

Art & Design

	Phase Objectives	Year Group Knowledge and Skills Taught
EYFS	● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; ● Share their creations, explaining the process they have used; ● Make use of props and materials when role playing characters in narratives and stories.	
KS1	● To use a range of materials creatively to design and make products - Design a product based on the properties of materials ● to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination: - Drawing (observational) - pencil, charcoal, chalk, felts - Painting - large scale painting, primary colour painting - Sculpture - clay, junk modelling - Printing - sponge/vegetable prints, rubbings ● To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - Explore thickness and sizes of lines - Exploring tone by drawing light and dark areas - Show pattern and texture using lines and dots - Use rolled up paper, straws, paper, card and clay as materials for sculpture - Collage torn and cut shapes - Mix primary colours to make secondary colours - Add white to colours to make tints and black to colours to make tones - Understand colour wheel ● About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. - Use ideas of artists, craft makers and designers studied for own work - Compare similarities and differences between pieces of art or design	Year 1 ● How to design a product. ● To use drawing (observational with pencil and chalk), painting and printing (primary colours, sponge/vegetable printing) and sculpture (junk modelling) to share and recreate ideas. ● To use colour, pattern and texture to: - Show pattern and texture using lines and dots - Use rolled up paper, straws, paper, card and clay as materials for sculpture - Collage torn and cut shapes - Understand colour wheel ● To describe differences and similarities between different practices and disciplines of artists (Use ideas of artists, craft makers and designers for own work). ● Compare similarities and differences between pieces of art or design. Year 2 ● How to design a product from a brief. ● To use drawing (observational with pencil, charcoal and felts), painting and printing (large-scale painting and rubbings) and sculpture (clay) to share and recreate ideas. ● To use line, shape, form and space. ● Explore thickness and sizes of lines. ● Exploring tone by drawing light and dark areas. ● Mix primary colours to make secondary colours. ● Add white to colours to make tints and black to colours to make tones. ● To describe differences and similarities between different practices and

	- Showing a link between own work and artist or designer's work	disciplines of artists (To make links within their own artwork and that of artists, craft makers and designers; showing a link between own work and artist or designer's work).
LKS2	● Create sketchbooks to record observations and use them to review and revisit ideas. Begin to record drawings, painting, artist research, experiments etc. within a sketchbook. ● Developing art and design techniques from KS1: Media: - Drawing - (observational) pencil, colouring pencil, charcoal, pastels - Painting - watercolours, large scale painting, artist style painting - Sculpture - clay, cardboard, papier-mâché, mosaics - Printing - cardboard and string (collograph), block prints, carbon paper Skills: - Watercolours for washed backgrounds - Mix paint effectively - Using colours to create mood - Using a range of brushes for effect - Draw using pencils of varying hardness to show line, texture and tone - Sketch lightly avoiding hard lines for outline (no use of rubber) - Use sculpture to make recognisable forms - Sculpt to express movement - Select materials for collage for striking effect and present effectively - Print using 2 or more colours - Use textiles including basic cross stitch and backstitch, colour fabrics and weave ● About great artists, architects and designers in history. - Researching artists, designers and architects - Understanding techniques used by artists, designers and architects - Showing awareness for artist, designer or architect's choice of materials or style to suit design.	Year 3 ● To record observations within a sketchbook. ● To develop techniques from KS1: observational drawing (pencil, colouring pencil and charcoal) painting (watercolours, artist style painting) sculpture (paper-mache, mosaics) and printing (block prints, collograph). ● Draw using pencils of varying hardness. ● Sketch lightly avoiding hard lines for outline. ● Using a range of brushes for effect. ● Mix paint effectively. ● Select materials for collage for striking effect and present effectively. ● Print using 2 or more colours. ● Use sculpture to make recognisable forms. ● Sculpt to express movement. ● To research artists, architects, designers in history. ● To understand techniques used. Year 4 ● To record observation, review and revisit ideas within a sketchbook. ● To develop techniques from KS1: observational drawing (pencil, pastels and charcoal) painting (watercolours, large-scale painting and artist style painting) sculpture (clay and mosaics) and printing (carbon paper and collograph). ● Watercolours for washed backgrounds. ● Using colours to create mood. ● Draw using pencils of varying hardness to show line, texture and tone. ● Sketch lightly avoiding hard lines for outline (no use of rubber). ● Use textiles including basic cross stitch and backstitch, colour fabrics and weave. ● Use sculpture to make recognisable forms. ● Sculpt to express movement. ● To understand techniques used by artists, architects, and designers. ● To demonstrate awareness of choice of style.

