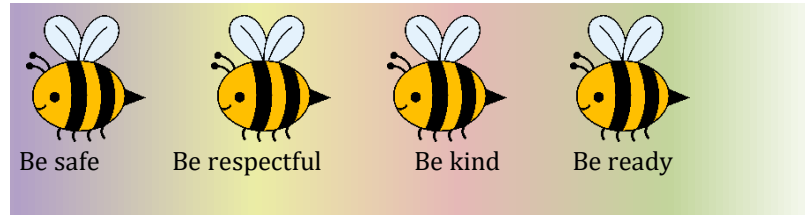
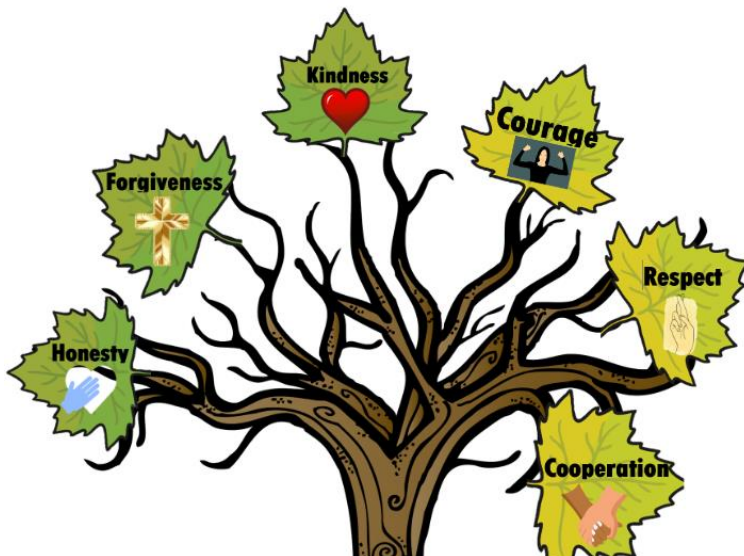


| Key for links across curriculums | |
|----------------------------------|-----------------------|
| Highlighted yellow | From NC |
| Highlight pink | From PSHE association |
| Red writing | Science curriculum |
| Purple writing | Geography curriculum |
| Orange writing | DT Curriculum |
| Brown writing | Computing curriculum |



Butleigh Complete KS1 Curriculum

March 2023



Aspire to be your best self by **living, learning and growing together** in God's love

K1 Coverage Overview

| KS1 Coverage grid | | Year A | Year B | Year C | Year D |
|-------------------|---|--------|--------|--------|--------|
| Science | Practical Science | | | | |
| | Living things and their habitats | | | | |
| | Animals including humans | | | | |
| | Plants | | | | |
| | Everyday materials | | | | |
| | Seasonal changes | | | | |
| Geography | My immediate area | | | | |
| | The UK | | | | |
| | A contrasting locality | | | | |
| | Skills and fieldwork | | | | |
| | Alternate location knowledge | | | | |
| | UK Locational knowledge | | | | |
| History | Global events beyond living memory | | | | |
| | Changes within living memory | | | | |
| | Significant individuals | | | | |
| | Significant in my locality | | | | |
| | Historical skills | | | | |
| | Chronology | | | | |
| | Historical themes | | | | |
| Art | Drawing | | | | |
| | Painting | | | | |
| | Sculpture | | | | |
| | Craft and design | | | | |
| | Experiment and create | | | | |
| | The legacy of art and artists | | | | |
| Music | Music from historical periods | | | | |
| | Different genres and styles | | | | |
| | Different cultures and traditions | | | | |
| | Work of composers and musicians | | | | |
| | Study | | | | |
| | Composing | | | | |
| | Performing | | | | |
| DT | Construction | | | | |
| | Mechanisms | | | | |
| | Food | | | | |
| | Design | | | | |
| | Make | | | | |
| | Evaluate | | | | |
| | Cooking and nutrition | | | | |
| PE | Skills: running jumping throwing catching | | | | |
| | Dance | | | | |
| | Competitive games | | | | |
| | Gymnastics | | | | |
| | OAA | | | | |
| | Swimming | | | | |
| Comput | Using a Computer | | | | |
| | Programming | | | | |
| | Digital Literacy | | | | |

| | | | | | |
|--------|-------------------|--|--|--|--|
| n g | E-Safety: Content | | | | |
| | E-Safety: Conduct | | | | |
| | E-Safety: Contact | | | | |

| KS1 Year A | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|---|--|---|--|---|---|
| | Beautiful Butleigh | Frozen Planet | How does your Garden Grow? | Lost in the wood | Are we there yet? | The Olympics |
| Science | Seasonal changes-Weather art | Every day materials-Brilliant Builders 2 | Plants Art and Nature | Living things and their habitats- Habitats and home | Practical Science-Exploring changes | Animals including humans-People and their pets |
| History | Significant in my locality Chronology | Significant individuals – arctic explorers Historical skills | Changes within living memory: Farming | | | Global events beyond living memory Historical Themes |
| Geography | My immediate area Skills and fieldwork | A contrasting locality Alternate location knowledge | The UK UK Locational knowledge | Skills and fieldwork | The UK UK Locational knowledge | A contrasting locality Alternate location knowledge |
| DT | | Construction Design, Make, Evaluate | Food Cooking and nutrition | | | Mechanisms Design, Make, Evaluate |
| Art | Drawing The legacy of art and artists | | | Painting Experiment and create | Craft and design Experiment and create | Sculpture The legacy of art and artists |
| RE | | | | | | |
| Music | | To study music from a range of genres and styles Performing music | | To study music from a range of historical periods To study the work of great composers and musicians Composing music | | To study music from a range of cultures and traditions Study of music |
| PE | To master basic movements including running, jumping, throwing and catching | To perform dances using a range of movement patterns | To play competitive games and apply basic principles suitable for attacking and defending | To participate in activities to develop flexibility, agility, strength, control and balance | To take part in outdoor and adventurous activity challenges both individually and within a team | To master basic movements including running, jumping, throwing and catching |
| Computing | Computer systems and networks: technology around us E-Safety; Conduct | | Programming E-safety; Content | | Digital literacy E-Safety; Contact | |

