

SEVEN STARS WHOLE SCHOOL CURRICULUM MAP

	Nursery	Reception	Dorado (Y1)	Orion (Y2)	Hercules (Y3)	Pegasus (Y4)	Leo (Y5)	Phoenix (Y6)
<p>Science (EYFS – understanding the world)</p>	<p>Body parts, skeleton Exercise & the body Healthy eating Animal names and comparing Making a waterproof bear shelter Seasons, weather, changes, water cycle Ice investigation Senses investigation Colour investigation</p>	<p>Outdoor observations – animals Life cycles Changes over time – seasons, cookery use of heat, animal growth, baby animals, ice melting Body parts – inner and outer Senses Animal noises Healthy eating – identify fruit and veg Effects of exercise</p>	<p>Animals including humans – body parts and senses, animal types and what they eat, animal features, human life cycle, human similarities. Medicine safety Everyday materials – name materials and objects and their properties, group objects, test properties, umbrella investigation Seasonal changes – observe four seasons, observe and describe weather, extreme weather, compare climates Plants – tree hunt including deciduous and evergreen, sunflowers, wild flower hunt, garden flowers including the basic structure of common flowering plants and trees.</p>	<p>Materials – suitability, household items, changing shapes of solids, best ball experiment Animals – living, non-living, once was living, dinosaur adaptation, habitats, food chains, dinosaur poo, zoo trip, habitats, humans babies to elderly, human needs, exercise Plants – what they need to grow, planting, growth experiment</p>	<p>Animals including humans – skeleton types, human arm model making, nutrition Rocks – types of rock and formations, fossils Plants – grow different plant types from seed, bulb etc., dye in water experiment, Worden Park in different seasons to observe change Light – shadows investigation, light sources, reflection Magnets-forces attract/repel , two poles, magnetic and non-magnetic</p>	<p>Animals – classification, food chains, human impact on habitat Electricity – circuits, series, conductors, insulators, components, safety. Dioramas. Sound – how we hear, sound waves, volume and pitch, patterns between pitch of sound and features of object, sound travelling through the ear. Changes of state-compare/group materials- Solids, liquids and gasses, Observe changes to state, evaporation and condensation Digestion – Functions of the digestive system, types of teeth in humans, /animals, Caring for teeth</p>	<p>Materials – temperature, thermal insulation, reversible and non-reversible changes, dissolving Earth & Space The solar system The Sun, Earth and Moon. The moon landing. The space station. Space travel and equipment The work of astronauts Space food Tim Peake Satellites and Space probes. Beyond the solar system</p> <p>Animals – adaptation, Arctic and Antarctic, oceans Plants and Living Things -Life cycles -Reproduction The water cycle</p>	<p>Circulatory system – function of heart, blood vessels, blood. Diet and exercise, drugs, exercise investigation, lung capacity investigation, research scientists Evolution/Adaptation – fossils, how things change over time, offspring, create own dog using DNA cards, seeds and plants, beak game, adaptation song, animal fact files, create own adapted animal, isolated species Animals – classification, bug hunt, plant hunt, keys, studying trees Light – straight lines, investigating reflection, looking at the eye, shadow investigation, drawing and reflecting shadows Lights Electricity-variations of components, drawing circuits with correct symbols</p>