UKS2	● Create sketchbooks to record observations and use them to review and revisit ideas. - Have a solid record of drawings, painting, artist research, experiments, ideas etc. within a sketchbook with purposeful reflections and adaptations. ● Improving mastery of art and design techniques: Media: - Drawing (observational) - pencil, colouring pencil, biro, charcoal, pastels, oil pastels, chalk - Painting - acrylic paint, watercolours, large scale painting, detailed small scale painting - Sculpture - Design through making not planning on paper first - clay, cardboard, wire, modroc, papier-mâché - Printing - monoprinting, block print, aluminium foil, polystyrene Skills: - Use paint suited to their qualities e.g. watercolours and acrylics - Create own colour palette from stimulus - Combine colours, tones and tints to enhance mood of the piece - Develop personal style of painting - Include techniques in drawing or painting to show reflection, sunlight and shadows - Include techniques in drawing or painting to show movement and perspective - Use sculpture to make recognisable forms - Sculpt to using tools for texture and pattern - Sculpt life-like objects with appropriate proportions or if abstract intent proportional differences - Select materials for collage for striking effect including ceramic mosaics - Print using several colours and layers - Use textiles including a range of stitching techniques for purpose and effect - Create original pieces which show personal influence and style ● About great artists, architects and designers in history. - Researching artists, designers and architects and how they have impacted on the world. - Understanding and applying techniques used by artists, designers and architects. - Understanding artists, designers and architects choice of media for purpose.	Year 5 ● Have a consistent record of prior skills learnt with purposeful reflections and adaptations within a sketchbook. ● Develop a personal style of painting. ● Include techniques in drawing or painting to show movement and perspective. ● Use textiles including a range of stitching techniques for purpose and effect. ● Create original pieces which show personal influence and style. ● Sculpt to using tools for texture and pattern. ● Sculpt life-like objects with appropriate proportions or if abstract intent proportional differences. ● To understand artists, architects and designers who impacted the world. ● Use techniques used by artists, architects and designers. ● Understand media for purpose. Year 6 ● Have a solid record of prior skills learnt with reflections within a sketchbook.. ● Use paint suited to their qualities e.g. watercolours and acrylics. ● Create own colour palette from stimulus. ● Combine colours, tones and tints to enhance mood of the piece. ● Include techniques in drawing or painting to show reflection, sunlight and shadows. ● Select materials for collage for striking effect including ceramic mosaics. ● Create original pieces which show personal influence and style. ● Print using several colours and layers. ● Sculpt to using tools for texture and pattern. ● Sculpt life-like objects with appropriate proportions ● Apply techniques used by artists, architects and designers. ● To research artists, architects and designers who have impacted the world and understand how.
------	---	---