| KS1 Year B | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|---|---|---|---|---|---|
| | Out of this World | Vikings! | Green Energy | Kenya | Fossil Hunting | The world on a plate |
| Science | Everyday materials- Brilliant builders | Seasonal changes-Wild weather | Plants-Growing things | Living things and their habitats-Food chains | Practical Science-Wild and wonderful creatures | Animals including humans Amazing me! |
| History | Changes within living memory: The moon landings Historical skills | Events beyond living memory Chronology | Significant in my locality | | Significant people: Mary Anning Historical themes | |
| Geography | Skills and fieldwork | The UK UK Locational knowledge | My immediate area Skills and fieldwork | A contrasting locality Alternate location knowledge | The UK UK Locational knowledge | A contrasting locality Alternate location knowledge |
| DT | | Construction Design, Make, Evaluate | | | Mechanisms Design, Make, Evaluate | Food Cooking and nutrition |
| Art | Sculpture Experiment and create | | Drawing Experiments and create | Craft and design The legacy of art and artists | Painting The legacy of art and artists | |
| RE | | | | | | |
| Music | | To study music from a range of historical periods Study of music | | To study music from a range of cultures and traditions Performing music | | To study music from a range of genres and styles To study the work of great composers and musicians Composing music |
| PE | To master basic movements including running, jumping, throwing and catching | To perform dances using a range of movement patterns | To play competitive games and apply basic principles suitable for attacking and defending | To participate in activities to develop flexibility, agility, strength, control and balance | To take part in outdoor and adventurous activity challenges both individually and within a team | To master basic movements including running, jumping, throwing and catching |
| Computing | Using a computer E-Safety; Conduct | | Programming E-safety; Content | | Digital literacy E-Safety; Contact | |

| KS1 Year C | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|---|--|---|---|---|---|
| | Egyptians | Chocolate | Creepy Crawlies | Jungle | Dens and Shelters | The World Cup |
| Science | Seasonal changes-Weather art | Every day materials-Brilliant Builders 2 | Practical Science-Exploring changes | Living things and their habitats- Habitats and home | Plants Art and Nature | Animals including humans-People and their pets |
| History | Significant individuals: Harold Carter Chronology | | Global events beyond: The Black Death Historical Themes | Changes within living: Deforestation | Significant in my locality: Historic Houses Historic skills | |
| Geography | A contrasting locality Alternate location knowledge | My immediate area Skills and fieldwork | The UK UK Locational knowledge | A contrasting locality Alternate location knowledge | The UK UK Locational knowledge | Skills and fieldwork |
| DT | Mechanisms Design, Make, Evaluate | | Changes within living memory | | Construction Design, Make, Evaluate | Food Cooking and nutrition |
| Art | Painting The legacy of art and artists | Sculpture Experiment and create | | Craft and design The legacy of art and artists | Drawing Experiment and create | |
| RE | | | | | | |
| Music | | To study music from a range of historical periods To study the work of great composers and musicians Composing music | | To study music from a range of genres and styles Performing music | | To study music from a range of cultures and traditions Study of music |
| PE | To master basic movements including running, jumping, throwing and catching | To perform dances using a range of movement patterns | To play competitive games and apply basic principles suitable for attacking and defending | To participate in activities to develop flexibility, agility, strength, control and balance | To take part in outdoor and adventurous activity challenges both individually and within a team | To master basic movements including running, jumping, throwing and catching |
| Computing | Using a computer E-Safety: Conduct | | Programming E-safety: Content | | Digital literacy E-Safety: Contact | |

| KS1 Year D | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|---|--|---|---|---|--|
| | Climate Change | Transport | All at Sea | Native Americans | Romans | Festivals |
| Science | Seasonal changes-Wild weather | Everyday materials-Brilliant builder | Living things and their habitats-Food chains | Plants Growing things | Practical Science-Wild and wonderful creatures | Animals including humans Amazing me! |
| History | | Changes within living memory: Transport Historical themes | | Significant people Historical skills | Global events Chronology | Significant in my locality |
| Geography | A contrasting locality Alternate location knowledge | The UK UK Locational knowledge | Skills and fieldwork | A contrasting locality Alternate location knowledge | My immediate area Skills and fieldwork | The UK UK Locational knowledge |
| DT | | Mechanisms Design, Make, Evaluate | | Construction Design, Make, Evaluate | | Food Cooking and nutrition |
| Art | Experiment and create Sculpture | | The legacy of art and artists Painting | | The legacy of art and artists Craft and Design | Experiment and create Drawing |
| RE | | | | | | |
| Music | | To study music from a range of genres and styles Performing music | | To study music from a range of historical periods Composing music | | To study music from a range of cultures and traditions To study the work of great composers and musicians Study of music |
| PE | To master basic movements including running, jumping, throwing and catching | To perform dances using a range of movement patterns | To play competitive games and apply basic principles suitable for attacking and defending | To participate in activities to develop flexibility, agility, strength, control and balance | To take part in outdoor and adventurous activity challenges both individually and within a team | To master basic movements including running, jumping, throwing and catching |
| Computing | Using a computer E-Safety: Conduct | | Programming E-safety: Content | | Digital literacy E-Safety: Contact | |

RE – AMV Baths and Wells for non-Christian topics and Understanding Christianity

| A+ C | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---------------|-------------|-----------|-----------|------------------------|----------|
| FS/1/2 | Incarnation | | Salvation | | Gospel / Bible stories | |
| Y2/3/4 | People of God | Incarnation | Islam | Salvation | Gospel / Bible stories | Hinduism |
| Y5/6 | People of God | Incarnation | Islam | Salvation | Gospel / Bible stories | Hinduism |

| B+ D | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---------------|-------------|----------|----------------|----------|----------|
| FS/1/2 | Creation | | God | | Judaism | |
| Y2/3/4 | Creation | Incarnation | God | Kingdom of God | Judaism | |
| Y5/6 | Creation/Fall | Incarnation | God | Kingdom of God | Judaism | |

