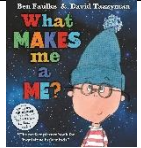
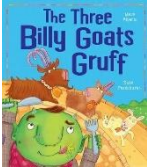
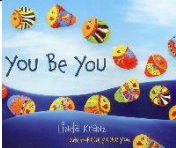
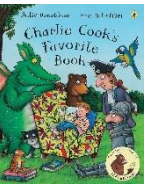
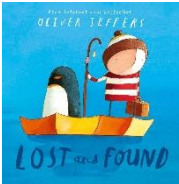
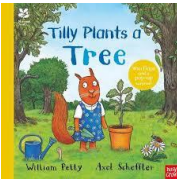
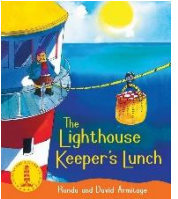
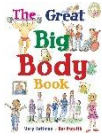
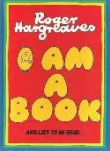
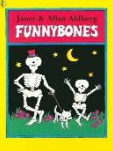




Year 1 Curriculum

Year 1 Guided Reading Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1 Core Text	 What Makes Me a Me? By Ben Faulks and David Tazzyman  The Three Billy Goats Gruff by Kate Pankhurst	 You Be You by Linda Kranz  Charlie Cook's Favourite Books	Flood by Alvaro F. Villa 	Lost and Found by Oliver Jeffers 	Tilly Plants a Tree by William Petty & Alex Scheffler 	The lighthouse keepsers lunch by David and Rhonda Armitage 
Y1 Non-Fiction			 What's the Weather? It's Sunny	 Building a Home by Polly Faber and Klas Fahlen	 The Great Big Body Book by Mary Hoffman	
Y1 Linked Poetry	 Sometimes I am furious by Timothy Knapman and Joe Berger		 I am a book by Roger Hargreaves		 Funnybones by Jane & Allan Ahlberg	

Year 1 Guided Reading Statement Mapping

Y1							Reading behaviours
Word reading	apply phonic knowledge and skills as the route to decode words accurately read left-to-right through words, attending to known GPCs in order respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read words containing previously taught GPCs (grapheme/ phoneme correspondence) without overt sounding and blending after a few encounters read accurately by blending sounds within unfamiliar words containing GPCs (grapheme/ phoneme correspondence) that have been taught read common exception words [according to school's chosen phonics programme], noting unusual correspondences between spelling and sound and where these occur in the word read other words of more than one syllable that contain taught GPCs read words containing taught GPCs (grapheme/phoneme correspondence) and –s, -es, -ing, -ed, -er and –est endings read words with suffixes by being helped to build on the root words that they can read already read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading read age-appropriate texts fluently (including pausing appropriately, reading in phrases, responding to punctuation)						sustaining engagement with a book reciting some rhymes and poems learnt by heart learning to appreciate rhymes and poems checking that the text makes sense to them as they read and correcting inaccurate reading reading with some appropriate expression
Comprehension	Vocabulary discussing word meanings, linking new meanings to those already known drawing on what they already know or on background information and vocabulary provided by the teacher discussing language choices that are key to the text recognising typical phrases found in stories	Infer identifying with, and exploring characters through role play being encouraged to link what they read or hear with their own experiences asking questions to improve their understanding of a text e.g. <i>What if a tiger came to my house? Why did the tiger drink all of the milk?</i> making inferences on the basis of what is being said and done	Predict recognising and joining in with predictable phrases using tentative language to speculate on possibilities raised by the text e.g. <i>Maybe he likes farms. That is why he is called Farmer Duck. I think Farmer Duck must be very tired</i> making predictions about how a character might behave predicting what might happen on the basis of what has been read so far	Explain listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently sharing and discussing non-fiction books and how they can be used to find things out recognising different thoughts/feelings of main characters within a text discussing settings and what they indicate about the story sharing their own views about what has been read to them explaining their view using the word 'because'	Retrieve recognising elements that have been encountered in other texts recognise different settings within a text recalling main events/ideas from a text re-reading to find specific information	Summarise becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics justifying (with support), their views about texts they have had read to them and others that they read for themselves e.g. <i>'Puffin Peter looked and looked everywhere for Paul because he really missed him.'</i>	responding to open questions and prompts sharing personal preferences regarding named books listening attentively in discussion and beginning to make related comments taking some account of other speakers' comments asking questions to find out specific information including 'How' and 'Why' participating in discussions following agreed group discussion guidelines taking turns sometimes expressing a view/opinion