Geography

	Phase Objectives	Year Group Knowledge and Skills Taught
EYFS	People Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	
KS1	Locational knowledge: - Name and locate the world’s seven continents. - Name and locate the world’s five oceans. - Name and locate and identify characteristics of the four countries and capital cities of the United Kingdom. - Name and locate and identify characteristics of the seas surrounding the United Kingdom. Place knowledge: - Understand similarities and differences between human geography (the effect of human activity on the Earth) on a small area of the United Kingdom and a small area of contrasting non-European country. - Understand similarities and differences between physical geography (natural features of Earth) of a small area of the United Kingdom and a small area of contrasting non-European country. Human and physical geography: - Identify seasonal and daily weather patterns in the United Kingdom.	Year 1 - Name and locate the world’s seven continents. - Name and locate and identify characteristics of the countries and capital cities of the United Kingdom. (England & Wales) - Name and locate and identify characteristics of the seas surrounding the United Kingdom. (North Sea & English Channel) - Understand differences between human geography (the effect of human activity on the Earth) on a small area of the United Kingdom and a small area of contrasting non-European country. - Understand differences between physical geography (natural features of Earth) of a small area of the United Kingdom and a small area of contrasting non-European country. - Identify seasonal weather patterns in the United Kingdom. - Identify location of hot and cold areas of the world in relation to the North and South Poles. - Use world maps, atlases and globes to identify the United Kingdom and its countries (England and Wales). - Use world maps, atlases and globes to identify continents. - Use simple compass directions (North & South).

	- Identify location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Basic geographical vocabulary: - Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork: - Use world maps, atlases and globes to identify the United Kingdom and its countries. - Use world maps, atlases and globes to identify continents and oceans studied at this key stage. - Use simple compass directions (North, South, East and West). - Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features - Devise a simple map and use and construct basic symbols in a key. - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	- Use locational and directional language [for example, near and far; left and right], to describe the location of features on a map. - Use aerial photographs to recognise landmarks. - Devise a simple map and use basic symbols in a key. - Use simple fieldwork and observational skills to study the geography of their school and its grounds. - Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Year 2 - Name and locate the world's five oceans. - Name and locate and identify characteristics of the four countries and capital cities of the United Kingdom (Specifically Scotland & Northern Ireland) - Name and locate and identify characteristics of the seas surrounding the United Kingdom. (Celtic Sea & Irish Sea) - Understand similarities and differences between human geography (the effect of human activity on the Earth) on a small area of the United Kingdom and a small area of contrasting non-European country. - Understand similarities and differences between physical geography (natural features of Earth) of a small area of the United Kingdom and a small area of contrasting non-European country. - Identify daily weather patterns in the United Kingdom. - Identify location of hot and cold areas of the world in relation to the Equator and the North and South Poles. - Use world maps, atlases and globes to identify the United Kingdom and its countries (All) continents and oceans. - Use simple compass directions (North, South, East and West). - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. - Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. - Devise a simple map and use and construct basic symbols in a key. - Use simple fieldwork and observational skills to study the geography of their surrounding environment and the key human and physical features. - Key physical features, including:
--	---	--

		beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
LKS2	Locational knowledge: - Locate the world's countries, using maps focusing on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics and major cities. - Name and locate counties and cities of the United Kingdom. - Name and locate geographical regions and their identifying human and physical characteristics in the United Kingdom. - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Place knowledge: - 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. Human and physical geography: - Describe and understand key aspects of physical geography, including: climate zones, rivers, mountains and the water cycle. - Describe and understand key aspects of human geography, including: types of settlements and land use, economic activity including trade links. Geographical skills and fieldwork - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Use the 8 points of a compass, 4-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and plans.	Year 3 - Locate the world's countries, using maps focusing on Europe (including the location of Russia). - Name and locate cities of the United Kingdom. - Name and locate geographical regions and their identifying human and physical characteristics in the United Kingdom. - Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle. - Describe key aspects of physical and human geography. - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. - Use maps, atlases, globe to locate countries. - Use fieldwork to observe and present the human and physical features in the local area using a range of methods, including sketch maps and plans. Year 4 - Locate the world's countries, extending further than Europe concentrating on their environmental regions, key physical and human characteristics and major cities. - Name and locate counties of the United Kingdom. - 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. - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. - Understand key aspects of physical and human geography (mountains and the water cycle). - Use maps, atlases, globes and digital/computer mapping to describe features studied. - Use 4-figure grid references, symbols and keys to build their knowledge of the United Kingdom and the wider world. - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and plans.