Music

| | | | | |
|---------------------------|---|--|--|--|
| Musical contexts | To study music from a range of historical periods | To study music from a range of genres and styles | To study music from a range of cultures and traditions | To study the work of great composers and musicians |
| Musical experience | To have the opportunity to learn a musical instrument | | To use technology appropriately to compose and refine musical pieces | To learn to sing |

| S t u d y o f m u s i c | Year 1 | Year 2 | Lower KS2 | Upper KS2 |
|--|---|---|--|--|
| | To listen with concentration and understanding to a range of high-quality live and recorded music | | To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | |
| | | To listen with attention to detail | | |
| To know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing | | To experiment with, create, select and combine sounds using the inter-related dimensions of music | | To improvise and compose music for a range of purposes using the inter-related dimensions of music |
| | | To understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations | | |

| C o m p o s i n g m u s i c | Year 1 | Year 2 | Lower KS2 | Upper KS2 |
|--|---|--|---|--|
| | To combine sounds to make a story, choosing and playing instruments or sound-makers | To create music in response to a non-musical stimulus | To explore knowledge of musical components by composing music to create a specific mood | To create musical pieces that contain at least two parts and fulfils a given brief |
| | To improvise simple vocal chants, using question and answer phrases | To work with a partner to improvise simple question and answer phrases, to be sung creating a musical conversation | To use their voice to improvise on a familiar song or melody | To use their voice to create and compose music on their own and with others |
| | To invent rhythm and pitch patterns and perform these for others, taking turns | To work with a partner to improvise simple question and answer phrases, to be played on untuned percussion, creating a musical conversation. | To develop an understanding of musical composition | To organise and manipulate ideas within musical structures |
| | To follow pictures and symbols to guide singing and playing | To use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. | To capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology | To use and understand staff and other musical notations |

| P e r f | Year 1 | Year 2 | Lower KS2 | Upper KS2 |
|------------------|--|---|--|---|
| | To sing collectively and at the same pitch, responding to simple visual directions | To use their voices expressively and creatively by singing songs and speaking chants and rhymes | To sing musically with increasing confidence and control | To play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression |

| | | | | |
|---|---|---|--|--|
| O r m i n g m u s i c | To use body percussion and classroom percussion playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat | To play tuned and untuned instruments musically | To play instruments musically with increasing confidence and control | To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression |
| | To sing simple songs, chants and rhymes from memory | | To recall sounds with increasing aural memory | To reproduce sounds from aural memory |

The inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Science

| W o r k i n g S c i e n t i f i c a l l y | Year 1 | Year 2 | Year 3 |
|---|--|---|--|
| | To ask questions about the world around me | To ask simple questions and recognise that they can be answered in different ways | To ask relevant questions and suggest a test that could answer them |
| | To explore the world around me | To perform simple tests | To set up simple practical enquiries |
| | To use simple measuring equipment | To observe closely using simple equipment | To make careful observations, taking accurate measurements |
| | To record simple data | To gather and record data to help in answering questions | To gather data in a systematic and useful way |
| | To compare objects and materials and sort and group them | To use the skills of identifying and classifying | To record and present data in a variety of ways to help in answering questions |
| | To talk about what I have found out | | To produce written, oral or presentations of findings |
| | To begin noticing patterns and relationships with help | To use their observations and ideas to suggest answers to questions | To use results to draw simple conclusions |
| | To access secondary sources with help | To use secondary sources to find answers | To use straightforward scientific evidence to answer questions or support findings |

| B i o l o g y - A n i m a l s | Year 1 | Year 2 | Year 3 |
|---|--|---|--|
| | To understand how to take care of familiar animals, including those from their local environment | To investigate and describe the basic needs of animals, including humans, for survival (food, water, air) | To know that animals, including humans, need the right types and amount of nutrition |
| | To be aware of why exercise is important for good health | To describe the importance for humans of exercise and eating the right amounts of different food | To know that animals, including humans, cannot make their own food; they get nutrition from what they eat |
| | To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals) | To know the names of some of the major bones in humans | To identify that humans, and some other animals, have skeletons for support and protection To identify that humans, and some other animals, have muscles for support and movement |
| | To identify, name, draw and label the basic parts of the human body | To know that humans and other animals have muscles | To know the main body parts associated with the skeleton and muscles To know that different parts of the body have special functions |
| | To say which part of the body is associated with each sense | | To know some of the organs involved in the digestive system |

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|---|---|---|---|
| i n c l u d i n g h u m a n s | To know how and why to brush my teeth | To know the importance of visiting the dentist; how to brush teeth correctly; food and drink that support dental health | To know the importance of visiting the dentist; how to brush teeth correctly; food and drink that support dental health |
| | To know how and why to keep myself clean | To know and practice simple hygiene routines that can stop germs from spreading | To identify the different types of teeth in humans and their simple functions |
| | To say how they are similar and different to their friends | To recognise the ways in which we are all unique | To recognise their individuality and personal qualities |
| | To name the main parts of the body including external genitalia (vagina, penis, testicles, nipples, anus) | To name the main parts of the body including external genitalia (vagina, penis, testicles, nipples, anus) | To name the main parts of the body including external genitalia (vagina, penis, testicles, nipples, anus) |
| | To understand growing and changing from young to old | To understand growing and changing from young to old and how people's needs change | To draw timelines to indicate stages of growth and developments of humans |

| B i o l o g y - P l a n t s | Year 1 | Year 2 | Year 3 |
|--|--|--|---|
| | To identify and describe the basic structure of a variety of common plants and trees (leaves, flower, stem etc.) | | To identify and describe the functions of different parts of flowering plants (flowers, leaf, stem, root) |
| | To identify and name a variety of common wild and garden plants including deciduous and evergreen trees | | |
| | To observe the growth of flowers and vegetables I have planted | To observe and describe how seeds and bulbs grow into mature plants. | To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal |
| | | To describe how plants need water, light and a suitable temperature to grow and stay healthy | To explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room) |
| | To explore and study plants growing in our environment throughout the year | | To know how the requirements of plants to live and grow vary from plant to plant |
| | To carefully observe and group plants | To compare, contrast and sort plants based on observations | To group plants into categories based upon characteristics |
| | | | To investigate the way in which water is transported within plants |