<p>History (EYFS – understanding the world)</p>	<p>Families – naming Changes – from baby to child to adult Comparing now and then Remembrance Sunday</p>	<p>Our families Grandparents Local history – Leyland bus, shops, changes over time Remembrance Day The Gunpowder plot</p>	<p>This is me: Where do I live? Children to learn their address. Where fruits come from – how they get here? Look at weather conditions that the foods grow in. Making the local area better. Locate Leyland on a map. Comparing Leyland to a city and a rural area.</p>	<p>GFoL – sequence of events (the events of the fire) cause and effect (what caused the fire to spread), artefacts and historical sources (Samuel Pepys diary), significant people and events (Samuel Pepys and GFoL and Plague),</p>	<p>Stone Age – stone age to Iron age changes (houses, food, animals, society), developments, timeline, artefacts and archaeology, chronology India – Indus valley civilisation (link to stone age timeline), Mother Theresa</p>	<p>Greeks –Ancient Greek like and achievements and influence on western world Ancient visit/visitor, ancient Greek theatre, gods & myths, city States- Athens & Sparta, Greek alphabet, Greek</p>	<p>Tudors – Monarchs, How the Tudors came to the throne. Henry VIII and his wives The Mary Rose Life on a Tudor ship Queen Elizabeth I Daily Tudor life -crime and punishment Professions Shops and houses</p>	<p>Anglo Saxons/ Vikings– Anglo-Saxon invasions, settlements and kingdoms, place names and village life. Christian conversion – Canterbury, Lona and Lindisfarne. Viking raids and invasion, resistance by Alfred the Great</p>

			<p>Pirates: Skills: Make simple observations about different people, events, beliefs and communities. Use sources to answer simple questions about the past. Identify some of the basic ways in which the past can be represented. Choose parts of stories and other sources to show what they know about the past. Describe special or significant events. Retell simple stories or events from the past. Retell some events from beyond their living memory which are significant nationally or globally. Activities: Famous pirates – weapons and clothes 17thC and now. Mary Seacole, medication in the Crimean War</p> <p>Seasons: Skills: Retell events beyond my living memory. Discuss the lives of significant individuals from the past. Sequence historical events Activities: Ice age facts Packing a suitcase in the past and now Wright brothers timeline</p>	<p>compare their lives to those of the past (London now and then, firefighting now and then, the plague, compare COVID to plague) time vocab throughout.</p> <p>Dinosaurs – Order and sequence events and objects (Mary Anning, timeline of dinosaurs). Use common words and phrases with the passing of time, significant individuals and contributions (Mary Anning), ask and answer questions through observation and range of sources (how the dinosaurs became extinct).</p> <p>Seaside – Changes within living memory, how their lives are different to the past, (now and then, beach, transport, clothes, activities etc), time vocabulary, historical places in their locality (Fleetwood museum and beach), ask and answer questions through range of sources, why things</p>	<p>Local Area– comparison of local maps over time (Digimap), how has Leyland changed and developed over time (land use, population, buildings). What is Leyland famous for and why. Woodland study of Worden Woods and history of Worden Park.</p>	<p>inventions/ philosophers</p> <p>Romans – Julius Caesar’s attempted invasion in 55-54 BC → the Roman Empire by AD 42 and the power of its army → successful invasion by Claudius and conquest, including Hadrian’s Wall → British resistance, for example, Boudica → ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p> <p>Local history – Leyland market, shops, Farming/ agriculture</p>	<p>Food and drink. Compare the life of rich and poor.</p> <p>Space through the ages -The first moon landing. Space travel</p> <p>Oceans – significant events in exploration of oceans</p> <p>The Scots invasion or Northern Britain from Ireland. (Transition topic)</p>	<p>and Athelstan, the first King of England, further Viking invasions and Danegeld. Anglo Saxons laws and justice. Edward the Confessor and his death in 1066. Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century.</p> <p>Aztecs – Spanish invasion. Spanish language in Mexico, temples and architecture.</p> <p>Ancient Maya – lifestyle and religion, timelines, the rise and fall of the Ancient Maya.</p> <p>WW2 - A significant turning point in British history, for example, the Battle of Britain</p>
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				change over time (different holidays in present and past).				