UKS2	● Locate the world's countries, using maps including North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. ● Name and locate key topographical features (including hills, mountains, coasts and rivers) in United Kingdom. ● Identify land-use patterns; and understand how some of these aspects have changed over time in United Kingdom. ● Understand Prime/Greenwich Meridian and time zones (including day and night). Place knowledge: ● Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North or South America. Human and physical geography: ● Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. ● Describe and understand key aspects of physical geography, including: biomes and vegetation belts, volcanoes and earthquakes. Geographical skills and fieldwork ● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ● Use the 8 points of a compass, 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. ● Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, graphs, and digital technologies.	Year 5 ● Locate the world's countries concentrating on their environmental regions, key physical and human characteristics, countries and major cities. ● Name and locate key topographical features (including hills, mountains, coasts and rivers) in United Kingdom. ● Understand Prime/Greenwich Meridian and time zones (including day and night). ● Understand geographical differences through the study of human and physical geography of a region of the United Kingdom. ● Describe human geography, including: types of settlement and land use, economic activity including trade links. ● Describe key aspects of physical geography, including: volcanoes and earthquakes. ● Use maps, atlases, globes and digital/computer mapping to locate countries features studied. ● Use the 8 points of a compass, 6-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world. ● Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps. Year 6 ● Locate the world's countries, using maps including North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. ● Identify land-use patterns; and understand how some of these aspects have changed over time in the United Kingdom. ● Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North or South America. ● Human geography, including: the distribution of natural resources including energy, food, minerals and water. ● Describe and understand key aspects of physical geography, including: biomes and vegetation belts, volcanoes and earthquakes. ● Use maps, atlases, globes and digital/computer mapping to describe features studied. ● Use the 8 points of a compass, 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. ● Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, graphs, and digital technologies.
------	--	--

History

	History	
	Phase Objectives	Year Group Knowledge and Skills Taught
EYFS	People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Past and Present - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling.	
KS1	Working historically - Ask questions about the past. - Use pictures, artefacts, stories and sources to find information about the past. - Describe some parts of historical events. - Place events in order. - Recount events in history. - Use some historical language: past, long time ago, decade, old, century. - Changes within living memory (where possible these are used to reveal aspects of change in national life).	Year 1 - Asking questions about the past. - Use pictures and artefacts to find information about the past. - Identify some parts of historical events. - Place events in order. - Recount events in history verbally. - Use historical language: past, long time ago, decade, old, century. Year 2 - Use stories and sources to find information about the past. - Describe some parts of historical events. - Place events in order including dates.

	- Events beyond living memory that are significant nationally, globally or events commemorated through festivals or anniversaries. - The lives of significant individuals in the past who have contributed to national and international achievements. Comparing aspects of life in different periods. - Significant historical events, people and places in their own locality.	- Recount and record events in history. - Use historical language: past, long time ago, decade, old, century.
LKS2	Working historically - Suggest causes and consequences for events in history. - Understand the concept of change over time. - Compare sources and what information they give about the past. - Describe historical accounts. - Describe the social, ethnic, cultural or religious diversity of past society. - Understand history from the perspective of women, men and children. - Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. - Changes in Britain from the Stone Age to the Iron Age. - The Roman Empire and its impact on Britain. - Britain's settlements by Anglo-Saxons and Scots. - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. - A local history study. - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. - The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of: Ancient Sumer; the Indus Valley; Ancient Egypt; the Shang Dynasty of Ancient China. - Ancient Greece - a study of Greek like and achievements and their influence on the western world. - A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c AD900; Mayan civilization c AD900; Benin (West Africa) c AD 900-1300.	Year 3 - Suggest causes for events in history. - Recognise the concept of change of time. - Compare sources (differences) and what information they give about the past. - Identify key information from historical accounts. - Describe the social and religious diversity of the past. - Understand history from the perspective of children. - Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.
		Year 4 - Suggest consequences for events in history. - Understand the concept of change over time. - Compare sources (similarities and differences) and what information they give about the past. + - Describe historical accounts. - Describe the ethnic and cultural diversity of past society. - Understand history from the perspective of men, women and children - Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.
UKS2	Working historically - Select suitable sources from history and understand the necessity for multiple sources of evidence - Show awareness of propaganda - Suggest causes and consequences for events in history using sources for evidence - Understand the concept of continuity and change over time	Year 5 - Select suitable sources from history. - Show awareness of propaganda. - Suggest causes for events in history using sources for evidence. - Recognise the concept of continuity. - Describe the social, ethnic, cultural or religious diversity of past society.

