

## Orton CE Primary School Long Term Plan Year B

From September 2024 our curriculum will be predominantly taught on a three-year rolling program.

Our classes are Rowan = EYFS, Birch = Year 1,2 & 3, Oak = Year 4, 5 & 6

Year B (2025-26)							
		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>English</b>		<p>English topics cover a range of genres throughout the term/ year building on children’s interests and units of work across other areas of the curriculum.</p> <p style="text-align: center;">EYFS focuses on early reading and writing. Phonics is taught in EYFS, KS1 (and in KS2 as required) following ‘Jolly Phonics.’</p>					
<b>Maths</b>		<p>Maths is taught using White Rose Maths and daily Big Maths. Topics follow Medium Term Plans covering Number, Measurement, Geometry and Statistics objectives from the National Curriculum 2014.</p> <p style="text-align: center;">EYFS focuses on progressing towards the Early Learning Goals</p>					
<b>History/ Geography</b>	<b>Rowan</b>	<p><b><u>Understanding the World (Geography)</u></b></p> <ul style="list-style-type: none"> <li>Using all senses to explore natural materials</li> <li>Show care and respect for natural environment and all living things.</li> </ul>			<p><b><u>Past and Present (History)</u></b></p> <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Comment on images of familiar situations in the past</li> <li>Compare and contrast characters from stories including figures from the past</li> </ul>		
	<b>Birch</b>	<p><b><u>History: The Gunpowder Plot</u></b></p> <ul style="list-style-type: none"> <li>Who was Guy Fawkes</li> <li>Problems for the plotters</li> <li>End of the plot</li> <li>The search for Thomas Percy</li> <li>The Plot in six acts</li> </ul>	<p><b><u>Geog: Weather and Climate</u></b></p> <ul style="list-style-type: none"> <li>Order the months of the year and recognise seasons</li> <li>Spot the differences between the seasons.</li> <li>Identify the types of clothing worn in</li> </ul>	<p><b><u>Geog: ANKOMA</u></b></p> <ul style="list-style-type: none"> <li>Locate Ghana and Ankoma on a map.</li> <li>Understand the physical and human geography of Ghana.</li> <li>Compare daily life in Ankoma with the UK. Water challenge</li> <li>Use and interpret</li> </ul>	<p><b><u>History: Kings and Queens</u></b></p> <ul style="list-style-type: none"> <li>The role of the monarchy</li> <li>Significant British Monarchs</li> <li>Family Trees</li> <li>Richard III</li> <li>Comparing Elizabeth II to Victoria</li> </ul>	<p><b><u>History: Travel and Transport</u></b></p> <ul style="list-style-type: none"> <li>How has transport changed</li> <li>Viking Longboats</li> <li>History of cars</li> <li>George Stephenson</li> <li>Flight</li> </ul>	<p><b><u>Geography: Hot and Cold Places</u></b></p> <ul style="list-style-type: none"> <li>Identify hot and cold places and locate them on a map.</li> <li>Recognise the features of a hot and a cold place.</li> <li>Explore a hot or cold place.</li> </ul>

