

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>SCHOOL SPECIFICS:</b></p> <p><b>INDEPENDENCE &amp; SELF ORGANISATION</b></p> <p><b>(During Covid-19 pandemic)</b></p>	<p>Wash hands independently</p> <p>Encourage social distancing</p> <p>Stay and play in their own bubbles</p> <p>Organise their own personal belongings</p>	<p>Wash hands independently</p> <p>Encourage social distancing</p> <p>Stay and play in their own bubbles</p> <p>Organise their own personal belongings</p>	<p>Wash hands independently</p> <p>Encourage social distancing</p> <p>Stay and play in their own bubbles</p> <p>Organise their own personal belongings</p>	<p>Wash hands independently</p> <p>Encourage social distancing</p> <p>Stay and play in their own bubbles</p> <p>Organise their own personal belongings</p>	<p>Wash hands independently</p> <p>Encourage social distancing</p> <p>Stay and play in their own bubbles</p> <p>Organise their own personal belongings</p>	<p>Wash hands independently</p> <p>Encourage social distancing</p> <p>Stay and play in their own bubbles</p> <p>Organise their own personal belongings</p>
<b>ARTICULATE &amp; CONFIDENT</b>	<p>To have confidence to speak in front of an audience.</p>	<p>To speak audibly in key stage assemblies and when addressing own class.</p>	<p>To speak audibly in key stage assemblies and when addressing own class.</p> <p>To have an answer ready and reply in a succinct manner.</p>	<p>To speak audibly in key stage assemblies and when addressing own class.</p> <p>To have an answer ready and reply in a succinct manner.</p>	<p>To evaluate each other's presentations and offer advice for improvements.</p>	<p>To speak in a school assembly/performance with confidence and expression.</p> <p>To show visitors around school explaining articulately what makes our school a special place.</p>
<p><b>CREATIVITY, HAVING A SENSE OF AWE AND WONDER &amp; HAVING AN IMAGINATION</b></p>	<p>To have opportunities to play in role.</p> <p>Ask questions about things that interest them in the world around them.</p>	<p>To have opportunities to play in role.</p> <p>Ask questions about things that interest them in the world around them.</p>	<p>To have opportunities to play in role eg. Hot seating.</p> <p>Ask questions about things that interest them in the world around them.</p> <p>Have confidence to verbalise creative ideas.</p>	<p>To have opportunities to play in role.</p> <p>Confidently discuss things which puzzle them.</p>	<p>To have opportunities to play in role.</p> <p>Ask and answer questions about things which puzzle them.</p>	<p><b>To have opportunities to play in role.</b></p> <p><b>Ask and answer questions about things which puzzle them.</b></p>
<b>ACCEPT, RESPECT AND DISCUSS OTHER PEOPLE'S IDEAS AND BELIEFS.</b>	<p>Accept and respect other children's ideas.</p>	<p>Accept and respect other children's ideas.</p>	<p>Accept and respect other people's ideas and beliefs.</p>	<p>Accept and respect other people's ideas and beliefs.</p>	<p>Accept, respect and discuss other people's ideas and beliefs.</p>	<p>Accept, respect and discuss other people's ideas and beliefs.</p>
<p><b>Kind &amp; Compassionate A LIFE-LONG LEARNER – To take risks – to have a go. To not be afraid of failure. To evaluate and learn from mistakes,</b></p>	<p>Be able to say which foods are healthy and which foods to eat in moderation. Marvellous mistakes: mistakes are not errors, they are learning opportunities.</p>	<p>To understand the difference between "copying out" and copying answers.</p> <p>To self-evaluate own learning and give next steps.</p>	<p>To be able to peer-support without just giving the answers.</p> <p>To self-evaluate own learning and peers.</p>	<p>Proof-read and edit without prompting by adults.</p> <p>To self-evaluate own learning and peers.</p>	<p>To understand how copying is against the law: copyright and plagiarism.</p> <p>Proof-read and edit without prompting by adults.</p>	<p>To be resilient and learn that mistakes are ok (SATs).</p>