Year 1 Writing Overview

YEAR 1 UNIT OVERVIEWS

ESSENTIAL WRITING 2024-2025

Autumn					Spring					Summer				
Labels, lists and captions 	Narrative 	Poetry: List Poems 	Recipes 	Narrative 	Narrative 	Rules & recount 	Poetry: Rhyme 	Narrative 	Poetry: Performance Poetry 	Letters 	Poetry: Free Verse 	Narrative 	Explanation 	Narrative 
Jasper's Beanstalk Sam Plants a Sunflower	Puffin Peter	Purple Is...	Gruffalo Crumble	Three Billy Goats Gruff; The Princess and the Pea, Stop! That's; Not my Story; Professor Goose Debunks Goldilocks	Stanley's Stick	Ravi's Roar Ruby's Worry	Oi Frog!	Madlenka Martha Maps It Out	Julia Donaldson's Poems to Perform	Paddington's Post Here Comes Mr Postmouse	A First Book of Poems: Out and About	Little Red and the Very Hungry Lion	The Big Book of Bugs Tad	We're Going to Find the Monster!
10 steps	10 steps	5 steps	10 steps	20 steps	10 steps	10 steps	5 steps	15 steps	10 steps	10 steps	9 steps	15 steps	10 steps	10 steps
55 steps (approx. 11 weeks)					50 steps (approx. 10 weeks)					54 steps (approx. 11 weeks)				

Year 1 Maths Overview

Autumn Term 1	Autumn Term 2
Week 1 - Week 5 - Place Value (Within 10) Week 6 - Week 7 - Addition and Subtraction (Within 10)	Week 8 - 10 - Addition and Subtraction (Within 10) Week 11 - Geometry (Shape) Week 12 - Consolidation
Allow for Pre-Block Assessment A and Post-Block Assessment B for Each Block	
Spring Term 1	Spring Term 2
Week 1 - Week 3 - Place Value (Within 20) Week 4 - Week 6 - Addition and Subtraction (Within 20)	Week 7 - 8 - Place Value (Within 50) Week 9 - 10 - Length and Height Week 11 - 12 - Mass and Volume
Allow for Pre-Block Assessment A and Post-Block Assessment B for Each Block	
Summer Term 1	Summer Term 2
Week 1 - Week 3 - Multiplication and Division Week 4 - Week 5 - Fractions Week 6 - Position and Direction	Week 7 - 8 - Place Value (Within 100) Week 9 - Money Week 10 - 11 - Time Week 12 - Consolidation
Allow for Pre-Block Assessment A and Post-Block Assessment B for Each Block	
By the end of Year 1, Children at ARE should be able to: Place Value: Count - • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • Count numbers to 100 in numerals; count in multiples of twos, fives and tens. Represent - • identify and represent numbers using objects and pictorial representations • read and write numbers to 100 in numerals • read and write numbers from 1 to 20 in numerals and words. Use and Compare - • given a number, identify one more and one less Addition and Subtraction: Calculations - • add and subtract one-digit and twodigit numbers to 20, including zero. Problems - • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$ Multiplication and Division: Problems - • solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher Fractions: Recognise and Write - • recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity Measurement: Using Measures - • compare, describe and solve practical problems for: $\emptyset$ lengths and heights $\emptyset$ mass/weight $\emptyset$ capacity and volume $\emptyset$ time • measure and begin to record the following: $\emptyset$ lengths and heights $\emptyset$ mass/weight $\emptyset$ capacity and volume $\emptyset$ time (hours, minutes, seconds). Money - • recognise and know the value of different denominations of coins and notes. Time - • sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • recognise and use language relating to dates, including days of the week, weeks, months and years • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times Geometry: 2-D Shapes: - • recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D Shapes: - recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] Geometry: Position and Direction: • describe position, direction and movement, including whole, half, quarter and three-quarter turns	