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	<ul style="list-style-type: none"> <li>Remember Remember ...</li> <li>What was it like to be a child at this time?</li> </ul>	<ul style="list-style-type: none"> <li>Identify the types of weather we have in the United Kingdom and record the daily weather in our area.</li> <li>Explore how the weather affects different jobs.</li> <li>Map skills - Can you find these areas on a map?</li> </ul>	<p>maps, flags, and symbols.</p> <p>Map skills - Can you find these areas on a map?</p>	<ul style="list-style-type: none"> <li>What was it like to be a child at this time?</li> </ul>	<ul style="list-style-type: none"> <li>Comparing past present future</li> <li>What was it like to be a child at this time?</li> </ul>	<ul style="list-style-type: none"> <li>Identify the animals that live in hot and cold places and recognise how they adapt.</li> <li>Compare a pack list for a trip to a hot place with a list for a cold place. Describe what I would see in a hot or cold place.</li> </ul> <p>Map skills - Can you find these areas on a map?</p>
Oak	<p><b><u>History: STONEAGE, BRONZEAGE &amp; IRONAGE.</u></b></p> <ul style="list-style-type: none"> <li>How did people survive during the Stone Age?</li> <li>What changed for people living in Stone Age Britain?</li> <li>How do we know about life in the Stone Age?</li> <li>How did life change in the Bronze Age?</li> <li>What do we know about Britain's Prehistoric Tombs and Monuments?</li> <li>Who were the Celts and how did they</li> </ul>	<p><b><u>Geog: Mountains</u></b></p> <ul style="list-style-type: none"> <li>Describe what a mountain is and locate the world's 'Seven Summits' on a map.</li> <li>Describe the key features of mountains and how they are formed.</li> <li>Describe the climate of the mountains and explore mountain life.</li> <li>Explore and locate the UK's highest mountains.</li> <li>Recognise the importance of the Himalayas for people living in the region.</li> </ul>	<p><b><u>History: ROMANS</u></b></p> <ul style="list-style-type: none"> <li>Who were the Romans and how did they build their Empire?</li> <li>Why did the Romans invade Britain?</li> <li>Why did the Romans build new roads and towns?</li> <li>Who was Boudicca and why did she lead a rebellion?</li> <li>Why was Hadrian's Wall important and who lived there?</li> <li>What was life like in a Roman Villa?</li> <li>What was life like in a Roman villa?</li> </ul>	<p><b><u>Geog: Volcanoes and Earthquakes</u></b></p> <ul style="list-style-type: none"> <li>Find out about the structure of the Earth and label a diagram</li> <li>Describe what happens at the boundaries between the Earth's plates</li> <li>Describe and explain the key features of a volcano</li> <li>Locate where famous earthquakes have occurred and write a report</li> <li>Locate a range of famous volcanoes and find out some key facts, including</li> </ul>	<p><b><u>History: Anglo-Saxons and Scots.</u></b></p> <ul style="list-style-type: none"> <li>The Invaders</li> <li>Place names</li> <li>Village Life</li> <li>Artefacts and Culture</li> <li>Anglo Saxon Gods</li> <li>Conversion to Christianity</li> <li>What was it like to be a child at this time?</li> </ul>	<p><b><u>Geog: European Region</u></b></p> <ul style="list-style-type: none"> <li>The location of Europe and its countries.</li> <li>Why tourists visit the Mediterranean.</li> <li>The reasons why people migrate to Greece.</li> <li>The features of Greece's varied landscape.</li> <li>The main features of Athens.</li> <li>To compare daily life in Athens with my own.</li> </ul>

		<p>make iron in the Iron Age?</p> <ul style="list-style-type: none"> <li>• Why did they build hillforts in Iron Age Britain? <ul style="list-style-type: none"> <li>• Field Visit: Long Meg Stone Circle, Penrith?</li> </ul> </li> <li>• What was it like to be a child at this time?</li> </ul>	<ul style="list-style-type: none"> <li>• Share your knowledge about a world-famous mountain or mountainous region.</li> <li>• Map skills - Can you find these areas on a map?</li> </ul>	<ul style="list-style-type: none"> <li>• Why do we remember the Romans?</li> <li>• Field &amp; Museum Visit: Vindolanda, Roman Army Museum, Hadrian's Wall?</li> <li>• What was it like to be a child at this time?</li> </ul>	<p>when the volcanoes last erupted.</p> <ul style="list-style-type: none"> <li>• Identify the effects of earthquakes on land and people</li> <li>• Identify the help people need after an earthquake. Identify how to prepare for an earthquake</li> <li>• Report on the effects of a volcanic eruption</li> <li>• Evaluate the advantages and disadvantages of living near a volcano</li> <li>• Map skills - Can you find these areas on a map?</li> </ul>		
<p><b>Science</b></p>	<p><b>Rowan</b></p>	<ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>					
	<p><b>Birch</b></p>	<p><b>Animals, Including Humans (PoS Yr1)</b></p> <ul style="list-style-type: none"> <li>• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> </ul>	<p><b>Living Things and Their Habitats (PoS Yr2)</b></p> <ul style="list-style-type: none"> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li> </ul>	<p><b>Uses of Everyday Materials (Yr2 PoS)</b></p> <ul style="list-style-type: none"> <li>• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<p><b>Plants (Yr2 PoS)</b></p> <ul style="list-style-type: none"> <li>• observe and describe how seeds and bulbs grow into mature plants</li> <li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>		