<b>Resilience, Perseverance &amp; Work ethic</b> <b>Curiosity</b> <b>Trying new experiences including sports</b>	<p>To understand how copying does not help me learn.</p> <p>To self-evaluate own learning.</p>	<p>To recognise the importance of proof-reading, editing and improving.</p>			<p>To self-evaluate own learning and peers</p>	<p>Proof-read and edit without prompting by adults.</p> <p>To self-evaluate own learning and peers</p>
<b>RESPECTFUL</b> <b>To know to hold doors open for adults around school.</b> <b>To know that listening to adults and each other is polite.</b> <b>To understand the importance of good manners (including table manners)</b> <b>To take turns to speak and to listen respectfully to each other. (Hands up)</b>	<p>To use manners with all adults in school including dinner operatives when serving their dinner.</p> <p>To eat with your mouth closed and not talk when you are eating.</p> <p>To understand the importance of telling the truth and accepting consequences.</p> <p>To say thank you and be grateful to everyone when gifts are offered, kind gestures are made (birthdays).</p>	<p>To understand the different jobs of people in school.</p> <p>To understand the importance of telling the truth and accepting consequences.</p> <p>To recognise how the tone of your voice can change the meaning of what you are saying. (role play).</p>	<p>To understand the importance of telling the truth and accepting consequences.</p> <p>To understand how our feelings make us behave and how to manage these positively.</p>	<p>To understand the importance of telling the truth and accepting consequences.</p> <p>To understand how consequences differ for different situations that occur.</p>	<p>To understand the importance of telling the truth and accepting consequences.</p> <p>To understand the legal responsibilities of their actions (age 10)</p> <p>To understand how to change behaviour to suit the situation that you are in. (Residential, school, home)</p>	<p>Courtesy, gratitude, respect &amp; manners</p> <p>Tell the truth and accept the consequences</p> <p>Respectful of authority</p> <p>To understand the actions online are the same as in person.</p> <p>To understand how hormones can affect your behaviour but to develop strategies to encourage positive relationships. (Friendship &amp; other adults).</p>
<b>Health</b> <b>To know why it is important to brush their teeth twice daily.</b> <b>To know why it is important to keep clean and wear clean clothes.</b> <b>To wash hands before eating and after using the toilet or going to the bathroom.</b>	<p>To learn the importance of leading a healthy and active life.</p> <p>Participate in daily physical activity (Bratton mile).</p> <p>To cover mouths when sneezing: catch it, kill it, bin (wash your hands).</p> <p>To make sensible, hygienic decision with where our hands go.</p>	<p><b>To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Science NC)</b></p>	<p><b>To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat (Science NC)</b></p> <p>To participate in daily physical activity: running the Bratton mile for a sustained period of time.</p> <p>To understand the importance of lunchtime nutrition – lunch box choices.</p>	<p>To recognise how germs travel (the 5 second rule myth!).</p> <p>Micro-organisms: the mould investigation to prove where in school germs are most prevalent.</p>	<p><b>To understand the changes that puberty will bring and how our hygiene habits need to adapt.</b></p> <p>To participate in daily physical activity: running the complete Bratton mile.</p> <p>To understand the importance of making healthy food choices if buying food independently.</p>	<p>To understand the importance of staying healthy.</p> <p>To make sensible decisions to maintain their health.</p> <p>To keep themselves clean.</p> <p>To choose a healthy diet and lifestyle.</p> <p><b>To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (Science NC)</b></p> <p><b>STAR training: Police delivered.</b></p> <p>To understand the importance of making</p>

						healthy food choices if buying food independently. (Transition for secondary school).