	- Describe the social, ethnic, cultural or religious diversity of past society including how this has changed over a period of time - Describe the main changes in a period of history using terms such as: social, religious, political, technological and cultural - Understand history from the perspective of women, men and children and the ideas, attitudes and beliefs towards them - Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy - Changes in Britain from the Stone Age to the Iron Age - The Roman Empire and its impact on Britain - Britain's settlements by Anglo-Saxons and Scots - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - A local history study. - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of: Ancient Sumer; the Indus Valley; Ancient Egypt; the Shang Dynasty of Ancient China. - Ancient Greece - a study of greek life and achievements and their influence on the western world. - A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c AD900; Mayan civilization c AD900; Benin (West Africa) c AD 900-1300.	- Describe the main changes in a period of history (social, religious and cultural). - Understand history from the perspective of women, men and children and the ideas towards them. - Use vocabulary: dates, time period, era, chronology, continuity, change, century, decade, legacy.
		Year 6 - Understand the necessity for multiple sources of evidence. - Explain awareness of propaganda. - Suggest consequences for events in history using sources for evidence - Understand the concept of change over time. - Describe the social, ethnic, cultural or religious diversity of past society including how this has changed over a period of time. - Describe the main changes in a period of history using terms such as:, political, technological and social. - Use vocabulary: dates, time period, era, chronology, continuity, change, century, decade, legacy. - Understand history from the perspective of women, men and children and the attitudes and beliefs towards them.

Design and Technology		
	Phase Objectives	Year Group Knowledge and Skills Taught
EYFS	- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.	

KS1	Design - Design purposeful, functional, appealing products for themselves and other users based on design criteria. - Generate, develop, model and communicate their ideas through talking, drawing, templates and using mock-ups. - Where appropriate, use information and communication technology to design. Make - Select from and use a range of tools and equipment to perform practical tasks - cutting - scissors - shaping - pipe cleaners, plasticine, paper, straws - joining - gluing, folding, tape - finishing - painting, decorating, colouring - Select from and use a wide range of materials and components according to their characteristics including: - construction materials - junk modelling, cardboard, straws, lego, kinex, plasticine/playdough, - textiles - fabric with different purposes - warm, waterproof, lightweight, strong etc. Evaluate - Explore and evaluate a range of existing products. - Evaluate their ideas and products against design criteria. Technical knowledge - Build structures, exploring how they can be made stronger, stiffer and more stable. - Explore and use mechanisms in their products - levers, sliders, wheels and axles Cooking and nutrition - Use the basic principles of a healthy and varied diet to prepare dishes. - Understand where food comes from.	Year 1 - Design purposeful, functional, appealing products for themselves. - Generate and model through talking, drawing, templates - Select and use a range of tools and equipment to perform practical tasks (cutting - scissors, shaping) - Select from and use a wide range of materials and components according to their characteristics (construction materials - junk modelling, cardboard, straws, plasticine/playdough) - Explore and evaluate a range of existing products. - Explore and use mechanisms in their products (levers, sliders) - Build structures, exploring how they can be made stronger, stiffer and more stable. - Understand where food comes from. - Where appropriate, use information and communication technology to view designs. Year 2 - Design purposeful, functional, appealing products for other users based on design criteria. - Generate, develop, model and communicate their ideas using mock-ups. - Use information and communication technology to design. - Select from and use a range of tools and equipment to perform practical tasks (joining - gluing, folding, tape, finishing - painting, decorating, colouring) - Select from and use a wide range of materials and components according to their characteristics (construction - lego, kinex, textiles - fabric with different purposes - warm, waterproof, lightweight, strong etc). - Evaluate their ideas and products against design criteria. - Explore and use mechanisms in their products (wheels and axles) - Use the basic principles of a healthy and varied diet to prepare dishes.
LKS2	Design - Use research to inform design of products. - Develop design criteria to inform the design of innovative, functional products which are fit for purpose. - Generate and communicate ideas through discussion for design. - Develop and model ideas through - annotated sketches - cross sectional or exploded diagrams - prototypes	Year 3 - Use research to inform design of products. - Develop design criteria for functional products which are fit for purpose. - Generate ideas through discussion. - Develop and model ideas (annotated sketches & prototypes). - Select and use a wider range of tools and equipment to perform practical tasks accurately (cuttings, shaping, joining and finishing). - cutting - punching holes, scissors, - shaping - cardboard, clay/plasticine, paper,