	<ul style="list-style-type: none"> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>				
<b>Throughout the Year</b>	<ul style="list-style-type: none"> <li>• observe changes across the four seasons</li> <li>• observe and describe weather associated with the seasons and how day length varies.</li> </ul>					
	<p><b>States of Matter (Yr4 PoS)</b></p>	<p><b>Electricity (Yr6 PoS)</b></p>	<p><b>Animals Including Humans (Yr6 PoS)</b></p>	<p><b>Changes of Materials (Yr5 PoS)</b></p>	<p><b>Animals, Including Humans (Yr5 PoS)</b></p>	<p><b>Evolution and Inheritance (Yr6 PoS)</b></p>
<b>Oak</b>	<ul style="list-style-type: none"> <li>• compare and group materials together, according to whether they are solids, liquids or gases</li> </ul>	<ul style="list-style-type: none"> <li>• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> </ul>	<ul style="list-style-type: none"> <li>• identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> </ul>	<ul style="list-style-type: none"> <li>• know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> </ul>	<ul style="list-style-type: none"> <li>• describe the changes as humans develop to old age.</li> </ul>	<ul style="list-style-type: none"> <li>• recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth</li> </ul>

		<ul style="list-style-type: none"> <li>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)</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<ul style="list-style-type: none"> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<ul style="list-style-type: none"> <li>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>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.</li> </ul>		<p>millions of years ago</p> <ul style="list-style-type: none"> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>
<b>Art</b>		Drawing looking at work of another artist		Textiles looking at work of another artist		Painting looking at work of another artist	
	<b>Rowan</b>						
	<b>Birch</b>		<b>Mechanism Leavers and Linkages</b> Paper Linkage Toys or cards & Thaumatrope Designing, Making,		<b>Key Stage 1 Recipes from FFL</b> Making, Evaluation & Developing Technical Knowledge <b>Knowledge:</b>		<b>Structures</b> Design and build the tallest stable tower using a range of materials



<p><b>Design Technology</b></p> <p><i>Medium &amp; short term plans for most projects are found in the Staff Shared Drive</i></p> <p><i>Safe procedures and techniques are taught throughout the DT curriculum</i></p>			<p>Evaluation &amp; Developing Technical Knowledge</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Linkages transfer motion</li> </ul> <p><b>Vocabulary:</b> linkage, pivot</p>		<ul style="list-style-type: none"> <li>• Where does food come from?</li> <li>• Food Hygiene</li> <li>• Balanced diet includes food groups</li> </ul> <p><b>Vocabulary:</b> ingredient, healthy, specific cooking terms related to the recipes</p>		<p><b>Strong Towers – Challenge</b></p> <p>Designing, Making, Evaluation &amp; Developing Technical Knowledge</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Criteria for building strong towers</li> <li>• Broad stable base</li> <li>• Height affects stability</li> <li>• tested structure with strength improvements</li> </ul> <p><b>Vocabulary:</b> structure, base, height, stability, strengthen, reinforcing</p>
	<p><b>Oak</b></p>		<p><b>Electrical Systems</b></p> <p>Simple and More Complex Switches</p> <p><b>LED Light Up Signs</b></p> <p>Designing, Making, Evaluation &amp; Developing Technical Knowledge</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Simple Electrical Circuits</li> </ul> <p>Circuits must be complete</p> <p><b>Vocabulary:</b> circuit,</p>		<p><b>Cooking and Nutrition</b></p> <p><b>Key Stage 2 Recipes from FFL</b></p> <p>Designing, Making, Evaluation &amp; Developing Technical Knowledge</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Food Hygiene</li> <li>• Recipes guide cooking</li> </ul> <p><b>Vocabulary:</b> recipe, specific cooking terms related to the recipes</p>		<p><b>3D Modelling and Digital Design</b></p> <p>Design a product (e.g. keyring, phone stand, container) using CAD</p> <p><b>Introduction to Tinkercad &amp; 3 D design &amp; Printing</b></p> <p>Designing, Making, Evaluation &amp; Developing Technical Knowledge</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• 3 D objects can be</li> </ul>