<b>Relationships</b> <b>To understand what saying ‘sorry’ means and to know what they are saying sorry for. To understand that actions have consequences. To take responsibility</b>	<p>To understand what saying ‘sorry’ means and to know what they are saying sorry for. To understand that actions have consequences</p> <p>To understand that you are allowed to have a wide range of friends</p> <p>To understand that they will not always get their own way and to deal with conflict calmly</p> <p>To understand that people can fall out and make back up.</p>	<p>To understand what saying ‘sorry’ means and to know what they are saying sorry for. To understand that actions have consequences</p> <p>To understand that you are allowed to have a wide range of friends</p> <p>To understand that they will not always get their own way and to deal with conflict calmly</p> <p>To understand that in a dispute, you need to listen to another person’s point of view. To understand that a disagreement does not mean the end of a relationship</p>	<p>To understand what saying ‘sorry’ means and to know what they are saying sorry for. To understand that actions have consequences</p> <p>To understand that friendships will change over time</p> <p>To understand that they will not always get their own way and to deal with conflict calmly</p> <p>To understand that in a dispute, there can be more than one point of view which needs to be expressed and listened to. To understand that a disagreement does not mean the end of a relationship</p>	<p>To understand what saying ‘sorry’ means and to know what they are saying sorry for. To understand that actions have consequences. To take responsibility</p> <p>To understand that friendships will change over time. To allow your friends to have other friends</p> <p>To understand that they will not always get their own way and to deal with conflict calmly</p> <p>To understand that in a dispute, there can be more than one point of view which needs to be expressed and listened to</p> <p>To understand that its ok to disagree and that it does not mean the end of a relationship</p>	<p>To understand what saying ‘sorry’ means and to know what they are saying sorry for. To understand that actions have consequences. To take responsibility</p> <p>To understand that people can fall out and learn to forgive at home and at school</p> <p>To understand that they will not always get their own way and to deal with conflict calmly</p> <p>To understand that in a dispute, there can be more than one point of view which needs to be expressed and listened to</p> <p>To understand that its ok to disagree and that it does not mean the end of a relationship.</p> <p>To know when and who it is appropriate to disagree with</p>	<p>To understand that people can fall out and learn to forgive at home and at school. To understand that friendships will change over time (Transition to Y7)</p> <p>To understand that they will not always get their own way and to deal with conflict calmly</p> <p>To understand that in a dispute, there can be more than one point of view which needs to be expressed and listened to</p> <p>To understand that its ok to disagree and that it does not mean the end of a relationship.</p> <p>To know when and who it is appropriate to disagree with</p>
<b>MENTAL HEALTH</b> Children to explore ways and vocabulary to express how they feel.	<p><i>To communicate feelings, to respond appropriately in new social situations,</i></p> <ul style="list-style-type: none"> <li>Understand non-verbal communication</li> </ul> <p>To know how to give and accept a compliment</p>	<p><i>To communicate feelings, to respond appropriately in new/challenging social situations,</i></p> <ul style="list-style-type: none"> <li>Understand non-verbal communication</li> </ul> <p>To know how to give and accept a compliment</p>	<p><i>To have emotional maturity when dealing with a range of relationships.</i></p> <ul style="list-style-type: none"> <li>Understand the difference between online and face-to-face communication</li> </ul>	<p><i>To have emotional maturity when dealing with a range of relationships.</i></p> <ul style="list-style-type: none"> <li>Understand the difference between online and face-to-face communication</li> </ul>	<p><i>To have emotional maturity when dealing with a range of relationships.</i></p> <ul style="list-style-type: none"> <li>Understand the difference between online and face-to-face communication</li> </ul> <p>To know what is an appropriate compliment to give someone and</p>	<p>To understand the importance of mental health - Being adaptable, aspirational, being the best they can be, being happy in their own skin and appreciating the qualities that make them unique</p> <p>Coping strategies</p>

<p>To be able to talk about things they like about themselves</p> <p>To know that it is ok to make mistakes and being 'me' is enough</p> <p>To talk and reflect upon problems with adult support rather than reacting appropriately</p> <p>To understand that everyone is equal (Race and gender) To begin to explore understanding of 'respect'</p>	<p>To know that it is ok to make mistakes and their best is good enough</p> <p>To begin to independently talk and reflect upon problems rather than reacting appropriately</p> <p>To understand that everyone is equal even though there may be obvious differences. (Race and gender) To continue to explore understanding of 'respect'</p>	<p>To know that it is ok to make mistakes and begin to learn from them</p> <p>To independently talk and reflect upon problems rather than reacting appropriately</p> <p>To know that everyone is equal even though there may be obvious differences and to show respect to others (Race, gender and religion)</p>	<p>To know what is an appropriate compliment to give someone</p> <p>To know that a mistake is an opportunity to learn</p> <p>To independently talk and reflect upon problems rather than reacting appropriately. Consider whether a problem needs adult intervention or not.