Science

| B i o l o g y - L i v i n g t h i n g s | Year 1 | Year 2 | Year 3 |
|--|---|--|---|
| | To have explored some local habitats and looked at the living creatures found there | To identify and name a variety of plants and animals in their habitats including micro-habitats | To recognise that living things can be grouped in a variety of ways |
| | To identify and name a variety of common animals including fish, amphibians, reptiles birds and mammals | | To use classification keys to assign living things to groups |
| | To sort things in to living or not living | To explore and compare the differences between things that are living, dead and things that have never been alive | To understand that plants and animals are alive and that they feed, grow and reproduce |
| | To know some animals that can be found in familiar habitats | To know how different animals and plants depend on each other | To recognise how animals in an environment can be hurt by damage to that environment |
| | To know that a habitat is a home for a variety of plants and animals | To identify that most living things live in habitats to which they are suited | To recognise how animals and plants are adapted to the environments in which they live and how they depend upon one another |
| | To know that some animals eat plants and some animals eat other animals | To describe how different habitats provide for the basic needs of different kinds of animals and plants | To explore how local habitats can change throughout the year. |
| | To identify and name a variety of common animals that are carnivores, herbivores and omnivores | To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify different sources of food | To construct simple food chains for familiar habitats |
| | To know that some familiar animals change throughout their lives | To notice that animals, including humans have offspring which grow into adults | To describe reproduction in some animals |
| | | To investigate the life cycles of a variety of familiar animals and insects | |

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| i r h a b i t a t s | | | |
|--|--|--|--|

| Year 1 | Year 2 | Year 3 |
|--|--|--|
| To distinguish between an object and the material from which it is made | To identify and compare the suitability of a variety of different everyday materials for particular uses | To understand that everyday objects can be made by combining the properties of different materials (e.g. spoon with a metal head and plastic handle) |
| To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock | | |
| To describe the simple physical properties of a variety of everyday materials (hard, stretchy, shiny, rough, bendy, waterproof, absorbent, opaque) | To know that the same material can have many different uses based upon its properties | To carry out tests and explore differences between materials |
| To compare and group together a variety of everyday materials on the basis of their simple physical properties | | |
| To solve problems using a knowledge of the properties of different materials | | To explore how some materials change when they are heated or cooled |
| I know that the shape of objects can be changed by squashing, bending, twisting and stretching | To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching | To be able group solids, liquids and gases |

Not KS1 curriculum

| | Year 2 | Year 3 |
|---|--|--|
| P h y s i c s - L i g h t | To compare sources of light (dark, dull, bright, darkest, brighter etc.) | To know that we need light to see things and that darkness is the absence of light |
| | To explore transparent, translucent and reflective objects | To notice that light is reflected from surfaces |
| | | To know that light travels in straight lines |
| | To recognise that light from the sun can be dangerous and there are ways to protect the eyes | |
| | To explore making shadows | To recognise that shadows are formed when the light from a light source is blocked by an opaque object |
| To find patterns in the way that the size of shadows change | | |

| | Year 2 | Year 3 |
|------------------|--|--|
| R o c k | To closely observe rocks for grains, crystals and fossils with a hand lens | To compare and group together different kinds of rock based on their appearance and simple physical properties |
| | To closely observe and make accurate sketches of soil make up | To recognise that soils are made from rocks and organic matter |

| | | |
|---|----------------------------|--|
| S - f o s s i l s | To closely observe fossils | To describe in simple terms how fossils are formed when things that have lived are trapped in rock |
|---|----------------------------|--|

Science

| P h y s i c s - F o r c e s a n d m a g n e t s | Year 2 | Year 3 |
|--|--|--|
| | To describe how things move on a surface using simple language (fast, slow, very fast, very slow) | To compare how things move on different surfaces |
| | To talk about forces in terms of pushes and pulls | To notice that some forces need contact between two objects, but magnetic forces can act at a distance |
| | To investigate how magnets act against different materials and other magnets | To observe how magnets attract and repel each other |
| | | To observe that magnets attract some materials and not others |
| | | To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet |
| | | To be able to identify some magnetic materials |
| To identify magnets as having two poles | | |
| | To predict whether two magnets will attract or repel each other, depending on which poles are facing | |

| Se as o n a l c h a n g e s | Year 1 | Year 2 |
|---|---|---|
| | To observe changes across the four seasons | To know how the four seasons affect the behaviour of plants and animals |
| | To observe and describe whether associated with the seasons and how day length varies | To identify seasonal and daily weather patterns in the United Kingdom |
| | To talk about how the weather conditions in a place are similar or different | To know that seasons might be different in different countries |
| | | To compare weather in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles |

| National curriculum units as prescribed | | | | | |
|---|----------------------------------|--------------------------|----------------------------------|----------------------------------|----------------------------------|
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Working scientifically | Working scientifically | Working scientifically | Working scientifically | Working scientifically | Working scientifically |
| Plants | Plants | Plants | | | |
| Animals including humans | Animals including humans | Animals including humans | Animals including humans | Animals including humans | Animals including humans |
| | Living things and their habitats | | Living things and their habitats | Living things and their habitats | Living things and their habitats |
| Seasonal changes | | | | | |
| | | Rocks | | | Evolution and inheritance |
| | | Light | | | Light |

| | | | |
|--------------------|----------------------------|------------------|-----------------------------------|
| | | Sound | |
| | Forces and magnets | | Forces |
| | | Electricity | Electricity |
| | | | Earth and space |
| Everyday materials | Uses of everyday materials | States of matter | Properties & changes of materials |

Geography

| | | | |
|----------------|--------------------------------------|-----------------------------|-------------------------------------|
| Areas of study | My school grounds and immediate area | The UK (all four countries) | A contrasting non-European locality |
|----------------|--------------------------------------|-----------------------------|-------------------------------------|

| G e o g r a p h i c a l s k i l s a n d f i e l d w o | Year 1 | Year 2 | Lower KS2 |
|---|--|--|---|
| | To use location and directional language [for example, near and far; left and right] to describe the location of features and routes on a map | To use simple compass directions (North, South, East and West) to describe the location of features and routes on a map | To use the eight points of a compass to build their knowledge of the United Kingdom and the wider world |
| | To recognise features of my town or school on an aerial photograph | To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features | To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |
| | To construct simple maps of my classroom or school | To devise a simple map; and use and construct basic symbols in a key | To use the four figure grid references, symbols and keys to build their knowledge of the United Kingdom and the wider world |
| | To use simple fieldwork and observational skills to study the geography of my school and its grounds | To use simple fieldwork and observational skills to study the key human and physical features my surrounding environment. | To use fieldwork to observe, measure, record and present the human and physical features in the local area |
| | To look at books and photographs of different locations | To research locations | To use a range of sources to collect information about a location |
| | To use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and weather | To use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather | To make predictions about a locality by studying its geographical location and features |
| To use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office and shop | To use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour and shop | To answer questions about how two locations are similar or different | |

