talk about issues of good and bad, right	1.7 Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). Identify two ways people show they belong to each other when they get married (A1). Respond to examples of co-operation between different people (C2)		1.8 Re-tell Bible stories and stories from another faith about caring for others and the world (A2). Identify ways that some people make a response to God by caring for others and the world (B1). Talk about issues of good and bad, right	1.6 Describe how a festival is celebrated. (A1) Identify some ways Christians celebrate Easter (A1) Describe what happens and what is being celebrated at Eid-ul Fitr (A1) Describe what happens during Ramadan (A1)

	arising from stories Jesus told and from another religion (C1). Talk about issues of good and bad, right and wrong arising from the stories (C3)..	and wrong arising from the stories (C3). Ask some questions about believing in God and offer some ideas of their own (C1).			and wrong arising from the stories (C3). Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).	Retell stories connected with Easter and say why these are important to Christians (A2) Consider questions such as how might these foods help people remember this festival? (B1) Think of reasons why some people choose to fast during Ramadan(B1) Give reasons why some people like to celebrate important events (C1) Give reasons why some people use music in celebrations (C1) Describe the link between a selection of Easter artefacts and the story and celebration of Easter events (C1) Describe the link between a selection of Pesach symbols and the story of Pesach (C1)
PE	Fitness unit 1	Gymnastics unit 1	Gymnastics unit 2	Dance unit 1	Dance unit 2	Yoga

	Learning objectives 1. To work as hard as we can for 20 Seconds. 2. Why we need to rest after exercise. 3. To track and count in fives each type of Exercise, 4. What a ladder workout is. 5. To relax and be calm after we have exercised. 6. To challenge ourselves to beat our best score. OAA Learning objectives: 1. To follow simple instructions to complete a trail 2. To find matching symbols 3. To copy and create a hoop dance 4. To work with a partner to complete a hoop challenge 5. To recognise a drawn symbol as a real object	Learning objectives 1. To perform 'like' actions in a sequence. 2. To carry and set up apparatus safely. 3. To perform shapes on large and small Body parts. 4. To take off and land and use shape in our jumps. 5. To travel on our feet, showing good Body tension. 6. How we can create different levels in our performance. Attack Defend shoot Unit 1 Learning objectives 1. To hit a target 2. To defend a target 3. To roll and slide balls and beanbags 4. To shoot in a game to get points 5. To work with a partner to score points 6. To use our attacking and defending skills in a game	Learning objectives 1. To move on, off and over apparatus and Use the 'Magic Chair' landing. 2. To rock on different parts of our body and Rock using shape. 3. To perform specific point balances such As 'h' and 'y' balance. 4. To perform actions at the same time As others (unison) 5. To perform actions one person after the other (canon). 6. To turn and jump Hit, catch run Unit 1 Learning objectives: 1. To select space to throw or roll a ball into 2. To track and collect a rolling ball	Learning Objectives: 1. To move as if we are in the jungle 2. To move like a friendly bear 3. To create and perform movements which demonstrate friendship 4. How to mirror other people's actions 5. Some basic Lindy Hop actions 6. What it feels like to perform a dance Send and return unit 1 Learning objectives 1. To slide a beanbag to a target. 2. To hit a ball in different ways with our hands. 3. To move towards a ball to return it. 4. To work with a partner to stop and return a beanbag. 5. What a rally is and rallying with a partner. 6. To send a ball into space to make it harder for our opponent	Learning objectives: 1. To perform actions to well-known Nursery rhymes. 2. To march in time to the beat and turn While marching. 3. To march in time as a group. 4. To perform actions in canon (one after the other). 5. To perform a short dance using Canon. 6. To perform in rounds in different groups. Run jump throw unit 1 (athletics/sports day) Learning objectives 1. To start and stop moving at speed 2. To use our arms when running at different speeds 3. To take off on two feet to jump for distance 4. To use correct technique to throw	Learning objectives: 1. To introduce Yoga poses whilst lay or sat down. 2. To introduce Yoga poses whilst standing up tall. 3. To introduce Yoga poses that involve movement. 4. To introduce breathing techniques when performing each pose. 5. To perform all yoga poses and perform under control. 6. To complete a full routine of Yoga poses. Run jump throw unit 2 Learning objectives: 1. To use agile movements in different Activities. 2. Different ways to recognise the start And end of an activity e.g. Whistle. 3. To develop stamina when running. 4. To develop core strength to Improve throwing.