Geography (EYFS – understanding the world)	<p>Locality - where we live</p> <p>Maps – drawing our walk to school</p> <p>Signs, simple keys</p> <p>Our school</p> <p>Contrasting localities – Handa’s</p> <p>Surprise</p> <p>Houses around the world</p> <p>Environment – story settings</p> <p>Chinese New Year</p> <p>Diwali</p>	<p>Our school grounds</p> <p>Who works in our school – jobs</p> <p>Weather, seasons and the calendar</p> <p>Purpose of local buildings, what are they made from?</p> <p>Types of homes – features of own home</p> <p>Ethnicities and cultures of our families</p> <p>People who help us – emergency services (visitor)</p> <p>Jobs in local area</p> <p>Going on holiday</p> <p>Chinese New year, Diwali, Hannukah, Christmas, Christmas around the world</p>	<p>Geography</p> <p>Pirates:</p> <p>Describe some places and features using basic geographical vocabulary.</p> <p>Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.</p> <p>Use a range of sources such as simple maps, globes, atlases and images.</p> <p>Know that symbols mean something on maps. Activities</p> <p>Oceans, Continents</p> <p>Compare the UK with Madagascar,</p> <p>Compare the UK with Jamaica Treasure map</p> <p>Compasses</p> <p>Seasons and change Skills</p> <p>Observe and describe daily weather patterns. Describe some places and features using basic geographical vocabulary.</p> <p>Know that symbols mean something on maps. Activities</p> <p>Weathers around the world - factfile</p> <p>Extreme weathers – describe a tornado</p> <p>Compare two locations and</p>	<p>GFOL – locate significant places in their locality and the UK (capital cities, locate Leyland and London)</p> <p>Describe places and features (features of Leyland and London)</p> <p>Use maps, globes, atlases etc and simple compass directions (maps and arial views)</p> <p>Describe similarities and differences (compare local area to London),</p> <p>Develop simple fieldwork and observational skills (Leyland and improving the area)</p> <p>Dinosaurs -</p> <p>Oceans and continents (where were the dinosaurs found, changes to the world and supercontinent),</p> <p>ask questions and use range of sources.</p> <p>Seaside -</p> <p>Oceans and continents, characteristics for 4</p>	<p>Locate iron age settlements, Stone Henge, Skara Brae on maps</p> <p>Digital maps UK to India, zoom in</p> <p>Compare UK and India size, population, climates, states/counties etc – create power point</p> <p>Compass points and ordnance survey symbols, human and physical coastline features</p> <p>Local area study – Digimap, sketch maps, road study, compass points, land use, landmarks, field work.</p>	<p>Greece – map of Europe, compare, physical and human features</p> <p>Volcanoes – name and locate volcanoes from different areas, how are they formed, Formation of earth, tectonic plates</p> <p>Trade routes, fair trade – food and produce, land use and biomes, map work- Grid references</p>	<p>Tudor maps – compare to today’s, Tudor explorers routes across world</p> <p>Tides and seasons, looking at Earth from space, features of the planets</p> <p>Oceans and seas – names, locations, features, of different oceans.</p> <p>The Oceans layers</p> <p>The arctic and Antarctic.</p> <p>Coral seas.</p> <p>Environmental issues and pollution</p>	<p>Why Anglo-Saxons settled where they did, geographical features</p> <p>WW2 – battle and defence maps, 3 figure grid referencing, where to place weapons, why Britain wasn’t invaded, borders between countries in relation to WW1 and invasion</p> <p>WW2/ Mexico – Locate European countries, using maps (including the location of Russia) South America (focusing on Mexico), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-figure grid</p>

			<p>countries – frozen planet</p> <p>This is Me:</p> <p>Skills Name and locate some places in their locality, the UK and wider world. Know that symbols mean something on maps. Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. Activities Where do I live? Children to learn their address. Where fruits come from – how they get here? Look at weather conditions that the foods grow in. Comparing Leyland to a city and a rural area. Making the local area better. Locate Leyland on a map Discuss journey to school</p>	<p>countries (identify beaches and coastal towns), physical and human features (features of the seaside), describe similarities and differences (lives and the seaside), Seasonal and daily weather (compare UK and non-European country weather), create their own maps and symbols (create island based on Coll).</p>				<p>references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>
