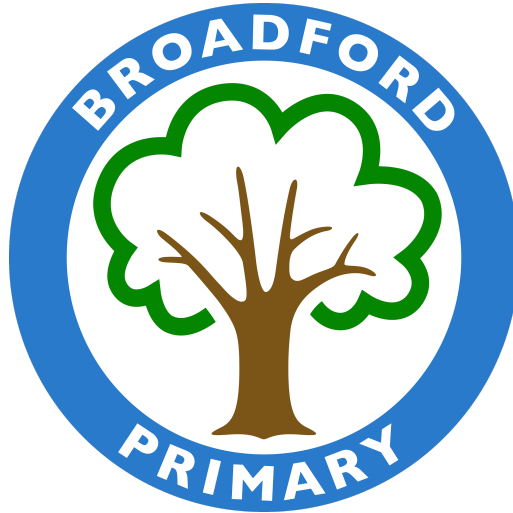


National Curriculum



An overview of the National Curriculum coverage at Broadford Primary School

If you are a parent or a member of the public and would like to find out more about the curriculum we are offering, please contact the school office via office@broadford.havering.sch.uk

This is a working document and as such is constantly being updated, changed and reviewed.

Vision

Our Learning Federation has clearly defined values for staff and pupils, around which our curriculum is designed. The Federation vision is to ensure that:

- no pupil's educational success should be limited by their socio-economic background;
- pupils should be reading confidently by 6 so that they can fully access a culturally rich and varied curriculum;
- we have a duty to work closely with our families and community to achieve high standards in all we do .

Curriculum Intent

At the Broadford Primary School we believe in:

One curriculum

- We believe that all pupils are entitled to a curriculum that covers key concepts and skills, ensuring all pupils are working towards the same objective, with depth being accessible to all.
- We believe, that ability is neither fixed or innate but can be developed through a **resilient** approach which refines and builds on previous understanding
- Our curriculum assists learning through the provision of concrete and pictorial aids alongside all abstract concepts for all pupils.

Success for all

- Our curriculum is relevant to all and we provide basic, advanced and deep learning opportunities.
- Engages all pupils by allowing them to take ownership and make decisions and choices.
- We believe in fostering communication and provide purposeful interactions with confident adults that encourages questioning.
- We strive for a feedback and reflection-rich curriculum which enables the pupils to think critically and **reflect** on their learning.

Skills based

- Demonstrates high expectations in the essential subjects and challenges pupils to excel in the key skills that underpin maths and literacy.
- Allocate time for strengthening understanding, and **resourceful** application, of the skills of a particular subject, not just learning more content.
- All curriculum experiences are a chance to progress and embed our four learning behaviours: reciprocity, resilience, reflectiveness and resourcefulness.

Social responsibility

- Allows our pupils to understand their rights and responsibilities within their school, local, national and global communities.
- Fosters **reciprocity** between pupils as they work collaboratively to achieve common goals.
- Strengthens their self-esteem as they take pride in their work, appearance and school.

Involves parents

- Helps to develop parents' understanding of the curriculum.
- Provides strategies for them to use at home.
- Fosters positive attitudes towards education.

Maths

	Autumn	Spring	Summer
EYFS	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p> <p>The revised framework clearly states that each area of learning and development must be implemented through planned, purposeful play and a mix of adult-led and child-initiated activity; the challenge is to provide a stimulating environment for our youngest children, which supports their continuing development as confident mathematicians.</p>		
N	Colours, matching and sorting Number 1 - 2 Subitising, Counting, Numeral Pattern AB, ABC	Numbers 1 - 6 - subitising, counting composition, consolidation Height & Length • Tall and short • Long and short • Tall/long and short Mass and Capacity	More than/fewer than One more One less Shape – 2D Revisit pattern from Autumn Shape – 3D Revisit pattern from Autumn Number composition 1 – 5 Revision Order events Language Positional
R	Getting to know you Just like me It's 1,2,3 Light and dark	Alive in 5 Growing 6, 7, 8 Building 9 and 10	To 20 and beyond First, then, now Find my pattern On the move
Y1	Place value (within 10) Addition and subtraction (within 10) Shape	Place value (within 20) Addition and subtraction (within 20) Place value (within 50) Length and height Weight and volume	Multiplication and division Fractions Position and direction Place value (within 100) Money Time
Y2	Place value Addition and subtraction Shape	Money Multiplication and division Length and height Mass, capacity and temperature	Fractions Time Statistics Position and direction
Y3	Place value Addition and subtraction Multiplication and division A	Multiplication and division B Length and perimeter Fractions A Mass and capacity	Fractions B Money Time Shape Statistics
Y4	Place value Addition and subtraction	Multiplication and division A Length and perimeter Area Fractions A Mass and Capacity	Decimals Fractions B Money Time Statistics Properties of shape Position and direction
Y5	Place value	Multiplication and division	Decimals