	Make • Select from and use a wider range of tools and equipment to perform practical tasks accurately. - cutting - punching holes, scissors, sawing - shaping - cardboard, clay/plasticine, paper, wire - joining - gluing, hot glue gun, folding, taping, wood joins, stitching - finishing - varnishing, painting, colouring, decorating • Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities including: - construction materials - junk modelling, paper, cardboard, straws, lego, kinex, plasticine/playdough, wire, fabric, plastic - textiles - fabric with different purposes - warm, waterproof, lightweight, strong etc. Different textures and patterns for certain aesthetic to be achieved Evaluate • Investigate and analyse an existing product. • Evaluate their ideas and products against their own design criteria. • Understand how key events in design and technology have helped shape the world. Technical knowledge • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Cooking and nutrition • Understand and apply the principles of a healthy and varied diet. • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	• joining - gluing, folding, taping, • finishing - varnishing, painting, colouring, decorating • Select and use a wider range of materials and components according to their functional properties and aesthetic qualities (construction materials). : • construction materials - plasticine/playdough, plastic • Investigate an existing product. • Apply their understanding of how to strengthen structures. • Evaluate ideas and products against their own design criteria. • Understand and apply the principles of a healthy and varied diet. • Prepare and cook a variety of savoury dishes using a range of cooking techniques. Year 4 • Develop design criteria to inform the design of innovative products • Communicate ideas through discussion. • Develop and model ideas (cross sectional or exploded diagrams) • Select and use a wider range of tools and equipment to perform practical tasks accurately (cutting, shaping, joining and finishing). - cutting - scissors, sawing - shaping - cardboard, paper, wire - joining - hot glue gun, wood joins, stitching - finishing - varnishing, painting, colouring, decorating • Select and use a wider range of materials and components according to their functional properties and aesthetic qualities (construction & textiles). - construction materials - wire, fabric - textiles - fabric with different purposes - warm, waterproof, lightweight, strong etc. Different textures and patterns for certain aesthetic to be achieved • Analyse an existing product. • Understand how key events in design and technology have helped shape the world. • Apply their understanding of how to strengthen, stiffen and reinforce complex structures. • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
--	--	---