<p>Art (EYFS – expressive arts and design)</p>	<p>Colour mixing Observational drawing –fruit & veg, faces Pattern – linked to animals Textures</p>	<p>Colour recognition and use in art Cutting skills Using different tools Exploring texture Different ways to join Combining shapes to draw</p>	<p>This is me: Self portrait, an abstract portrait inspired by Picasso. Create watercolour backgrounds and add line images of people. Evaluate and describe the work pop art portraits created by Andy Warhol. Create a Pop art image portrait of themselves using oil pastels.</p> <p>Pirate: Pirate flag Batik Collage sea image Silhouette and water colour sun set image. Pirate</p>	<p>GFoL - Making lace Colour schemes Batik using crayons/candles Weaving Dinosaurs - 3D art – paper, straws, newspaper Clay tile patterned dino skin Seaside - Watercolour seaside pictures Printing and repeated patterns</p>	<p>Cave art using natural materials gathered on-site, then chalk Clay pot – spiral method, tools for pattern Taj Mahal pencil sketch Peacock bag (textiles) Elephant watercolour Rangoli patterns and henna designs</p> <p>Local artists – landscapes/ sculpture</p>	<p>Greek pots from clay techniques, observational drawing</p> <p>Volcano art- colour choices, wax resist batik using wax and inks</p> <p>food collage and sketches, food portraits, prints Archimboldo</p>	<p>Tudor self-portraits – sketching, observational drawing, proportion of face, water colour</p> <p>Pastel drawings of planets</p> <p>Turner – watercolour seascapes/landscapes</p> <p>Under the sea collage</p>	<p>Stages in Viking art, animal patterns. The influence of animals (clay dragon eyes), Celtic influences, Viking brooches.</p> <p>WW2 changes in art – Images of war (art telling a story) Look at different WW2 artists. Give chn variety. Use artists as inspiration.</p> <p>Mexico – paint canvases, focus on</p>

			Seasons: Giuseppe Arcimboldo – fruit collage Fruit sculpture Southwold’ by Stanley Spencer – water colour background and multimedia images to add onto the back					different media and colour
DT (EYFS – expressive arts and design)	Puppets – stick, pop up, hand, finger Wheels – things that go Making dens/homes	Joining materials Changing materials Junk modelling Loose parts Cooking & baking Preparing ingredients	Tasting and sorting fruit and veg, making fruit salad/kebabs – chopping, mixing, hygiene Design and make model car using lego/K-nex Papier mache pirate ship, pirate biscuits, ginger beer recipe, pirate bandanas Split pin season wheel, design and make a sun visor	Fire engine – explore, design, use ICT to create ideas, add notes, make, evaluate (include joining techniques, working wheels and chassis, stiffen some materials) Dino finger puppets Propose more than 1 idea, add notes to diagrams, using stitching, cutting round template, decorating Seaside eatwell plate to create picnic – use ICT to communicate ideas, know the eatwell plate, understand where food comes from, group food products, cut & chop	3D Stone Henge model – biscuits/lego/salt dough Stewed fruit slow cooker recipe – chop, hygiene Textile peacock bag with button fastening Slow cooker veg curry, chapattis, salad chutney.	Electric diorama – electrical circuit with working bulbs and motors, measuring and cutting dowel. Volcanoes – create prototype and models/ pop up information books (information texts) Batik tapestries – buttons, seams Healthy meal – seasonality, choice, ingredients, preparation techniques	Textiles – tudor purse – stitching, running, over stitch, exploring different textiles Tudor foods – honey cakes Space rockets and space buggies – design, make, evaluate Electronics – design, make model DSV or submarines.	War time games (E.g. Electrical systems – steady hand games) aimed at children at the time of the war - design, advertise, evaluate). Wartime recipes. Mexican food, create a Mexican inspired meal – healthy eating and varied diet.