	Addition and subtraction Statistics Multiplication and division Perimeter and area	Fractions Decimals and percentages Mass and capacity	Properties of shape Position and direction Converting Units of measurements
Y6	Place value Addition, subtraction, multiplication and division Fractions Position and Direction	Decimals Percentages Algebra Converting units Perimeter, area and volume Ratio Statistics	Properties of shape Consolidation Investigations and KS3 transition unit

Literacy

We use RWI Phonics reading scheme in KS1.

	Autumn		Spring		Summer	
EYFS	<p>Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.</p> <p>Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>					
N	<p>All about me: Owl babies, bath time for little rabbit, Everything you need for a treehouse, Alan's big scary teeth</p> <p>Celebrations and colour: Brown Bear, Brown bear, Cat's colours, Colour me happy, Colour monster, Pete the cat saves christmas</p>		<p>Animals: The tiger who came to tea, The Three Little Pigs, Dear Zoo, Guess how much I love you, Fox's socks</p> <p>New life: Jack and the Beanstalk, Mr wolfs pancakes? The Very Hungry Caterpillar, Jasper's Beanstalk, The Enormous Turnip</p>		<p>People who help us/superheroes: All through the night, Dont throw that away (refuge collectors), Supertato, Eliot Midnight Hero</p> <p>Under the sea: Commotion in the Ocean, Somebody swallowed Stanley, - Hooray for fish, The rough tough girl pirates, The bright fish</p>	
R	<p>Marvellous Me: Rainbow Fish, Super Duper you, Elmer, Coconut comes to school, Giraffes can't dance</p> <p>Celebrations and festivals: Rama & Sita Remember Remember the fifth of November, Young, gifted and black, Stick Man</p>		<p>Once upon a time: The Three Billy Goats Gruff The Gingerbread Man, Goldilocks and the three bears</p> <p>Inventors: Izzy Gizmo, - The Crayon Man, The day the crayons quit, Alexander Graham Bell Answers the Call, Grace and Box, Don't throw that away, Whatever Next</p>		<p>Growing and Changing: Tadpole's Promise, Ten Seeds, Oliver's Vegetables, The Bug Collector, Life Cycle Books</p> <p>Journeys: Handa's Surprise, The Gruffalo, Lost & Found, We're Going On A Bear Hunt, Naughty Bus, The Way We Go To School</p>	
Y1	<p>Writing to entertain -description Writing to inform -diary entry</p>	<p>Writing to entertain -Narrative Writing to inform -diary entry</p>	<p>Writing to entertain -description Writing to inform -Letter Writing</p>	<p>Writing to entertain -Narrative Writing to inform -Report Writing</p>	<p>Writing to entertain -Poetry Writing to inform -Persuasive Writing</p>	<p>Writing to entertain -Narrative Writing to inform -Instructions</p>
Core text	Beegu	Patten's Pumpkin	Traction Man	The Snail and The Whale, Going on a Bear Hunt, The Queen's Handbag	10 Things I Can Do To Help My World.	The Tiny Baker
Y2	<p>Writing to entertain -character description Writing to inform -instruction texts</p>	<p>Writing to entertain -diary entry Writing to inform -information leaflet</p>	<p>Writing to inform -Recount stories Writing to entertain -alternative endings</p>	<p>Writing to inform -letters and postcards</p>	<p>Writing to entertain -alternative ending and short story</p>	<p>Writing to entertain -poetry Writing to inform -Letters -Instructions</p>
Core text	Egg Box Dragon	Vlad and the Great Fire of London	Lost and Found	Meerkat Mail	Jack and the Baked Beanstalk	Chocolate Planet
Y3	<p>Writing to entertain -episode Writing to inform -instruction texts</p>	<p>Writing to persuade -writing a speech Writing to inform -newspaper report</p>	<p>Writing to persuade -Balanced argument Writing to entertain -Descriptive writing</p>	<p>Writing to entertain -alternative ending Poetry Writing to persuade News article - filmed</p>	<p>Writing to entertain Story retell Non chron report</p>	<p>Writing to entertain -alternative ending Writing to inform -information leaflet -Poetry</p>
Core text	A Tale of Two Robots	The King Who Banned the Dark	How to live forever	Escape from Pompeii	Stone Age Boy	George's Marvellous Medicine
Y4	<p>Writing to entertain -descriptive writing -Narrative writing Writing to discuss -newspaper</p>	<p>Writing to inform and persuade -advertisement of the local area</p>	<p>Writing to entertain -descriptive writing -diary writing -narrative</p>	<p>Writing to inform -letter/email Writing to entertain -descriptive writing - continued episode</p>	<p>Writing to entertain -descriptive writing -playscript -monologue Writing to inform -non-chron' report</p>	<p>Writing to entertain: - Next episode - Diary entry - Message in a bottle - Letter writing</p>