Year 1 Science Overview

WS = Working Scientifically

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1 Review the length of the day across the year – half termly	<u>Key Knowledge and Skills:</u> <u>Everyday Materials (Childhood)</u> -distinguish between an object and the material from which it is made -identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock -describe the simple physical properties of a variety of everyday materials -compare and group together a variety of everyday materials on the basis of their simple physical properties <u>Essential Learning:</u> Engage 1-2 Develop- 1, 3 Innovate- 1 <u>Resources</u> -Raw natural materials -Simple products made from natural materials -Sticky notes -Photographs of objects -Spray bottles -Hoops - Tissue paper, soft and coloured plastic or cellophane, foil, rigid plastic, oilcloth, cotton fabric, nylon, newspaper <u>WS</u> Identify, classify, questioning, observe, perform simple tests, suggest answers to questions	<u>Key Knowledge and Skills:</u> <u>Human Senses (Childhood)</u> - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) -identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <u>Essential Learning</u> Engage- 1 Develop- 1, 2, 4 <u>Resources</u> -Large pieces of paper (anchor charts) - Clean yoghurt pots Items to smell: coffee granules, mint leaves, orange slices, cotton wool, perfume and vinegar Clean pair of tights Elastic bands Sticky labels Pen Spoons Plastic cups Foods to taste: lemon, melon, orange, pear and raspberry Shoe boxes Materials to touch: metal cutlery, plastic wrap, fabric scraps, rubber gloves and sand - Blindfolds or hats Rings or blocks of different sizes Sandpapers of different grades Bottle filled with frozen water Bottle filled with water at room temperature Bottle filled with hand-hot (warm) water Several bottles filled with different volumes of water Tray Several of the same object Paper straws of different lengths Several objects of different colours Selection of toddler's insert jigsaws <u>WS</u> Identify, classify, questioning, observe, perform simple tests, suggest answers to questions	<u>Key Knowledge and Skills:</u> <u>Seasonal Changes (Bright Lights, Big City)</u> -observe changes across the four seasons -observe and describe weather associated with the seasons and how day length varies. <u>Essential Learning:</u> Introductory Knowledge Engage 1, 2, 3, 4, 5, Develop 1, <u>Resources</u> -Large envelop -Twigs from deciduous and evergreen trees <u>WS</u> Identify, classify, questioning, observe, perform simple tests, suggest answers to questions	<u>Key Knowledge and Skills:</u> <u>Plants – Plant Parts (School Days)</u> -identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - identify and describe the basic structure of a variety of common flowering plants, including trees. <u>Essential Learning:</u> Introductory Knowledge Engage 1, 2, 3, Develop 1 <u>Resources:</u> -Hand Magnifiers - Plant tags or lollipop sticks -Clipboards -Range of seeds, including coconuts, beans, corn, rice, peas, marigolds, chai and sunflowers -Range of bulbs, including seed onions, garlic, daffodils, tulips and crocuses <u>WS</u> Identify, classify, questioning, observe, perform simple tests, suggest answers to questions	<u>Key Knowledge and Skills:</u> <u>Animal Parts (School Days)</u> -identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals -identify and name a variety of common animals that are carnivores, herbivores and omnivores -describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) <u>Essential Learning</u> Introductory Knowledge Engage- 1, 2 Develop 2 Innovate- 1, 2 <u>Resources</u> -Earthworms -Tray of damp soil -Shallow trays -Hand lenses or digital microscopes <u>WS</u> Identify, classify, questioning, observe, perform simple tests, suggest answers to questions	

Year 1 History

Assessment Note: You will need to adapt end of unit quizzes depending on which lessons you have chosen to teach as the quizzes include content from all lessons on maestro but not all of the lesson are taught in our curriculum. Assessments should be completed/stuck in Topic Books. An assessment needs to be completed at the end of each unit and should be based on the key knowledge and skills highlighted below.