Music (see Music curriculum section on website for skills progression overview)	Learning a bank of songs, nursery rhymes Rhythms and beats Naming and exploring instrument sounds	Singing songs Exploring sounds instruments make Naming instruments Sounds in the environment Clapping rhythms	Collins connect – ourselves, animals, number, our bodies, travel, story time, weather, seasons, water	September 1666 2-part singing, perform to school Call and response song, creating rhythm and changing tempo,	Collins Connect Singing in harmony Ostinato Hindustani music	Collins connect Music to express explosion of volcanoes-crescendo	Collins connect Also Tudor music and dance to perform Learning to play the Ukulele - working on	Viking chants WW2 music – history, investigate different examples. Create and compose music for

	Songs/music from different cultures/genres			<p>create and perform instrumental music - myths and legends, rhythmic percussion patterns</p> <p>Song with pitch line compositions, compose ostinato for percussion, spooky scene – vocal and percussion, rising and falling pitch in song, compose music o go with story, 3/4 beat patter in music, high and low, 4 repeating patterns to create music</p> <p>Recorders</p>			playing in unison, rhythm and beat using ukulele as a tool. To compose and perform a group music piece using ukulele.	Day of the Dead festival
Computing (EYFS – understanding the world)	<p>Patterns</p> <p>Paint programs – colour, pattern, form, tools</p> <p>Completing simple IWB programs</p> <p>Colour mixing</p> <p>Purple Mash</p>	<p>Purple Mash</p> <p>Mouse control</p> <p>Cursor symbols</p> <p>Logging on</p> <p>Type own name</p> <p>Using programs</p> <p>Type simple sentence</p> <p>Simple internet searches</p>	<p>Purple Mash:</p> <p>Online safety, Grouping & sorting, Pictograms, Lego builders, Maze explorers, Animated stories, Coding, Spreadsheets, Technology</p> <p>Additional: construction bots, Barefoot unplugged, 2Create a Story</p>	<p>Coding – create a story</p> <p>Online safety – digital footprint, emails, share work online</p> <p>Spreadsheets – add amounts, create graphs</p> <p>Questioning – databases</p> <p>Effective searching – teach others to use a search engine</p> <p>Creating pictures</p> <p>Making music</p> <p>Presenting ideas – make presentation</p>	<p>Purple Mash</p> <p>Also Beebots link to compass points</p> <p>Power point about India – insert pictures, use word art, slide effects</p>	<p>Purple mash – minotaur maze, design and write more complex algorithms, inputs and outputs, difference between www and internet, control motors and sensors with programs</p> <p>Search engines – volcanoes research</p> <p>Online safety</p> <p>Volcanoes power point</p> <p>Green screen volcanoes news report</p> <p>Spreadsheet shopping list</p>	<p>Purple Mash: Coding, using digital technology safely, databases, online safety, checking again to improve, spreadsheets.</p> <p>Autumn- PowerPoint using buttons and making quizzes. We worked on coding through purple mash.</p> <p>Spring/Summer- work with excel to create spreadsheets and learn the basics as well as internet safety and general use of computers throughout the year.</p>	<p>Internet safety</p> <p>Scratch replicate Viking invasion</p> <p>IMovie – making trailers for legend</p> <p>Research to ask and answer questions - Mexico</p>

							Famous Tudors power point, research, green screen alien news report, using email safely, understanding search engines.	