		-Writing to entertain - Diary Entry - Diary Writing		Writing to persuade -letter	-review	
Core text	How to train your dragon	The Boggieman and the trolls	Varjak Paw	The Boy in the Girls' Bathroom	The Fly and the Foo	The Miraculous Journey of Edward Tulane
Y5	Writing to entertain -descriptive writing -diary writing Writing to discuss -newspaper -report	Writing to entertain -narrative Writing to inform - Biography	Writing to persuade: -Evacuation leaflet Writing to entertain: - Diary entry	Writing to inform: - Explanation text Writing to entertain: - Narrative	Writing to inform: - Balanced argument Writing to entertain: - Playscripts - Monologue	Writing to entertain: - Narrative Writing to inform/ persuade: - Formal letter
Core text	The Explorer	Street Child	Letters from the Lighthouse		The Highwayman	The Hacker
Y6	Writing to entertain -diary entry -narrative ending Writing to inform -letter -factfile	Writing to entertain -descriptive writing -perspective narrative Writing to inform -letter -report	Writing to entertain -diary entry -descriptive writing -narrative Writing to inform - Non-chronological report (Animal index)	Writing to entertain -Dream sequence/Narrative (the night he found Sophie) Writing to persuade -persuasive letter	Writing to entertain Writing to discuss -balanced argument	Writing to entertain -diary entry -narrative -poem Writing to inform -letter -information text
Core text	Holes	Robin Hood	Floodland	Rooftoppers		Can You See Me?

Science

EYFS - Communication and Language, PSED and Understanding the World

	Autumn	Spring	Summer
	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. Understanding of the World is taught from our thematic approach, through books, experiences and through the continuous provision.</p>		
N	All about Me Celebrations	Animals New life	People who help us/Superheroes Under the Sea
R	Marvellous me Celebrations and Festivals	Inventors	Growing and changing
Y1	Throughout the year: plants – observing and naming plants; animals including humans; seasonal change		
	Seasonal Changes - Autumn Everyday materials	Human body - Senses	Everyday materials Plants Seasonal Changes
		Everyday materials	Animals – Structure of Animals and what they eat

Y2	Throughout the year: living things and their habitats; plants – growing plants					
	Plants – planning for planting Living things and their habitats	Uses of everyday materials	Animals including humans – healthy eating	Uses of everyday materials – changing shapes of materials Animals including humans - offspring	Living things and their habitats – food chains	Living things and their habitats Animals including humans – harvesting & cooking
Y3	Throughout the year: plants – evidence of life cycles					
	Plants – life cycles	Light	Forces & magnets	Animals including humans – skeletons & muscles and nutrition	Rocks and soils	Plants – investigating growth
Y4	Throughout the year: living things and their habitats – classification					
	Animals including humans – digestive systems including teeth	Sound	Living things and their habitats	Electricity	States of matter	Living things and their habitats - revisit
Y5	Earth and Space	Forces	Properties of materials	Changes of materials	Living things and their habitats – life-cycles of animals Living things and their habitats – asexual reproduction (cuttings and bulbs)	Animals including humans (gestation periods). Animals including humans – human life-cycle & puberty – link to PSHE
Y6	Light	Electricity	Living things and their habitats - classification	Animals including Humans – circulatory system and life-style	Evolution and inheritance	Revision over topics