	6. To use decision-making skills to hide equipment		3. To catch a ball to stop an opponent scoring 4. To use our hands to hit a ball 5. To run between bases to score points 6. To work as a team to score points		different objects for distance 5. To show improvement in our throwing 6. To take part in a competition using running, jumping, and throwing skills	5. To leap, stride, jump and travel In different ways. 7. To choose the best starting position for running quickly.

Art/D.T Focus	**Mechanisms – Moving Story Books** Learning Objectives: To explore making mechanisms. To design a moving storybook. To construct a moving picture. To evaluate my finished product. Key Vocabulary: adapt, assemble, slides, design, mechanism Key Person: Link to author of text covered in English.	**Drawing – Make your mark** **Seasons – Leaves** Lesson Objectives: To explore and develop mark and line making techniques. To learn about Ann Swan and develop an understanding of her style and techniques. To begin to experiment with tints, shades and tones. To be able to observe and draw shapes from observation. To be able to manipulate dough and create shapes and patterns. To create a 2D clay sculpture by manipulating, rolling, cutting and using tools.	**Structures- Constructing a windmill** Lesson Objectives: To create a stable structure. To use tools and equipment accurately to make part of a structure. To join parts of a structure. To evaluate a structure. Key Vocabulary: rotate, rotor, structure, design, stable, test. Key Person: William Kamkwamba	**Painting and Mixed Media: Colour Splash** Lesson Objectives: To experiment with a range of paintbrushes and grips to create different effects. To know what primary colours are and investigate how to mix secondary colours. To apply knowledge of colour mixing when painting. To experiment with paint mixing blending to make a range of secondary colours exploring shades and hues. To learn about Clarice Cliff and develop an understanding of their style and techniques. To apply knowledge of Clarice Cliff's style and	**Cooking and Nutrition- Smoothies** Lesson Objectives: To identify fruits. To describe where fruits and vegetables grow. To practise food preparation skills. To select ingredients for a recipe. To apply food preparation skills to a recipe. To evaluate against the design brief. Key Vocabulary: Blend, seed, stem, vine, compare Link to Science - Senses	**Sculpture and 3D Paper- Plants** Lesson Objectives: To investigate and explore rolling paper using our fingers and different tools. To shape paper in different ways to make 3D shapes. To learn about Ana Tzarev and develop an understanding of her style and techniques. To Investigate and explore the different shapes and parts of flowers. Sketch flowers discussing their different shapes, sizes and proportions. To learn what a sculpture is and what sculptures are in our local environment. To plan a 3D paper sculpture of a flower

		Key Vocabulary for drawing– Sketch, observation, tone, shade, cross- hatching, tint. Key Vocabulary for sculpting- Malleable, sculpture, surface, engraving, scoring, imprinting. Key person- Ann Swan	(Link to Science – Properties and Uses of Materials)	techniques to create a still life. Key Vocabulary – blend, hue, primary colour, secondary colour, shade, still life. Key Person – Clarice Cliff		using different techniques and tools. To apply paper-shaping skills to make an imaginative sculpture whilst following a plan. To explore ways of painting 3D sculptures to create different effects. Key Vocabulary – Overlap, sculpture, spiral, three- dimensional, fold, attach Key Person – Ana Tzarev Trip – Walk around Milnow looking at sculptures Link to Science – Identifying Plants and their parts
Music Focus	**My Favourite things: Keeping the pulse** Lesson objectives: 1. To demonstrate an understanding of pulse using parts of the body.	**Fairytales: Sound Patterns** Lesson objectives: 1. To explore and change dynamics using the voice. 2. To experiment with creating different sounds using a single instrument. 3. To read simple rhythmic patterns comprising of one beat sounds and one beat rests.	**Superheroes : Pitch** Lesson Objectives: 1. To identify high and low pitched sounds. 2. To explore pitch by creating two-pitch patterns. 3. To demonstrate tempo changes. 4. To create a superhero theme tune with a variety of tempo and pitch.	**Under the Sea: Musical Symbols** Lesson Objectives: 1. To explore tempo changes through movement. 2. To explore how dynamics can		