RE	<p><u>Key questions to explore across EYFS:</u></p> <p>What is important to me?</p> <p>Why do people do things differently? Why does my family/community celebrate events like this and your family/community celebrate events differently or not at all? Which is the 'right' way?</p> <p>What do I believe? Why do people have different opinions and views to me?</p> <p>What happens to people when they die?</p> <p>Where was I before I was born?</p> <p>What is right and what is wrong?</p> <p><u>Key focus in EYFS</u></p> <p>support children to develop emotionally, spiritually and morally</p> <p>support their developing thinking skills, both abstract and imaginative</p> <p>help them find out about themselves, their family and community</p> <p>help them to develop a sense of place in their family and community, in the world and in the universe</p>	<p>What do people say about God?</p> <p><u>Christianity- God</u> Why do Christians say that God is a 'Father'?</p> <p>Christianity - Jesus Why is Jesus special to Christians?</p> <p><u>Islam-How might beliefs about creation affect the way people treat the world?</u></p> <p><u>Judaism-Why might some people put their trust in God?</u></p> <p><u>Hindu Dharma-</u> What do Hindus believe about God?</p> <p><u>Christianity –</u> Church How might some people show that they 'belong' to God?</p>	<p>How do we respond to the things that really matter?</p> <p><u>Christianity –</u> Does how we treat the world matter? Genesis, God as creator, Harvest, environmental issues.</p> <p><u>Christianity –</u> Why do Christians say that Jesus is the 'Light of the World'? Birth of Jesus and importance of light.</p> <p><u>Hindu Dharma –</u> How might people express their devotion? Worship, devotion, rituals.</p> <p><u>Islam –</u> Why do Muslims believe it is important to obey God? Prayer, 5 Pillars of Islam, rituals.</p> <p><u>Christianity –</u> What unites the Christian community? Core beliefs and</p>	<p>Who should we follow?</p> <p><u>Christianity -How (and why) have some people served God?</u></p> <p><u>Islam</u> Why is the Prophet Muhammad (pbuh) an example for Muslims? The Prophet Muhammed (pbuh)</p> <p><u>Christianity (Jesus) -</u> What does it mean to be a disciple of Jesus?</p> <p><u>Christianity (Church)</u> What do Christians mean by the 'Holy Spirit'? The Holy Spirit' gifts of the spirit' Pentecost</p> <p><u>Sikhism</u> Why are the Gurus important to Sikhs? Guru Nanak' The 10 gurus, Baisakh</p> <p><u>Hindu dharma</u> Why is family an important part of</p>	<p>How Should we live our lives?</p> <p><u>Hindu dharma</u> What might a Hindu learn through celebrating Diwali? Vishnu' Rama and Sita' Diwali</p> <p><u>Christianity (God)</u> How and why might Christians use the Bible? The Bible, Christian life – guided by wisdom, teachings and authority</p> <p><u>Sikhism</u> How do Sikhs express their beliefs and values? the 5 Ks, Equality, the Gurdwara</p> <p><u>Christianity (Jesus)</u> Is sacrifice an important part of religious life? Jesus in the wilderness, Lent, Sacrifice Easter- important meals how the last supper and crucifixion impacts</p>	<p>Where can we find guidance about how to live our lives?</p> <p>Christianity in Tudor times, comparing Protestants and Catholics. Christianity- Christmas story, Easter story.</p> <p><u>Christianity (God)</u> Why is it sometimes difficult to do the right thing? Sin, Adam and Eve's disobedience, temptation and morality</p> <p><u>Islam</u> Why is the Qur'an so important to Muslims? The Qur'an, The Night of Power</p> <p><u>Hindu dharma</u> What might Hindus learn from stories about Krishna? Krishna, Holi</p> <p><u>Christianity (Jesus)</u> What do we mean by a miracle? miracles of Jesus, pilgrimage</p>	<p>Is life like a journey?</p> <p><u>Christianity (Church)</u> How do Christians mark the 'turning points' on the journey of life? Christian rites of passage, denominational differences</p> <p><u>Hindu dharma</u> Is there one journey or many? Reincarnation, Karma, the 4 ashramas</p> <p><u>Islam</u> What is Hajj and why is it important to Muslims? The Ummah, Hajj</p> <p><u>Christianity (Jesus)</u> Why do Christians believe Good Friday is 'good'? Holy Week, The Eucharist denominational differences</p> <p><u>Buddhism</u> What do we mean by a 'good</p>	