Art and Design

EYFS - Physical Development and Expressive Arts and Design

	Autumn		Spring		Summer	
	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>					
N	Understanding Identity and Exploring Relationships -Self Portrait Drawing with Mirrors	Exploring the Power of Creativity -Fireworks splatter painting	Exploring the Power of Creativity -Painting Tiger Stripes	Exploring the Natural World -Feely Drawings of Traditional Tale characters	Exploring the Natural World -Primal Painting	Exploring the Power of Creativity -Wax Resist Under the Water Scene
R	Understanding Identity and Exploring Relationships -Self Portrait Photo Collage	-Exploring the Natural World -Dressing up as a Fossil	Exploring the Natural World -Wildfire Meadows	Exploring the Power of Creativity -Marbling	Exploring the Power of Creativity - Minibeast Art Work	Exploring the Power of Creativity Drawing by torchlight
1	Playful Making Sculpture		Spiral Snails Spiral Drawings - Kandinsky		Printmaking	
2	Making Boats and Mini Beast Artwork		Cartoon Characters and Animal Masks		Houses around the World	
3	Sculptural Characters/ Making Drawings Move		Cheerful Orchestra/ 3D Visual Maps		Typography for Children/ Fruit Inspired Clay Tiles	
4	Storytelling through drawing		Drawing with Scissors		Exploring still life	
5	Supersized Jewellery		Illustrating the Jabberwocky/ Pocket Gallery		Inspired by Miro/ Flat Yet Sculptural	
6	Set Design and Shadow Puppets		Exploring Identity		Activism	

Design Technology

EYFS - Physical Development and Expressive Arts and Design

	Autumn		Spring		Summer	
	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>					
N	Structure Junk Modeling	Food (seasonality)	Structures (freestanding)	Textiles (Using fabrics)	Food (Healthy Eating)	Mechanisms (hammers and nails)

	homes		Home for Tiger who came to Tea	Creating streamers	Preparing tortilla	Tap Tap Board
R	Structure Lolly pop stick homes	Diva Lamps	Cooking	Making Story Puppets	Food (preparing fruit and vegetables) Fruit Pizzas	Structures (frame structure): Boat design/making
1	Mechanisms (sliders and levers) Moving storyboard		Textiles (templates and joining techniques) Hand Puppet		Food (preparing fruit and vegetables) Healthy snack	
2	Mechanisms (wheels and axles) create a wheeled vehicle		Structures (freestanding) Chair for big bear		Food (healthy and varied diets) Caribbean fruit salad	
3	Textiles (2D shape to 3D products) Purse		Mechanical systems (levers and linkages) Greeting cards		Food (healthy & varied diet) Sandwich making	
4	Structures (shell) - No more broken biscuits!		Mechanical systems (Pneumatics) Moving toys		Electrical systems (simple programming and control) Night lights	
5	Textiles (combining different fabric cases) Designer bags		Structures (frame structures) Anderson Shelter		Mechanical systems (cams) Moving toys	
6	Food (seasonality and celebrating culture) - Fairtrade cookies		Mechanical systems (pulleys /gears) fairground ride		Electrical systems (complex switches)Burglar alarm	

Computing

EYFS - PSED, Physical Development, Understanding the World, Expressive Art and Design

	Autumn	Spring	Summer
N	Cause and effect - Dino Cars	Using objects for the correct purpose (appliances in the home corner)	Bebots
R	Internet Safety/ Safe usage of ipads	Everyday Technology	Basic Coding
Y1	Computer Programming 1 Math Software	Handling Data Technology in our Lives	Computer Programming 2 Handling Data 2
Y2	E-safety Programming	Handling Data Programming 2	Handling Data 2 Technology in our lives
Y3	E-safety Programming 1	Handling data Digital citizenship	Technology in our lives Programming 2
Y4	Digital Citizenship	Google Drive	Coding
Y5	Cryptography	Digital Literacy	Algorithms
Y6	Digital Citizenship	Coding	App building

Geography and History

History: EYFS - Understanding the World

Geography: EYFS - Understanding the World, Maths

	Autumn	Spring	Summer
	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. Understanding of the World is taught from our thematic approach, through books, experiences and through the continuous provision.</p>		
N	All about me/Celebrations	Animals/ New life	Peopple who help us/Under the Sea
R	Marvellous me	Once upon a time	Growing and Changing
	Celebrations and festivals	Inventors	Journeys
1	Explorers Neil Armstrong	Nurturing Nurses Mary Seacole	Homes
	Our School - local study	Our Country, England/UK	Weather
2	The Great Fire of London	Activists - Rosa Parks, Malala Yousafzai	Travel and Transport
	Local Landmarks	Mapping	Our Wonderful World