Year	Autumn	Summer
	<u>Childhood</u>	<u>School Days</u>
1	<u>Key Knowledge:</u> - The meaning of the word decade - What historical artefacts are, their purpose and different types - The difference in everyday life in 1950s compared to today - Characteristics of a timeline and its purpose	<u>Key Knowledge:</u> - How the Victorian Era was different to today (rich people, big houses, servants, kids working, transportation of goods) - What was Victorian Schooling like (harsh punishment, boys and girls separated, different subjects) - How schools have changed over time (resources, subjects, people) - Timeline of Victorian Era to today
	<u>Key Skills:</u> - Use common words and phrases to describe passing of time - Use historical artefacts to learn about the past - Identify similarities and differences of today and the past - Understand the term 'significant' and explain how the Queen was significant - Order information on a timeline	<u>Key Skills:</u> - Describing key events in the school's history - Describe changes beyond living memory - Identifying similarities and differences - Use artefacts to find out about the past - Express an opinion using a historical artefact - Describe an aspect of everyday life within or beyond living memory - Role play about historical events
	<u>Essential Learning:</u> Introductory knowledge Lesson Engage Lessons: 2, 3 Develop Lessons: 1 – 4 Express: 2 (use this as an informal assessment students should be able to explain their answer using knowledge from the unit)	<u>Essential Learning:</u> Memorable Experience (T may need to do own research for this) Engage Lessons: 1 Develop Lessons: 1, 2, 4, 5 Express Lessons: 2 (use this as an assessment students should be able to use what they have learnt to complete the task)

Year 1 Geography

Year	Term: Spring/Topic	Key Skills/Knowledge	Essential Learning:
1	Our Wonderful World	- Name and describe the purpose of human features and landmarks - Use basic geography vocab to identify and describe physical features, beach, cliff, coast, forest, hill mountain, sea, ocean, river, soil, valley and veg - Human features have been made by people and inc houses, bridges, roads - Physical features are made by nature inc –hills, mountains, beaches and oceans - Use simple directional lang and positional lang to give directions and describe the location of features - A location is a place or the position of something - Direction is the way you travel to get somewhere - Name and locate the world's 7 continents and 5 oceans - A continent is a very large area of land - Similarities and Diff between two places - Locate hot and cold areas in the world in relation to the equator - Name and locate the four countries in UK, capital cities on a map/globe/atlas - The UK is a union of 4 countries - England – London - NI – Belfast - Scotland – Edinburgh - Wales- Cardiff - Identify features and landmarks on an aerial photo - Aerial photo – taken from above	Engage – 1,3 Develop 1 – 1,2 Develop 2 – 1,3
	Bright Lights, Big City London (Does not have to be done – Very nice topic)	- Name and locate 4 countries UK, capital cities on a map/globe/atlas - Describe physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, veg) - Characteristics of a settlement - A city is the largest type of settlement - Carry out fieldwork characteristics of locality - Observe, collect data about people, places and natural environments - Identify characteristics of a settlement - Name and describe purpose of human features and landmarks - Know Buckingham Palace, London Eye, Big Ben etc (TRIP) - Simple directions and positional lang - A location is a place or position of something - Direction is the way you travel to get somewhere - Identify similarities and diff between two places - Kuala Lumpur is the capital of Malaysia	Engage – 1,2,3,4 Dev 1 – 1,2,7,9

Year 1 Computing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 KS1	<u>Computing System and Networks</u> (Technology around us)	<u>Creating Media</u> (Digital Painting)	<u>Programming A</u> (Moving a Robot)	<u>Data and Information</u> (Grouping Data)	<u>Creating Media</u> (Digital Writing)	<u>Programming B</u> (Programming Animations)
	<u>Key Knowledge/Skills:</u> - Components of a computer - Keyboard and mouse skills - Using technology responsibly	<u>Key Knowledge/Skills:</u> - Create their own paintings on a digital device - Use inspiration from other artists - Consider preferences with painting (with or without digital devices)	<u>Key Knowledge/Skills:</u> - explore using individual commands (with learners and computer program) - Know what a command is - Predict the outcome of programs. - Introduce algorithms	<u>Key Knowledge/Skills:</u> - Classifying objects into labelled groups - Count objects in and out a group - Sort objects based on their properties - Answer questions about data	<u>Key Knowledge/Skills:</u> - Create and change text. - Type on a keyboard and use tools to change the appearance of their writing - Compare using a computer and writing on paper	<u>Key Knowledge/Skills:</u> - Use ScratchJr to explore sprites and backgrounds. - Use programming blocks to use, modify, and create programs. - Revisit algorithms as a tool for program design