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| r k | | | |
|--------|--|--|--|

| A l t e r n a t e l o c a t i o n k n o w l e d g e a n d s k i l l s | Year 1 | Year 2 | Lower KS2 |
|---|--|--|---|
| | To recognise that places contain physical/natural and human/made features | To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country | To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America |
| | To know the names of some countries of the world | To name and locate the world's seven continents and five oceans | To name major world geographical features such as: The Nile, The Amazon Rainforest, The Sahara Desert, The Himalayas |
| | To use world maps, atlases and globes to identify countries | To use world maps, atlases and globes to identify countries, continents and oceans studied | To use a map to locate the world's countries with a focus on Europe |
| | To talk about how the weather conditions in a place are similar or different | To compare weather in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles | To identify latitude and longitude |
| | | | To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle |
| | | | To describe and understand key aspects of human geography including: types of settlement and land use and economic activity |
| | | To describe and understand key aspects of physical geography including: volcanoes, rivers, mountains, earthquakes, flood plains | |

| U K L o c a t i | Year 1 | Year 2 | Lower KS2 |
|---|--|--|--|
| | To use world maps, atlases and globes to identify the United Kingdom and its countries | To name, locate and identify characteristics of the four countries of the United Kingdom | To name and locate counties and cities of the United Kingdom |
| | To find my town on a map of the United Kingdom | To name and locate the four capital cities of the United Kingdom | |
| To know that that the United Kingdom is an island | To name and locate the United Kingdom's surrounding seas | To identify human and physical characteristics of the United Kingdom and land-use patterns | |

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|--|--|---|--|
| o n k n o w l e d g e a n d s k i l l s | To observe changes across the four seasons | To identify seasonal and daily weather patterns in the United Kingdom | To know the difference between climate and weather |
|--|--|---|--|

History

| Areas of study | Events beyond living memory that are significant nationally or globally | Changes within living memory | Significant individuals in the past who have contributed to national and international achievements | Significant historical events, people and places in my on locality |
|----------------|---|--|---|--|
| | A – The Olympics B – Vikings! C – Creepy Crawlies (The Black Death) D - Romans | A – How does your garden grow (History of farming) B – Out of this world (The Moon landings) C – Jungle (Deforestation) D - Transport | A – Frozen Planet (Arctic explorers) B – Fossil hunting (Mary Anning) C – Egyptians (Harold Carter) D – Native Americans | A – Beautiful Butleigh B – Green energy C – Dens and shelters (Historic houses) D - Festivals |

| H i s t o r i c a l s k i l l s | Year 1 | Year 2 | Lower KS2 |
|--|--|--|--|
| | To answer questions about my era using information I have learnt | To discuss my era showing I have understood it's key features | To answer questions about change, cause, similarity, difference and significance |
| | To know where I can find information about a person or event I am studying | To know different types of sources give me different information | To recognize a primary and secondary source of historical information |
| | | To use sources to find information about a person or event I am studying | To know that people in history might have different view of an event To know that some sources of information about history might not be reliable |
| | To study historical artefacts and think about what they tell me about the past | To identify which artefact is the most useful to me | To evaluate how useful a source is to find out about an event, person or time |
| | To use words like true, fact and proof when discussing historical topics | To know not everything written about history is true | To understand bias and propaganda in sources |

| C h r o | Year 1 | Year 2 | Lower KS2 |
|------------------|---|--|---|
| | To know what time period the people I am studying come from | To recognise features of different eras and use this to place people, transport, technology and other features studied | To know and understand concurrent periods and events in British and world history |

| | | | |
|----------------------------|---|---|---|
| n o l o g y | To sort pictures, names artefacts and events into past and present | To order pictures, names artefacts and events into past and present on a timeline | To place events, periods and people studied within a coherent timeline |
| | To know some ways that the world has changed between my era and now | To identify similarities and differences between the time of my event or person and the present | To know time periods/events that took place before and after the period I am studying |

| | | | |
|--|---|---|---|
| H i s t o r i c a l t h e m e s | Year 1 | Year 2 | Lower KS2 |
| | To know how people or events I have studied are similar or different | To know why my era is significant | To know the legacy of a time period, its benefits and deficits in shaping our society |
| | To know how my school/school area is different now to how it was in the past | To know that Britain has been shaped by its history | To understand historical concepts (such as continuity and change, cause and consequence, similarity, difference and significance) and use them to draw contrasts |
| | To use words like older, newer, before, after, past and present when describing the people I have studied | To understand historical terms (century, war, peace, monarch, local history, national history, world history) | To know how Britain has influenced and been influenced by the wider world To understand historical terms (AD, BC, ACE, BCE, artefact, source, chronology, decade, century) |

ART

| | | | | |
|----------------|---------|----------|-----------|------------------|
| Areas of study | Drawing | Painting | Sculpture | Craft and design |
|----------------|---------|----------|-----------|------------------|

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|---|--|--|--|
| E x p e r i m e n t i n v e n t a | Year 1 | Year 2 | Lower KS2 |
| | To explore a range of materials | To use a range of materials creatively to design and make products | To develop my control and use of materials |
| | To explore ideas from my own imagination | To use different techniques to develop and share my ideas, experiences and imagination | To develop my creativity and experimentation |
| | To explore some simple techniques including colour and shape | To develop a wide range of art and design techniques (using colour, pattern, texture, line, shape, form and space) | To explore different techniques and the effects they have on my work |
| | To think about what I want to create before I start | To develop my ideas for my art work over several pieces | To create sketch books to record my observations |
| | To say what I think about my own and other's work | To make links between the work and techniques of artists and my own | To explain how my work reflects a particular practice or discipline |
| | To imitate a particular style | To use pieces as inspiration for my own work | To create work which shows the influence of pieces I have studied |