3	Stone Age to Iron Age	Early Civilisations - Ancient Egypt	Ancient Greece
	The UK - land use	Europe	Natural Disasters
4	Romans and Anglo Saxons settling in Britain	Vikings Struggle for Kingdom of England	Tudors
	Settlements - local area	Our World	Map Reading
5	Victorian Era - Society and Change	World War Two - Invasion	A local study - Romford
	America - rivers Using maps- features of a map	Ocean Currents	Using maps- Four grid reference North America
6	Crime and Punishment	Power of Monarchs	Human Rights
	Using maps- Four grid reference	Biomes and Climate Zones	South America

Languages

EYFS - Physical Development and Expressive Arts and Design

	Autumn	Spring	Summer
Y3	Getting to Know you - Greetings, numbers. All about me - Colours, clothes and the body.	Food . Family and Friends - family, pets, alphabet and home.	Our School - classroom, subjects, what do you like ? Time - months of the year, days of week and birthdays.
Y4	Town -Where do you live, my address, town,, On the move - transport, how you get about , directions and counting to 100.	Shopping - food, clothes and money. Where in the world .	Time - o clock , half past, quarter to and past, A school day. Holidays and Hobbies - weather, seasons, holidays, sports and hobbies.
Y5	Getting to know you - what I can do, when I grow up, how are you feeling ? All about ourselves - The body , what do I look like, how are you feeling and fashion.	That's Tasty - breakfast , sandwiches, pizza, what do you like to eat ? Family and Friends - meet the family, on the farm, do you like animals ?, my house.	School life - classroom, objects, and school subjects. Time traveling - numbers up to 1000. French history and when and where were you born.
Y6	Let's Visit a French Town - who lives where ?, My Home, Numbers e.g. first, last, 2nd 3 rd etc - linked to months of year, days of week and months of the year. Shopping - At the shops, clothes, and money.	This is France - Distances, Neighbors, Directions, Paris, Nationalities and famous French people. Any revision or catch up that is needed.	All in a day - Oclock, half past, quarter to and past, am and pm, 24 hour time, 5 minute intervals and the school week. Any revision or catch up that is needed.

Music

EYFS - Communication and Language, Physical Development and Expressive Arts and Design

	Autumn	Spring	Summer
N	Nursery Rhymes, Music for Enjoyment and Expression, Pitch		
R	Aut 1: Me! Aut 2: My Stories! Learn to sing nursery rhymes and action songs:	Spr 1: Everyone! Spr 2: Our World! Learn to sing nursery rhymes and action songs:	Sum 1: Big Bear Funk Sum 2: Reflect, Rewind and Replay