Year 1 Art

Y1	AUTUMN	SPRING	SUMMER
	<u>MIX IT</u> Media: Paint <u>Skill / Technique:</u> Primary / Secondary Colours <u>Essential Lessons:</u> • The Colour Wheel • Same Or Different • Colour Carousel <u>NC Attainment Target:</u> • To develop a wide range of techniques in using colour	<u>RAIN & SUNRAYS</u> Media: Print <u>Skill / Technique:</u> Developing A Motif <u>Essential Lessons:</u> • Exploring Line And Shape • Exploring Texture • Exploring Collagraphy <u>NC Attainment Target:</u> • Use a range of materials creatively to design and make	<u>STREET VIEW</u> Media: 3D Mural <u>Skill / Technique:</u> Interpreting / Creating Art (James Rizzi) <u>Essential Lessons:</u> • Similar Or Different? • Significant Artist: James Rizzi • Exploring Colour • Exploring Form <u>NC Attainment Target:</u> • Use drawing, painting and sculpture to develop and share ideas
	<u>FUNNY FACES & FABULOUS CREATURES</u> Media: Paint <u>Skill / Technique:</u> Interpreting / Creating Portraits <u>Essential Lessons:</u> • Funny Faces • Cut, Stick And Join • Exploring Portraiture <u>NC Attainment Target:</u> • The work of a range of artists... describing the differences and similarities		

Year 1 D&T

Theme	Structures
Project	Shade and Shelter
Main D&T	Different materials can be used for different purposes, depending on their properties. For example, cardboard is a stronger building material than paper. Plastic is light and can float. Clay is heavy and will sink.
Knowledge and Skills	Construct simple structures, models or other products using a range of materials.
Materials	Junk modelling, fabrics, Examples of real materials, including glass, wood, plastic, stone, clay, metal and fabrics (including oilcloth and nylon)
Theme	Mechanisms
Project	Taxi
Main D&T	An axle is a rod or spindle that passes through the centre of a wheel to connect two wheels. An axle is a rod that is connected to the centre of a wheel, which allows it to turn. A chassis is the frame of a vehicle.
Knowledge and Skills	Use wheels and axles to make a simple moving model. Create a design to meet simple design criteria.
Materials	Small cardboard boxes Wooden clothes pegs Wheels Thin dowel rods Small elastic bands Masking tape, Cardboard tabs, Metal or plastic washer, Craft materials
Theme	Cooking and Nutrition
Project	Chop, Slice, Mash
Main D&T	Fruit and vegetables are an important part of a healthy diet. It is recommended that people eat at least five portions of fruit and vegetables every day Some foods need to be prepared before eating. Peeling, slicing, chopping, grating, tearing or mashing are different methods of preparing foods Good hygiene, hand washing prevents the spread of germs
Knowledge and Skills	Measure and weigh food items using non-standard measures such as spoons and cups. Select healthy ingredients for a fruit/vegetable salad. Sort foods into groups by whether they are an animal or a plant. Create a design to meet simple design criteria Talk about their own and each other's work, identifying strengths or weaknesses and offering support
Materials	• Variety of fruits and vegetables • Pre packed sandwiches

Year 1 PE

Term: Autumn 1

Topic: Hands 1 (Ball skills)

Key Skills: Develop bouncing, passing with force and speed, sending and receiving

Key Knowledge:

Dribbling is a method of bouncing the ball to keep it away from the defender.