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| T h e l e g a c y o f a r t a n d a r t i s t s | Year 1 | Year 2 | Lower KS2 |
|--|---|--|---|
| | To study the work of a famous artist | To know the work of a range of artists, craft makers and designers | To have studied artists and looked for themes across their work |
| | To study art from a different culture | To compare the work of artists and describe the differences and similarities | To learn about great artists, architects and designers in history |
| | To say what I have done to match a particular style or discipline | To describe the differences and similarities between different practices and disciplines | To have studied a range of techniques from different times and cultures |

DT

| Areas of study | Construction | Mechanisms | Food |
|----------------|---|---|--------------------------------------|
| | To build structures, exploring how they can be made stronger, stiffer and more stable | To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products | To learn how to prepare simple foods |

| | Year 1 | Year 2 | Lower KS2 |
|----------------------------|--|--|--|
| D e s i g n | To think about how I want my product to look | To design purposeful, functional, appealing products for themselves and other users based on design criteria | To solve real and relevant problems within a variety of contexts |
| | To think about what I want my product to do | To design products with an awareness of purpose | To use research and develop design criteria to inform the design of products aimed at particular individuals or groups |
| | To plan out my product before I start making | To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology | To generate, develop, model and communicate their ideas through discussion, annotated sketches, mock-ups and, information and communication technology |

| | Year 1 | Year 2 | Lower KS2 |
|------------------|---|---|---|
| M a k e | To select tools and techniques needed to shape, assemble and join materials | To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] | To use a range of tools with accuracy and precision |
| | To select from a range of materials according to their characteristics | To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics | To use a range of factors to evaluate the usefulness of a material |
| | To explore different objects and designs and use ideas to my own work | To refine my design as my work progresses, discussing how I have improved it | To refine work and techniques as work progresses, continually evaluating the product design |

| | Year 1 | Year 2 | Lower KS2 |
|--------------------------------------|--|--|---|
| E v a l u a t e | To say what I like and don't like about existing designs | To explore and evaluate a range of existing products | To evaluate positive and negative features of existing products |
| | To give likes and dislikes of my own design | To evaluate their ideas and products against design criteria | To critique, evaluate and test their ideas and products and the work of others |
| | | | To understand how key events and individuals in design and technology have helped shape the world |
| | | | To draw on disciplines such as mathematics, science, engineering, computing and art |

| | Year 1 | Year 2 | Lower KS2 |
|--|---|--|---|
| C o o k i n g a n d | To know some healthy and unhealthy foods | To use the basic principles of a healthy and varied diet to prepare dishes | To design meals that represent a healthy, balanced diet |
| | To assemble or cook healthy ingredients with assistance | To assemble and cook healthy ingredients | To assemble or cook healthy ingredients, adapting recipes to meet my needs |
| | I can name some foods that come from the farm | To understand where food comes from | To understand foods that are grown in this country and those that come from different regions and climates around the world |
| | | | To plan recipes thinking about the cost of different ingredients |

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|---|---|--|---|
| N u t r i t i o n | To know I need to wash my hands before preparing food and that equipment must be washed up afterwards | To prepare ingredients hygienically using appropriate utensils | To consider safety and hygiene when working with food |
|---|---|--|---|

E-Safety - RSHE/Computing

| E - S a f e t y - C o n t e n t | EYFS/Year 1 | Year 2 | Year 3 | Year 4 |
|--|---|--|--|---|
| | To know how the internet and digital devices can be used safely to find things out and to communicate with others | | To know the role of the internet in everyday life | |
| | To select from a list of apps, games and websites that a trusted adult gives me | To describe the things I enjoy about age appropriate apps, games and websites I am guided to use | To use age appropriate apps, games and websites from a list I have agreed with others | To choose apps, games and websites that are appropriate for my age and explain my reasons to friends |
| | To know that some material online is protected | To know that pictures, videos or music online belongs to someone | To think about whether I can use images that I find online in my own work | To explain how to check who owns photos, text and clipart |
| | To know that just because someone has a belief it doesn't make it true | To know that having a belief does not give anyone the right to break the law or hurt others | To show awareness of the harm that can be caused by terrorism and extremism (Including online) | |
| | To know not all information seen online is true | | To explain how digitally altered images in the media make me feel | |
| | | | To use search tools to find appropriate information and decide whether I can trust it | To identify key words to use when searching safely online and think about the reliability of information I find |
| | To be careful about the icons I click or tap when I use technology devices | | To identify adverts online, including those within Google searches | To ignore or close adverts and pop-ups that appear on my device and explain my reasons |
| | | | To identify some possible risks to devices | To explain why I need to protect my computer or device from harm |
| | To use links to websites to find information | To know there can be risks to downloading things from the internet | To ask a trusted adult before downloading files and games from the Internet | To explain why I need to ask a trusted adult before downloading files and games from the internet |

| E - S a f e t y - C o n t e n t | EYFS/Year 1 | Year 2 | Year 3 | Year 4 |
|--|---|--|--|---|
| | To agree and use sensible rules to keep me safe when I use technology | To agree and use sensible rules to keep me safe when I use technology | To contribute to shared rules and use them to make good choices when I use technology | To contribute to shared rules and use them to make good choices when I use technology |
| | To tell a trusted adult what I want to use a device for | To talk to a trusted adult about how I will keep myself safe before I use a device | To use the safety features of websites as well as reporting concerns to a trusted adult | To use appropriate strategies to deal with comments online |
| | To tell a trusted adult when something worrying or unexpected happens when I am using a device | | | To use a range of strategies to protect myself and my friends from harm online, including reporting concerns to a trusted adult |
| | To know what my personal information is and keep it private | To explain why I need to keep my passwords and personal information private | To use a secure password and explain why they are important | |
| | | | To protect my personal information when I do different things online | |
| | To know that something I put online can be seen by others | To know home something can spread once it is put online | To know that anything I share online will stay there to be seen and used by others | |
| | To know hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult | To comment positively and respectfully | To describe the ways that people get bullied when they use different technologies and consider what I post | To make safe choices when using technology to communicate responsibly with others |
| | To use devices for the time I am allowed and tell you what else I like doing | To know what bullying is and that people can be hurt by words and actions; that people can say hurtful things online | To make good choices about when and why I use devices | |
| | | To know to take a break and do something else when I have been using a device for too long | | |
| | To show a trusted adult when something worrying or unexpected happens when I am online | | To know where and how to report concerns and get support with issues online | |

| E - | EYFS/Year 1 | Year 2 | Year 3 | Year 4 |
|--------|---|---|---|--------|
| | To know that not everyone is who they say they are online | To know that sometimes people may behave differently online, including by pretending to be someone they are not | To know what is appropriate in friendships and wider relationships (including online) | |