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			battery, LED, wire				designed and modelled on a computer <ul style="list-style-type: none"> <li>Digital models represent real objects</li> <li>Digital models can be refined</li> <li>Digital models can be printed</li> </ul> <b>Vocabulary:</b> CAD, model, design
<b>Computing</b> <i>Although the Autumn term starts with Online Safety, it must be referred to in <b>all</b> online work and links to PSHE</i>	<b>Rowan</b> Purple Mash Computing Curriculum Unit: Reception: General computing skills <ul style="list-style-type: none"> <li>Mouse and Trackpad skills</li> </ul>	Purple Mash Computing Curriculum Unit: Reception: General computing skills <ul style="list-style-type: none"> <li>Keyboard skills</li> </ul>	Purple Mash Computing Curriculum Unit: Reception: General computing skills <ul style="list-style-type: none"> <li>Drawing</li> </ul>	Purple Mash Computing Curriculum Unit: Reception: General computing skills <ul style="list-style-type: none"> <li>Robots</li> </ul>	Purple Mash Computing Curriculum Unit: Reception: General computing skills <ul style="list-style-type: none"> <li>Sound</li> </ul>	Purple Mash Computing Curriculum Unit: Reception: General computing skills <ul style="list-style-type: none"> <li>Photography</li> </ul>	
	<b>Birch</b> Purple Mash Computing Curriculum <u>Unit 3.1: Coding</u> <u>Unit 3.2: Online Safety</u>	Purple Mash Computing Curriculum <u>Unit 3.3 - Spreadsheets</u>	Purple Mash Computing Curriculum <u>Unit 3.4 – Touch typing</u> <u>Unit 3.6 – Branching databases</u>	Purple Mash Computing Curriculum <u>Unit 3.5 - Emails</u>	Purple Mash Computing Curriculum <u>Unit 3.8 - Graphing</u>	Purple Mash Computing Curriculum <u>Unit 3.9 – presenting</u>	
	<b>Oak</b> Purple Mash Computing Curriculum <u>Unit 6.1: Coding</u> <u>Unit 6.2: Online Safety</u>	Purple Mash Computing Curriculum <u>Unit 6.4: Blogging</u>	Purple Mash Computing Curriculum <u>Unit 6.5 – Text Adventures</u>	Purple Mash Computing Curriculum <u>Unit 6.6 – Networks</u> <u>Unit 6.9 - Spreadsheets</u>	Purple Mash Computing Curriculum <u>Unit 6.7 - Quizzing</u>	Purple Mash Computing Curriculum <u>Unit 6.8 – Binary</u>	