Defender – opposition/other team

Accuracy/Aim

Control

Possession – keeping the ball to ourselves or our team

Term: Autumn 1

Topic: Body Parts (Gymnastics)

Key Skills: Big and small body parts, transition, sequencing

Key Knowledge:

Sequencing – linking more than 1 movement/shape together

Transition – Move between apparatus/movements

Big and small movements

Wide, narrow, curled

Term: Autumn 2

Topic: Feet 1 (Ball Skills)

Key Skills: Dribbling and passing with control

Key Knowledge:

Control - keeping the ball close to us, preventing the defenders from gaining possession.

Passing – using the inside of the foot to pass.

Stopping the ball – Put your foot on top of the ball or with the inside of your foot so the ball has a barrier.

Term: Autumn 2

Topic: Running 1 (Locomotion)

Key Skills: Running (short and long distance)

Key Knowledge:

Posture – Chins up and looking straight ahead

Running technique

Space

Changing of speed (acceleration)

Running as a team

Term: Spring 1

Topic: Wide, Narrow, Curled (Gymnastics)

Key Skills: Shape, linking, using apparatus

Key Knowledge:

Sequencing – linking more than 1 movement/shape together

Transition – Move between

apparatus/movements

Term: Spring 1

Topic: Rackets, Bats and Balls (Ball Skills)

Key Skills: Dribbling and hitting

Key Knowledge:

Accuracy

Power

Balance

Control

Term: Spring 2

Topic: Heroes (Dance)

Key Skills: Exploring, creating, performing

Key Knowledge:

Controlled movements

Balance

Coordination

Sequence

Respond to rhythm

Term: Spring 2

Topic: Games for Understanding (Attack v Defence)

Key Skills: Attacking and defending

Key Knowledge:

Attacking

Defending

Tactics

Term: Summer 1

Topic: Hands 2 (Ball Skills)

Key Skills: Throwing, stopping, sending

Key Knowledge:

Accuracy

Teamwork

Target

Scoring points to beat an opponent

Term: Summer 1

Topic: Jumping 1 (Locomotion)

Key Skills: Jumping and skipping

Key Knowledge:

Direction

Speed

Levels

Sequence

Effective jumping technique

Skipping is a combination of a long step and a hop, stepping from one foot to the other with a hop or bounce.

Apply competitively

Term: Summer 2

Topic: The Zoo (Dance)

Key Skills: Exploring expression Developing our movements, adding movements together

Responding to a rhythm: Introducing partner work

Creating an animal sequence motifs Exploring relationships within our motifs

Key Knowledge:

Controlled Movements

Coordination

Rhythm

Motif

Term: Summer 2

Topic: Team Building (Team Building)

Key Skills: Teamwork, Inclusion, Trust, Communication

Key Knowledge:

Problem Solving

How to work as a team

What makes an effective team

Communicating effectively

Year 1 PSHE

Families and Relationships / Health and Wellbeing / Safety and the changing body

Sub-strand	Year 1		Sub-strand	Year 1		Sub-strand	Year 1	
	Skills	Knowledge		Skills	Knowledge		Skills	Knowledge
Family	Exploring how families are different to each other.	To understand that families look after us. To know some words to describe how people are related (eg. aunty, cousin). To know that some information about me and my family is personal.	Health and prevention	Learning how to wash my hands properly. Learning how to deal with an allergic reaction.	To understand we can limit the spread of germs by having good hand hygiene. To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. To know that certain foods and other things can cause allergic reactions in some people.	Being safe (including online)	Practising what to do if I get lost. Identifying hazards that may be found at home. Understanding people's roles within the local community that help keep us safe.	To know that some types of physical contact are never appropriate. To know what to do if I get lost. To know that a hazard is something which could cause an accident or injury.
	Exploring how friendship problems can be overcome. Exploring friendly behaviours.	To understand some characteristics of a positive friendship. To understand that friendships can have problems but that these can be overcome.		Exploring positive sleep habits. Exploring two different methods of relaxation: progressive muscle relaxation and laughter. Exploring health-related jobs and people who help look after our health.	To know that sleep helps my body to repair itself, to grow and restores my energy.		Learning what is and is not safe to put in or on our bodies.	To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.
Friends	Recognising how other people show their feelings. Identifying ways we can care for others when they are sad. Exploring the ability to successfully work with different people.	To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.	Mental wellbeing	Identifying personal strengths and qualities. Identifying different ways to manage feelings.	To know that strengths are things we are good at. To know that qualities describe what we are like. To know the words to describe some positive and negative emotions.	The changing adolescent body	N/A	N/A
Change and loss	N/A	N/A					Practising making an emergency phone call.	To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. To know that the emergency services are the police, fire service and the ambulance