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|--|--|--|---|---|---|
| S a f e t y - C o n t a c t | To use different technologies, with a trusted adult, to communicate responsibly with others | | To know the impact of bullying, including offline and online, and the consequences of hurtful behaviour | | |
| | To talk about why it is important to be kind and polite online and in real life | | To always communicate kindly and respectfully and can describe the impact where this does not happen | | |
| | To know I need to ask permission before carrying out certain actions (including online) | To know there are situations when they should ask for permission and also when their permission should be sought | To understand the need to seek and give permission (consent) in different situations | | |
| | To know that some people on the internet are unkind to others | | To explain how I feel when someone responds to something I have shared online | | |
| | To recognise there is a difference between friends I know in real life and people I play with online | | To identify similarities and differences in my relationships with people I know and people I see in the media/online | To recognise that online friendships affect my feelings | |
| | To know that friends should not ask friends to do something that makes them uncomfortable | To know basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe | To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary | | To know how to manage difficult friendship situations (including online) and seek help or advice from others, if needed |

With reference to the ELIM E Safety statements. Although taught as a unit, this should be revisited at least every term

KS1 Computing

| U s i n g a c o m p u t e r | Year 1 | Year 2 | Lower KS2 |
|--|---|---|--|
| | To safely turn a computer on and off | To turn on a computer, log on to it, log off it and shut it down | To open multiple windows, applications or program and move between them |
| | To click on a specified icon, file or app | To can use the spacebar, back space, enter, shift and arrow keys | To find a range of file types in different locations and copy and paste them into a different location |
| | To close down an app or program when I have finished using it | To name and save a document in a specified location | To save and organise a range of file types in specific places (e.g. create new folders) |
| | To write my ideas using a keyboard | To use technology purposefully to organise, store, and retrieve digital content | To access websites and retrieve information from them |

| P r o g r a m m i n g | Year 1 | Year 2 | Lower KS2 |
|--|--|---|---|
| | To understand that an algorithm is a set of instructions | To understand what algorithms are; how they are implemented as programs on digital devices (using programmable toys or coding apps) | To use short hand phrases in my programs that I can reuse |
| To control a programmable toy to perform a specific task | | To create simple programs | To create and debug a program that performs a task and suggest ways that it could be improved |
| | | To debug simple programs | To use logical thinking to solve an open-ended problem by breaking it up into smaller parts |
| | | To use logical reasoning to predict the behaviour of simple programs | To detect and correct errors in algorithms and programs (debug) |
| To explore simple coding software | | To understand programs execute by following precise and unambiguous instructions (using programmable toys or coding apps) | To use reasoning skills to predict the behaviour of more complex programs |
| | | | To work with variables and various forms of input and output |

| | Year 1 | Year 2 | Lower KS2 |
|--|--------|--------|-----------|
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| D i g i t a l l i t e r a c y | To use technology to create digital content | To use technology purposefully to create and manipulate digital content | To use a range of graphics and text formatting from a range of software confidently when presenting data and information for a range of audiences |
| | To use a range of technology for different purposes | To use applications and devices in order to communicate ideas, work, and messages | To use applications and devices in order to communicate ideas, work, messages and demonstrate control |
| | To know some uses of technology around my home and school | To recognise common uses of information technology beyond school | To understand how computers can monitor and control physical systems |
| | To know that some programs are stored on a device and some are accessed on the internet | To know that the internet is a collection of different pages that can be made by anyone | To describe the world wide web as the part of the internet that contains websites |
| | To use key vocabulary to demonstrate knowledge and understanding: paint, colour, brush, tools, undo, redo, save, open, close, start, text, image, app, program, web, internet, software, window, minimise, restore, screen, click, drag, log on, log off, keyboard, keys, mouse, button, double click, drag, Google, address, safe, program, instruction, order, program, turn, left, right, clockwise, anticlockwise, repeat, online, trusted, friend, information, safety, safe, stranger | To use key vocabulary to demonstrate knowledge and understanding: paint, colour, brush, tools, settings, undo, redo, text, image, launch, application, software, window, minimise, restore, screen, close, click, drag, log on, log off, keyboards, keys, mouse, button, double click, drag, filter, Google, search engine, email, internet, subject, address, sender, safe, secure, algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, sequence, repeat, repeat forever, invisible, grow, shrink, safe, reliable, online, trusted, information, safety, personal, share, stranger, internet | To use key vocabulary to demonstrate knowledge and understanding: draw, object, shape, line, line colour, fill colour, group, ungroup, font, text, box, format, image, wrap text, link, object, hyperlink, minimise, restore, move, screen, split, create, organise, file, folder, close, exit, search, print, password, screenshot, snipping tool, shift, undo, redo, menu, dictionary, highlight, cursor, toolbar, spellcheck, audio, sound, video, movie, embed, link, file format, animate, animation, still image, loop, record, stop, play, stop motion, stop frame, Google Docs, insert, Google, search engine, image, subject, address, sender, secure, world wide web, social media, decompose, logical sequence, flowchart, sprite, block, command, algorithm, answer, correct, errors, program, algorithm, instructions, commands, forward (fd), left (lt), right (rt), move, turn, clear screen (cs), variable, accept, reliable, email, password, cyberbullying/bullying, plagiarism, profiles, account, private, public |

PE

| | | | | | |
|----------------|---|---|--|---|---|
| Areas of study | To play competitive games and apply basic principles suitable for attacking and defending | To master basic movements including running, jumping, throwing and catching | To perform dances using a range of movement patterns | To take part in outdoor and adventurous activity challenges both individually and within a team | To participate in activities to develop flexibility, agility, strength, control and balance |
| Core themes | To develop competence to excel in a broad range of physical activities | To be physically active for sustained periods of time | To engage in competitive sports and activities | To lead healthy, active lives | |

Physical skills include: running, jumping, throwing, catching (separately or in context)