</p> <p>To treat and respect everyone as equal even though there may be obvious differences (Race, gender and religion)</p>	<p>To know what is an appropriate compliment to give someone</p> <p>To know that a mistake is an opportunity to learn and understand that no-one is perfect</p> <p>To recognise when a problem could occur and intervene or independently talk and reflect upon the problem rather than reacting appropriately</p> <p>To treat and respect everyone as equal even though there may be obvious differences (Race, gender and religion)</p>	<p>understand how compliments can change how a person feels.</p> <p>To understand the importance of mental health - Being adaptable, aspirational, being the best they can be, being happy in their own skin and appreciating the qualities that make them unique ( Transition to Y7)</p> <p>To recognise when a problem could occur and intervene or independently talk and reflect upon the problem rather than reacting appropriately</p> <p>To treat and respect everyone as equal even though there may be obvious differences (Race, gender, religion and sexuality)</p>	<p>Manage emotions</p> <p>To communicate feelings, to respond appropriately in new/challenging social situations, To have emotional maturity when dealing with a range of relationships. To respect gender differences, sexuality, race etc.</p>
<p><b>EQUALITY</b> particularly within sports contexts Challenge gender stereotypes Sexism in other cultures</p>	<p>To discuss and challenge stereotypes – can boys play with dolls? Etc... Challenge stereotypes.</p> <p>What makes you individually unique? Different role play items/corners i.e. culturally diverse toys.</p>	<p>Different types of families- One Love.</p> <p>Different role play items/corners i.e. culturally diverse toys.</p>	<p>What is racism? Dealing with racism.</p>	<p>The Boy in the Dress Derogatory name calling</p>	<p>How is sexism prevalent in sports? Study changes in equality over the decades.</p>	<p>How is sexism prevalent in sports? Study changes in equality over the decades.</p>
<p><b>SAFETY</b> Stranger Danger People who help us Crossing the road safely Who keeps us safe at school?</p>	<p>Washing hands Friend requests Keep your private parts private Who keeps us safe at school?</p>	<p>PANTS campaign Green Cross Code Medicine safety Passwords and personal information</p>	<p>Water safety Community Police- online safety link Strangers online Different ways we can communicate online.</p>	<p>Bikeability Community Police- online safety link Online gaming Stranger danger-online</p>	<p>Digital footprint Validity of the internet Sexting Who keeps us safe at school?</p>	<p>STAR Crucial Crew  Safeguarding group</p>

		Who keeps us safe at school?	Who keeps us safe at school?	Who keeps us safe at school?		
<p><b>CITIZENSHIP</b></p> <p>To be able to say what they like about their school and how they can look after it.</p> <p>To have the opportunity to talk about something that interests them that they are aware of happening in the world.</p>	<p>To be able to say what they need to do to look after their local area.</p> <p>To contribute something of use to the community (ie. Poop Scoop bags) in problem areas.</p> <p>To use 'Show &amp; Tell' as an opportunity to share knowledge about what is going on in the world.</p>	<p>To have an understanding of how the environment is being damaged and what we can do about it – recycling, walking to school, saving energy.</p> <p>To watch and discuss a current news programme (Newsround)</p>	<p>To choose a local issue of interest to communicate (through assembly/poster/newsletter) with the school and championing change.</p> <p>To actively know and share with the class what is happening in the wider world.</p>	<p>To choose a global issue of interest to them to communicate (through assembly/poster/newsletter) with the school and championing change.</p> <p>To understand bias in the news.</p>	<p>To actively be the change they want to see.</p> <p>To understand the meaning of 'Fake news'.</p>	<p>To be a good citizen –</p> <p>To take an active interest in current affairs and how it affects them. To want to protect the world in which they live.</p> <p>To take a pride in local area.</p>
<p><b>LIFE SKILLS – managing money, telling the time, organising workload,</b></p> <p>To know the value of our coins and notes.</p> <p>To have an understanding that there are consequences if work is not completed.</p>	<p>To tell the time to half past and o'clock.</p> <p>To decide which coins they need to buy something in a shop.</p>	<p>To tell the time to 5 minute increments.</p> <p>To tell the time using both digital and analogue clocks.</p> <p>To check that they have been given the right change.</p>	<p>To tell the time to 5 minute increments.</p> <p>To tell the time using both digital and analogue clocks.</p> <p>To check that they have been given the right change.</p>	<p>To calculate efficiently the passing of time</p> <p>To understand the problems that money can cause.</p>	<p>To participate in a bank led managing money workshop.</p> <p>To use timetables to catch buses etc. and calculate journey times.</p> <p>organising workload,</p>	<p>To have an understanding that there are consequences if work is not completed.</p> <p>To use timetables to catch buses etc. and calculate journey times.</p> <p>organising workload,</p>