wledge

Citizenship

Year 1		Year 2	
Skills	Knowledge	Skills	Knowledge
Recognising why rules are necessary and the consequences of not following rules. Discussing how to meet the needs of different pets. Exploring the differences between people. Recognising the groups that we belong to.	To know the rules in school. To know that different pets have different needs. To understand the needs of younger children and that these change over time. To know that voting is a fair way to make a decision. To understand that people are all different and that this is a good thing.	Explaining why rules are in place in different settings. Identifying positives and negatives about the school environment. Learning how to discuss issues of concern to me. Recognising the importance of looking after the school environment. Identifying ways to help look after the school environment. Recognising the contribution people make to the local community.	To know some of the different places where rules apply. To know that some rules are made to be followed by everyone and are known as 'laws'. To know some of the jobs people do to look after the environment in school and the local community. To understand how democracy works in school through the school council. To understand that different groups of people make different contributions to the community.

Progression of skills and knowledge

Economic wellbeing

Year 1		Year 2		Year 3	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Exploring how money is used by people. Discussing how to keep money safe. Discussing what to do if we find money. Exploring choices people make about money. Developing an understanding of how banks work. Listening to descriptions of professions. Thinking about questions they would like to ask others about their job. Describing what different people do in their jobs.	To know that people use money to buy things, including things they need and things they want. To know that coins and notes are types of money and have different values. To know that notes are higher in value than coins. To know that it is wrong to steal money. To know that money is valuable and needs to be looked after. To know that money should be stored in a safe place to keep it secure and should not be displayed in public places. To know that they should not show or give money to strangers. To know that they can ask adults they know and trust about money and where to store it safely. To know that banks are places where we can store our money. To know adults have jobs to help others and to earn money. To know that skills are things that we can do well and that everyone has different skills. To know that different jobs need different skills.	Explaining adult money sources. Identifying whether something is a want or need. Comparing and contrasting 'wants' and 'needs'. Exploring personal skills and talents. Exploring the reasons why people choose certain jobs. Identifying some ways to make an environment inclusive and fair. Reflecting on the importance of individuality and diversity.	To know that many adults earn money by having a job. To know some basic needs for survival, such as food, water and shelter. To know that a bank account is like a special key that keeps money safe until it is needed. To know that a bank account card is like a special key that unlocks a bank account to access the money inside. To know that saving money is when we keep some money and don't spend it straight away. To know that it is important for workplaces to include a variety of people to bring different viewpoints and skills.	Considering pros and cons of payment methods. Contemplating budgeting benefits. Planning and calculating within a budget. Discussing attitudes and feelings about money. Developing empathy in financial situations. Handling negative financial emotions. Making ethical spending decisions. Assessing impact of spending choices. Reflecting on future job based on goals. Challenging and understanding workplace stereotypes. Ranking factors influencing job choices.	To know that we can pay for things using cash, a debit card, a credit card, online banking, and digital wallets. To know that spending should be based on necessity, importance, and available budget. To know that budgeting is planning how to spend and save the money that you have available. To know that money can cause us to have positive and negative feelings. To know how we spend money can affect other people and the environment, like buying environmentally friendly products to help protect the planet. To know that different jobs contribute to our society in different ways. To know that stereotypes are oversimplified ideas about what jobs are suitable for people based on gender, race, or other characteristics. To know that it is important to consider what they are good at and enjoy doing when choosing future careers. To know that they can aim for any career they are interested in and passionate about, regardless of stereotypes or other people's expectations.