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<b>RE</b> <b>(From</b> <b>Questful RE</b> <b>Curriculum)</b>	<b>Rowan</b> EYFS Harvest EYFS What is Prayer?	EYFS Christmas	EYFS Stories Jesus Heard	EYFS Stories Jesus Told EYFS Easter	EYFS I am Special	EYFS Special Places	
	<b>Birch</b> <b>KS1</b> 2.1 The Bible. Why is it such a special book? <b>Year 3</b> 3.1 Called by God	<b>KS1</b> 2.2 Christmas. Why was the birth of Jesus such good news? <b>Year 3</b> 3.2 Christmas. God with us.	<b>KS1</b> 2.3 Jesus friend to everyone <b>Year 3</b> 3.3 Jesus the man who changed lives	<b>KS1</b> 2.4 Easter. How do Symbols help us understand the story? <b>Year 3</b> 3.4 Exploring the sadness and Joy of Easter.	<b>KS1</b> 2.5 Why is the church a special place for Christians? <b>Year 3</b> 3.5 Which rules should we follow?	<b>KS1</b> 2.6 What happened at the Ascension and Pentecost? <b>Year 3</b> S10 Proverbs	
	<b>Oak</b> 5.1 The Bible	5.7 Christmas	4.3 Jesus	6.3A Exodus	4.6 Prayer	6.6 God	
<b>Music</b>	<b>Rowan</b>						
	<b>Birch</b>		<u>Charanga</u> Glockenspiel 1 Christmas Play		<u>Charanga</u> Hands, Feet, Heart		<u>Charanga</u> Hey You! Y3 Recorders Summer Concert
	<b>Oak</b>		Brass Christmas Play		<u>Charanga</u> Dancin' in the Street Glockenspiel 2		<u>Charanga</u> Lean on Me Recorders Summer Concert
<b>French</b>	<b>Birch</b> <u>N. Tyneside French</u> <u>Unit 9</u> Body Parts Numbers 0-12		<u>N. Tyneside French</u> <u>Unit 4</u> Animals Numbers 0-20		<u>N. Tyneside French</u> <u>Unit 8</u> Food and Drink Numbers 0-30		
	<b>Oak</b> <u>N. Tyneside French</u> <u>Unit 9</u> Sports Body Parts Numbers 0-20		<u>N. Tyneside French</u> <u>Unit 4</u> Animals Numbers 0-30		<u>N. Tyneside French</u> <u>Unit 8</u> Food and Drink Numbers 0-50		
<b>PE</b> <b>See separate</b> <b>Annual LTP</b>	<b>Rowan</b> <u>FUNDamentals</u> • Travel & Movement	Dance <u>FUNDamentals</u> • Travel & Movement	Gymnastics/ Yoga – Balance & Shape	<u>FUNDamentals</u> Object Control / Games	Balance Bikes Athletics (Sports day)	<u>FUNDamentals</u> Object Control / Games	