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| H e a l t h a n d f i t n e s s | KS1 | Lower KS2 | Upper KS2 |
| | To explain how my body feels before, during and after exercise | To describe how my body changes before and after exercise | To evaluate an activity in terms of its physical benefits to me |
| | To describe the importance for humans of exercise and eating the right amounts of different food | To describe the fitness components and explain how often and how long I should exercise to be healthy | To recognise the impact of diet, exercise, drugs and lifestyle on the way my body functions |
| | To know it is important to warm up before exercise | To explain why we need to warm up and cool down | To self-select and perform appropriate warm up and cool down activities. |
| | To use equipment appropriately and move and land safely. | To identify possible dangers when planning an activity | To manage risks in my activity and environment |

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|--|-----|-----------|-----------|
| | KS1 | Lower KS2 | Upper KS2 |
|--|-----|-----------|-----------|

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|--|--|---|---|
| C o n i t i v e s k i l l s | To engage in competitive (both against self and against others) and co-operative physical activities | To positively engage with others in collaborative and competitive situations | To enjoy communicating, collaborating and competing with each other |
| | To participate in team games, developing simple tactics for attacking and defending | To read and react to different game situations as they develop | To recognise and suggest patterns of play which will increase chances of success and develop methods to outwit opponents |
| | To follow simple rules to a game | To follow the rules of the game and play fairly | To show good attitude and sportsmanship |
| | To try several times if at first I don't succeed and ask for help when appropriate | To react positively when things become difficult and persevere with a task and improve my performance | To compare their performances with previous ones and demonstrate improvement to achieve their personal best |
| | To refine performances using advice from others | To accept critical feedback and make changes | To develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success |

| | | | |
|---|--|---|--|
| S o c i a l s k i l l s | KS1 | Lower KS2 | Upper KS2 |
| | To listen, help, praise and encourage others in their learning | To show patience and support others, listening to them about our work | To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices |
| | | To cooperate well with others and give helpful feedback | To give receive sensitive and balanced feedback to improve others |
| To pick a group to work with based upon how well we work together | To help organise roles and responsibilities and guide a small group through a task | To involve others and motivate those around me to perform better | |

| | | | |
|--|--|---|---|
| S w i m m i n g | KS1 | Lower KS2 | Upper KS2 |
| | To show water confidence by fully submerging in water | To swim effectively over a distance of at least 10 metres | To swim competently, confidently and proficiently over a distance of at least 25 metres |
| | To propel 5m through water without touching the side or floor | To use an effective front and back stroke | To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] |
| To show safety awareness around the pool | To enter and exit the pool safely without the use of the steps | To perform safe self-rescue in different water-based situations | |

MFL

Twinkl Plan it

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-----------------|-----------------------------|---|-------------------|---------------------|-----------------|---------------------|---------------------------|
| Autumn 1 | Greetings Hello, Goodbye | How are you? Greetings and basic phrases | Days and months | Getting to know you | All around town | Pleased to meet you | Let's visit a French town |
| Autumn 2 | | | | All about me | On the move | All about ourselves | Let's go shopping |
| Spring 1 | Animals | Colours and numbers | Parts of the body | Food glorious food | Going shopping | That's tasty | This is France |

| | | | | | | | |
|----------|------------------|------------------|------------------|--------------------|----------------------|--------------------|-----------------|
| Spring 2 | | | | Family and Friends | Where in the world | Family and friends | All in a day |
| Summer 1 | Songs and rhymes | Songs and rhymes | Songs and rhymes | Our School | What's the time? | School life | |
| Summer 2 | | | | Time | Holidays and hobbies | Time travelling | Precious planet |



french-subject-over
view.pdf



National
Curriculum Links



PlanIt Links French
SuProgression Map an

[PlanIt Primary French Lessons - Primary French Planning \(twinkl.co.uk\)](#) – Links to topics

RSHE

Twinkl Plan it

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------|---|---|--|--|--|--|
| Autumn 1 | KS1 TEAM (Relationships) | KS1 VIPs (Relationships) | LKS2 TEAM (Relationships) | LKS2 VIPs (Relationships) | UKS2 TEAM (Relationships) | UKS2 VIPs (Relationships) |
| Autumn 2 | KS1 Think Positive (Health and Wellbeing) | KS1 Safety First (Health and Wellbeing) | LKS2 Think Positive (Health and Wellbeing) | LKS2 Safety First (Health and Wellbeing) | UKS2 Think Positive (Health and Wellbeing) | UKS2 Safety First (Health and Wellbeing) |
| Spring 1 | KS1 Diverse Britain (Living in the Wider World) | KS1 One World (Living in the Wider World) | LKS2 Diverse Britain (Living in the Wider World) | LKS2 One World (Living in the Wider World) | UKS2 Diverse Britain (Living in the Wider World) | UKS2 One World (Living in the Wider World) |

| | | | | | | |
|-----------------|---|---|--|--|--|--|
| Spring 2 | KS1 Be Yourself (Relationships) | KS1 Digital Wellbeing (Relationships) | LKS2 Be Yourself (Relationships) | LKS2 Digital Wellbeing (Relationships) | UKS2 Be Yourself (Relationships) | UKS2 Digital Wellbeing (Relationships) |
| Summer 1 | KS1 It's My Body (Health and Wellbeing) | KS1 Money Matters (Living in the Wider World) | LKS2 It's My Body (Health and Wellbeing) | LKS2 Money Matters (Living in the Wider World) | UKS2 It's My Body (Health and Wellbeing) | UKS2 Money Matters (Living in the Wider World) |
| Summer 2 | KS1 Aiming High (Living in the Wider World) | KS1 Growing Up (Health and Wellbeing) | LKS2 Aiming High (Living in the Wider World) | LKS2 Growing Up (Health and Wellbeing) | UKS2 Aiming High (Living in the Wider World) | UKS2 Growing Up (Health and Wellbeing) |

[Link to KS1 Schemes of Work](#)

[Link to LKS2 Schemes of Work](#)

[Link to UKS2 Schemes of Work](#)



Progression Map.pdf



KS1 - Health and Wellbeing.pdf



KS1 - Living in the Wider World.pdf



KS1 - Relationships.pdf



LKS2 - Health and Wellbeing.pdf



LKS2 - Living in the Wider World.pdf



LKS2 - Relationships.pdf



UKS2 - Health and Wellbeing.pdf



UKS2 - Living in the Wider World.pdf



UKS2 - Relationships.pdf