	2. To keep a pulse and show a sound pattern using bodies and voices. 3. To explore using a thinking voice to show the pulse. 4. To play short rhythms in time with the pulse. 5. To demonstrate and understanding of pulse through performance. Key Vocabulary: Pulse, singing voice, speaking voice, thinking voice.	4. To play sound patterns in time with the pulse using visual stimulus. 5. To show awareness of different roles when performing in a group performance. Key Vocabulary: Character, voice, sound pattern.		5. To perform a piece of superhero music showing a change of pitch and tempo. Key Vocabulary: High, low, pattern, performance, pitch, tempo.		be represented by different symbols. 3. To clap simple rhythmic patterns while keeping the pulse. 4. To interpret symbols to demonstrate a pitch pattern. 5. To perform as part of a group to demonstrate dynamics, pitch and rhythm. Key Vocabulary: Dynamics, pitch, rest, sound pattern, tempo
PSHE Focus	Book - Peace at Last 1. I can explain why I need enough sleep I can tell you some strategies to manage feeling tired.	Book - Morris the Mankiest Monster 1. I can tell you how some diseases are spread and can be controlled.	Book - Look Up Respectful 1. I can tell you what makes me individual.	Book - Angry Arthur 1.I can tell you what appropriate and proportionate behaviour means.	Book - My Big Fantastic Family 1.I can tell you about different types of families.	Book - The Friendship Bench 1.I can tell you how people choose and make friends.

	I can tell you what helps me to get a good night's sleep. I can tell some ways I can help myself when I feel fidgety I can tell you why permission-seeking is important and I can say no when I'm asked to do something that feels wrong or uncomfortable Link to British Values - Mutual Respect, Tolerance, Individual Liberty	2.I can tell you the importance of personal hygiene. 3.I can tell you the importance of brushing my teeth in the morning and evening. 4.I can describe the right choices to make to live a healthy lifestyle 5.I can tell you the consequences of not making the right choices to live a healthy lifestyle Link to British Values - Mutual Respect, Tolerance, Individual Liberty	2.I can tell you what my strengths are. 3.I can teach someone else something I am good at. 4.I can tell you some of the effects of spending too much time on devices. 5.I can tell you how to keep safe on the roads. Link to British Values - Mutual Respect, Tolerance, Individual Liberty	2.I can describe the 5 point scale for basic emotions. 3.I can tell you why someone might have an inappropriate reaction and how they can recognise if they need support. 4.I can tell you the importance of giving my brain a rest and some ways I like to relax. 5.I can tell you how I take responsibility for my school environment. Including toilets/ shared spaces Link to British Values - Mutual Respect, Tolerance, Individual Liberty	2.I can tell you why all families deserve respect. 3.I can tell you about the people important to me in my family. 4.I can tell you how families can change and some of the emotions related to this. 5.I can tell you how families help each other in times of difficulty. Link to British Values - Mutual Respect, Tolerance, Individual Liberty	2.I can tell you what makes a good friend. 3.I can tell you how my friends make me happy and how I make my friends happy. 4.I can tell you how I make others feel welcome and included. 5.I know what to do if a friend is making me unhappy. Link to British Values - Mutual Respect, Tolerance, Individual Liberty

Phonics and reading: We use 'Read, Write, Inc.' for our phonics across school. Please see our phonics and reading page on the website for more information and videos which explain how to support at home.

Writing: We use 'Ready Steady Write' for more information on this, please visit our Writing page on the website.

Maths: We use 'White Rose Maths' for more information on this, please visit our Maths page on the website.