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		<ul style="list-style-type: none"> <li>Balance &amp; Shape Swimming</li> </ul>				Balance/Travel	Swimming
	<b>Birch</b>	<p><b>FUNDamentals</b></p> <ul style="list-style-type: none"> <li>Travel &amp; Movement</li> <li>Balance &amp; Shape Swimming</li> </ul>	<p>Dance – Travel/Movement</p> <p><b>FUNDamentals</b></p> <p>Object Control / Games</p>	<p>Gymnastics – Balance &amp; Shape</p> <p>Ball Games (Dodgeball/Benchball)</p>	<p>Hockey</p> <p><b>FUNDamentals</b></p> <p>Object Control / Games</p>	<p>Tennis</p> <p>Athletics</p>	<p><b>FUNDamentals</b></p> <ul style="list-style-type: none"> <li>Recap Swimming</li> </ul>
	<b>Oak</b>	<p>Rugby</p> <p>Netball</p> <p>Swimming</p>	<p>Dance</p> <p>Trigolf</p>	<p>Gymnastics</p> <p>Hockey</p>	<p>Football</p> <p>Orienteering</p>	<p>Tennis</p> <p>Athletics – Sports Day</p>	<p>Rounders</p> <p>Cricket</p> <p>Swimming</p>
<b>Relationships &amp; Health Education</b>	<b>Rowan</b>	<p>Reception: Me and My Relationships (Includes feelings/emotions / conflict resolutions / friendships)</p>	<p>Reception: Valuing Difference (Including British Values and The Fell We Climb lesson – PSHE folder)</p>	<p>Reception: Keeping Myself Safe (Includes aspects of Relationships Education)</p>	<p>Reception: Rights and Responsibilities (Includes money / living in the wider world / environment)</p>	<p>Reception: Being My Best (Includes keeping healthy / Growth Mindset / goal setting / achievement)</p>	<p>Reception: Growing and Changing (Includes RSE- related issues)</p>
	<b>Birch</b>	<p><b>KS1</b></p> <p>Year 1: Me and My Relationships (Includes feelings/emotions / conflict resolutions / friendships)</p> <p><b>Year 3</b></p> <p>Year 3: Me and My Relationships (Includes feelings/emotions / conflict resolutions / friendships)</p>	<p><b>KS1</b></p> <p>Year 1: Valuing Difference (Including British Values and The Fell We Climb lesson – PSHE folder)</p> <p><b>Year 3</b></p> <p>Year 3: Valuing Difference (Including British Values and The Fell We Climb lesson – PSHE folder)</p>	<p><b>KS1</b></p> <p>Year 1: Keeping Myself Safe (Includes aspects of Relationships Education)</p> <p><b>Year 3</b></p> <p>Year 3: Keeping Myself Safe (Includes aspects of Relationships Education)</p>	<p><b>KS1</b></p> <p>Year 1: Rights and Responsibilities (Includes money / living in the wider world / environment)</p> <p><b>Year 3</b></p> <p>Year 3: Rights and Responsibilities (Includes money / living in the wider world / environment)</p>	<p><b>KS1</b></p> <p>Year 1: Being My Best (Includes keeping healthy / Growth Mindset / goal setting / achievement)</p> <p><b>Year 3</b></p> <p>Year 3: Being My Best (Includes keeping healthy / Growth Mindset / goal setting / achievement)</p>	<p><b>KS1</b></p> <p>Year 1: Growing and Changing (Includes RSE- related issues)</p> <p><b>Year 3</b></p> <p>Year 3: Growing and Changing (Includes RSE- related issues)</p>
	<b>Oak</b>	<p><b>Year 4</b></p> <p>Year 4: Me and My Relationships (Includes</p>	<p><b>Year 4</b></p> <p>Year 4: Valuing Difference (Including British Values and The</p>	<p><b>Year 4</b></p> <p>Year 4: Keeping Myself Safe (Includes aspects of</p>	<p><b>Year 4</b></p> <p>Year 4: Rights and Responsibilities (Includes money /</p>	<p><b>Year 4</b></p> <p>Year 4: Being My Best (Includes keeping healthy /</p>	<p><b>Year 4</b></p> <p>Year 4: Growing and Changing (Includes RSE- related issues)</p>



		<p>feelings/emotions / conflict resolutions / friendships)  <b>UKS2</b>            Year 5: Me and My Relationships            (Includes feelings/emotions / conflict resolutions / friendships)</p>	<p>Fell We Climb lesson – PSHE folder)  <b>UKS2</b>            Year 5: Valuing Difference (Including British Values and The Fell We Climb lesson – PSHE folder)</p>	<p>Relationships Education)  <b>UKS2</b>            Year 5 Keeping Myself Safe (Includes aspects of Relationships Education)</p>	<p>living in the wider world / environment)  <b>UKS2</b>            Year 5: Rights and Responsibilities (Includes money / living in the wider world / environment)</p>	<p>Growth Mindset / goal setting / achievement)  <b>UKS2</b>            Yea5 6: Being My Best (Includes keeping healthy / Growth Mindset / goal setting / achievement)</p>	<p><b>UKS2</b>            Year 5: Growing and Changing (Includes RSE- related issues)</p>
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