Y1	<p>Aut 1: Hey You! (old school hip hop)</p> <p>Aut 2: Rhythm In The Way We Walk and Banana Rap (Reggae, Hip Hop)</p>	<p>Spr 1: In The Groove (Blues, Latin, Folk, Funk, Baroque, Bhangra)</p> <p>Spr 2: Round And Round (Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion)</p>	<p>Sum 1: Your Imagination (Pop)</p> <p>Sum 2: Reflect, Rewind and Replay (Western Classical Music and your choice from Year 1)</p>
Y2	<p>Aut 1: Hands, Feet, Heart (South African styles)</p> <p>Aut 2: Ho Ho Ho (Christmas, Big Band, Motown, Elvis, Freedom Songs)</p>	<p>Spr 1: I Wanna Play In A Band (Rock)</p> <p>Spr 2: Zootime (Reggae)</p>	<p>Sum 1: Friendship Song ()</p> <p>Sum 2: Reflect, Rewind and Replay (Western Classical Music and your choice from Year 2)</p>
Y3	<p>Aut 1: Let Your Spirit Fly (R&B, Western Classical, Musicals, Motown, Soul)</p> <p>Aut 2: Glockenspiel Stage 1 - Learning basic instrumental skills by playing tunes in varying styles</p>	<p>Spr 1: Three Little Birds (Reggae)</p> <p>Spr 2: The Dragon Song A little bit funky and music from around the world.</p>	<p>Sum 1: Bringing Us Together (Disco)</p> <p>Sum 2: Reflect, Rewind and Replay (Western Classical Music and your choice from Year 3)</p>
Y4	<p>Aut 1: Mamma Mia (ABBA)</p> <p>Aut 2: Glockenspiel Stage 2 - Learning basic instrumental skills by playing tunes in varying styles</p>	<p>Spr 1: Stop! (Grime, Classical, Bhangra, Tango, Latin Fusion)</p> <p>Spr 2: Lean On Me (Gospel)</p>	<p>Sum 1: Blackbird ()</p> <p>Sum 2: Reflect, Rewind and Replay (Western Classical Music and your choice from Year 4)</p>
Y5	<p>Aut 1: Livin' On A Prayer (Rock)</p> <p>Aut 2: Classroom Jazz 1 (Jazz)</p>	<p>Spr 1: Make You Feel My Love (Pop Ballads)</p> <p>Spr 2: Fresh Prince Of Bel-Air (Hip Hop)</p>	<p>Sum 1: Dancing In The Street (Motown)</p> <p>Sum 2: Reflect, Rewind and Replay (Western Classical Music and your choice from Year 5)</p>
Y6	<p>Aut 1: Happy (Pop/Motown)</p> <p>Aut 2: Classroom Jazz 2 (Jazz, Latin, Blues)</p>	<p>Spr 1: Benjamin Britten - A New Year Carol (Benjamin Britten (Western Classical Music), Gospel, Bhangra.)</p> <p>Spr 2: You've Got A Friend (The Music of Carole King)</p>	<p>Sum 1: Music and Me (Contemporary, music and identity)</p> <p>Sum 2: Reflect, Rewind and Replay (Western Classical Music and your choice from Year 6)</p>

RE

EYFS - PSED and Understanding the World

	Autumn		Spring		Summer
N	Myself, People who help us	My Life, Friendship, Our Community	My Senses, Welcome, Special Books	My Special Things, Belonging, Stories	People Special to Me, Special Places,
R	Discovering the world: Which people are special and why?	Discovering the world: What stories are special and why?	Discovering the world: What times are special and why?	Discovering the world: Where do we belong?	Discovering the world: What is special about our world and why?
Y1	What can we learn from creation stories?	How do stories of Jesus inspire Christians today? What festivals do different religions celebrate?	Who are Christians and what do they believe?	What do Christians do at Easter and why is it important?	In what ways is a church important to believers? Who is Muslim and what do they believe?
Y2	In what ways are a church and mosque important to believers?	What festivals do different religions celebrate?	Who is Christian and what do they believe?	Who is a Muslim and what do they believe?	How do religions celebrate the birth of a baby?
Y3	Why is Jesus important to Christians?	Who should inspire us?	Expression through the arts	Where, how and why do people worship?	Why do religious people celebrate?
Y4	How & why do believers show their commitments during life?	What matters most to Humanists and Christians?	What do religions teach about the natural world & why should we care?	What does it mean to be Jewish?	What does it mean to be a Hindu?
Y5	What do different people believe about God?	Why are sources of wisdom important to religious people?	Why is prayer important for religious believers?	What do religions say to us when life gets hard?	Why do people make vows and commitments to one another?
Y6	What will make our city/town a more respectful place?	What does it mean to be a Christian?	Justice and poverty: Can religions help to build a fair world	What does it mean to be a Muslim?	What does it mean to be a Sikh?

	Autumn		Spring		Summer	
	Me and my relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
N	Me and self register	Differences	Identifying emotions (zones)	Identifying emotions of others	Taking turns	Restorative approach
R	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Life Cycle Stages
1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch - Cycle BNSPCC's Talking Pants Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

EYFS - PSED, Physical Development and Expressive Arts and Design

	Autumn	Spring	Summer
N	Hand-eye coordination	Balance	Working partners and groups
R	Balance and coordination	Team based games, using equipment and developing agility and coordination.	Athletics, track and field, strike and field games and inter house competitions
Y1	Team building games, simple tactics, defending and attacking	Invasion games, developing balance and agility	Athletics, track and field, strike and field games and inter house competitions
Y2	Invasion games (bench ball), tactics	Team building, attacking and defending skills	Athletics, track and field, strike and field games and inter house competitions
KS2	Personal fitness, team building, yoga and invasion games	Swimming - Y5 Strike and field games	Athletics, track and field, strike and field games and inter house competitions