	<p>help them learn about similarities and differences between themselves and others, and among families, communities and traditions</p>		<p>symbols, church, bible.</p> <p><u>Judaism</u> – What aspects of life really matter? Sabbath, families unit and being thankful.</p>	<p>Hindu life? religious duty’ Hindu scriptures. (the Ramayana), Raksha Bandhan</p>	<p>how Christians live their lives</p> <p><u>Christianity</u>- Christmas, Christingle</p> <p><u>Islam</u> Why do Muslims fast during Ramadan? The Five Pillars of Islam, Ramadan</p> <p><u>Christianity</u> (Church) What does ‘love your neighbour’ really mean? Parables, love for all</p>	<p><u>Christianity</u> (Church) How do people decide what to believe? The Trinity, use of symbols and metaphors, The Worldwide Church</p> <p><u>Judaism</u> Do people need laws to guide them? The Torah, the synagogue</p>	<p>life’? The Buddha , The Four Noble Truths, The Eightfold path</p> <p><u>Christianity</u> (God) If life is like a journey, what’s the destination? Salvation, Forgiveness</p>	
<p>PSHE</p>			<p>Keeping and staying safe - Road safety, Think online Pedestrian training tying shoelaces</p> <p>Keeping and staying healthy washing hands</p> <p>Relationships Friendships games PANTS Different families LGBT posters</p> <p>Being responsible practice makes perfect</p> <p>Feelings and emotions Jealousy A box full of feelings</p> <p>Computer safety Online Bullying</p> <p>Money Matters</p> <p>Hazard watch Is it safe to play with?</p>	<p>Staying safe – Who keeps us safe? Road safety – Lancashire training Keeping healthy – healthy eating and brushing teeth. Relationships – bullying, body language, PANTS, NSPCC. Being responsible – water spillage, helping someone in need. Feelings and emotions – worry, jealousy, anger. Computer safety – image sharing, online bullying. Money matters – coins, saving. Hazard watch – is it safe to eat or drink? Fire safety – Petty arson, Hoax calling,</p>	<p>Keeping/Staying safe – leaning out of windows , railway safety.</p> <p>Keeping/Staying healthy – Medicine, First Aid (red cross)</p> <p>Relationships – Touch (PANTS rule)</p> <p>Being Responsible -Stealing , every action has a consequence</p> <p>Feelings and grief – Grief , worry ,feelings</p> <p>Computer Safety – Making friends online, sharing information</p>	<p>Keeping and Staying safe- Road safety/street safety</p> <p>Keeping/staying healthy- Healthy diets/ hygiene</p> <p>Relationships- Growing and changing, inappropriate touch</p> <p>Being responsible- Helping out at home/ chores</p> <p>Feelings and emotions- Jealousy/ lying and being honest</p> <p>Computer safety- Staying safe online</p>	<p>rules and laws and discussed our rules on society and why they are important.</p> <p>Internet safety and how to stay safe in the wider world.</p> <p>Healthy relationships discussions on how they look and how to have them.</p> <p>Health and hygiene including mental health and how to look after yourself.</p> <p>Puberty and growing up what this looks like and how to cope.</p> <p>Money matters and the role and importance of money and finances.</p>	<p>Money Matters</p> <p>Peer pressure Road safety - including personal safety Think online</p> <p>Alcohol Healthy heroes</p> <p>Drugs</p> <p>Appropriate touch Conception</p> <p>Looking out for others</p> <p>Anger</p> <p>Image sharing ThinkUKnow</p>

			Fire safety. Hoax calling	Enya and Deedee visit the fire station.	Hazard Watch - is it safe to eat or drink ? Fire Safety – Petty Arson , Texting while driving, in the home.			In-App purchases Enterprise Inclusion and Acceptance British values
RSE (also within PSHE above)			Friendships Pants - (body part names - keeping our private body parts safe) Different families Online bullying	Pants - (body part names - keeping our private body parts safe) Different families Image sharing Online bullying	Pants - (body part names - keeping our private body parts safe) Appropriate touch Making friends online Computer safety	Appropriate touch Online bullying Social media Breaking down barriers	Appropriate touch Image sharing Different families Inclusion and acceptance Breaking down barriers	Peer pressure Appropriate touch Looking out for others Image sharing Conception and birth
MFL	Provide pupils with opportunity to explore: <ul style="list-style-type: none"> - Cultures and customs from around the world (linked to either their class themes, class novels or cultures of children in class or school) - Modern foreign language vocabulary related to the above cultures (so children have experience of a variety of languages) - Sign language when communicating recognising that it is a modern foreign language - Begin to introduce some basic Spanish vocabulary / rhymes and listen to Spanish speakers to familiarise pupils with the sound of the language 				Spanish – Basic greetings, familiar spoken words, count to 10, days of the week, colours, words for family, classroom objects, food and drink Actions and rhymes, Identify question forms (recognise sound patterns)	Respond to personal questions, Follow instructions, recognise social conventions, Review all basic vocabulary (including sports) State preferences, Spanish culture and customs (of regions) Count to 31 Recognise familiar words in written form (recognise sound patterns and words)	Various greetings Respond to personal questions Follow instructions Revision of: numbers, colours, animals, clothes, seasons, months and related conversation Review patterns, sounds and phrases for communication Letters of the alphabet Spell simple words	Recognise male and female words Review vocabulary for family Recognise familiar words in written form Express likes and dislikes Spanish culture
P.E (EYFS moving and handling)	Yoga	Yoga Lancashire 5 fundamental skills at 5.	Baseline Assessment Gymnastics	Games(Fundamental skills) Gymnastics	Net/Wall Games - tennis Gymnastics	Invasion games – handball	Invasion games – football	Invasion games – football

<p>See whole school P.E curriculum map</p>	<p>Lancashire 5 Fundamental skills at 5.</p> <p>Fundamental movement skills such as: Travel on feet (run, skip, hop) Travel on hands and feet Static balance Balance on body parts and balance using equipment Vertical jump Underarm throw Overarm throw Underhand roll Side (egg) roll Rock and roll Pencil roll Climbing apparatus</p>	<p>Fundamental movement skills such as: Travel on feet (run, skip, hop) Travel on hands and feet Static balance Balance on body parts and balance using equipment Vertical jump Underarm throw Overarm throw Underhand roll Side (egg) roll Rock and roll Pencil roll Climbing apparatus</p>	<p>Fundamental skills - adapted to meet the needs of the children depending on their baseline assessment</p> <p>Dance</p> <p>Athletics</p>	<p>Dance</p> <p>Games – net and wall</p> <p>OAA</p> <p>Games – strike and field</p> <p>Athletics</p> <p>Baseline assessment</p>	<p>Dance – superheroes</p> <p>Invasion games – handball</p> <p>OAA</p> <p>Invasion games – tag rugby</p> <p>Strike and field – rounders and cricket</p> <p>Athletics</p>	<p>Dance – myths and legends</p> <p>Gymnastics</p> <p>Netwall – tennis</p> <p>OAA – problem solving</p> <p>Invasion games – tag rugby</p> <p>Target games – dodgeball</p> <p>Strike and field – cricket</p> <p>Athletics</p>	<p>Invasion games netball</p> <p>Swimming</p> <p>Gymnastics</p> <p>Dance – Tudors</p> <p>OAA</p> <p>Netwall – tennis</p> <p>Strike and fielding – cricket</p>	<p>Invasion games netball</p> <p>Gymnastics</p> <p>Dance</p> <p>Creative games – calling the shots</p> <p>OAA</p> <p>Health related fitness unit</p> <p>Athletics</p> <p>Striking and fielding – rounders</p>
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