UKS2	Design • Use research to inform design of products. • Develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate their ideas through: discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces, computer-aided design. Make • Select from and use a wider range of tools and equipment to perform practical tasks accurately: - cutting - punching holes, scissors, sawing, rotary cutter/craft blades - shaping - cardboard, straws, clay/plasticine, paper, wire, wood - joining - gluing, hot glue gun, folding in different ways, taping, wood joints, stitching in several ways - finishing - varnishing, painting, colouring, decorating, sanding • Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities including: - construction materials - junk modelling, paper, cardboard, straws, lego, kinex, plasticine/playdough, wire, fabric, plastic, gears, levers, pulleys - textiles - matching fabric purposes with aesthetic qualities to achieve an effective product Evaluate • Investigate and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Understand how key individuals in design and technology have helped shape the world. Technical knowledge • Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. • Apply their understanding of computing to program, monitor and control their products. Cooking and nutrition • Understand and apply the principles of a healthy and varied diet. • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Year 5 Design • Use research to inform design of products. • Develop innovative, functional, appealing products that are fit for purpose • Generate, develop, model and communicate through: discussion, annotated sketches, prototypes, pattern pieces Make • Select and use tools to perform practical tasks (cutting, shaping, joining and finishing). - cutting - scissors, sawing, craft blades - shaping - cardboard, straws, wood - joining - gluing, hot glue gun, wood joints, stitching in several ways - finishing - painting, colouring, decorating, sanding • Select and use materials according to their functional properties and aesthetic qualities (construction and textiles). Evaluate • Investigate and analyse a few of existing products. • Evaluate against own design criteria. Technical Knowledge • Understand and use mechanical systems in their products [cams, levers]. • Recognise how key individuals in D&T have influenced the world Cooking Nutrition • Apply the principles of a healthy and varied diet. • Prepare and cook a variety of savoury dishes using a range of cooking techniques. • Understand seasonality. Year 6 Design • Develop innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate through: discussion, pattern pieces, computer-aided design, exploded diagrams. Make • Select and use tools to perform practical tasks accurately: - o cutting - punching holes, scissors, sawing - o shaping - cardboard, straws, paper, wood - o joining - gluing, hot glue gun, wood joints, stitching in several ways - o finishing - varnishing, painting, colouring, decorating, sanding
------	---	---

		• Select and use materials according to their functional properties and aesthetic qualities (Construction & textiles) Evaluate • Investigate and analyse a range of existing products. • Evaluate the views of others to improve their work. Technical Knowledge • Understand and use mechanical systems in their products [for example, gears, pulleys and linkages]. • Understand how key individuals in D&T have helped shape the world. • Apply understanding of computing to program, monitor and control their products. • Cooking & Nutrition • Use a range of cooking technique suitable for the dishes being made. • Know where and how a variety of ingredients are grown, reared, caught and processed.

Music		
	Phase Objectives	Year Group Knowledge and Skills Taught
EYFS	• Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known rhymes and songs. • Perform songs, rhymes, poems and stories with others, and –when appropriate- try to move in time with music. • Experiment with, create and select sounds using the inter-related dimensions of music (tempo and pitch).	
KS1	• Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music.	Year 1 • Use their voices expressively by singing songs and speaking chants. • Play untuned instruments musically. • Listen with concentration to a range of high-quality recorded music. • Experiment with, create and select sounds using the inter-related dimensions of music (tempo, duration and dynamics).

	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Year 2 - Use their voices creatively by singing rhymes. - Play tuned instruments musically. - Listen with understanding to a range of high-quality live and recorded music. - Combine sounds using the inter-related dimensions of music (pitch, timbre, texture, structure).
LKS2	- Play and perform ensemble contexts, using their voices and playing musical instruments with some accuracy and fluency. - Improvise and compose music for a range of purposes. - Use and understand staff and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions. - Develop an understanding of the history of music. - Listen with attention to detail and recall sounds with increasing aural memory.	Year 3 - Play ensemble contexts, using their voices and instruments with some accuracy and fluency. - Improvise music for a range of purposes (tempo, duration and dynamics). - Use staff notation. - Appreciate a wide range of high-quality recorded music drawn from different traditions. - Develop an idea of the history of music. - Listen with attention to detail.
		Year 4 - Play and perform ensemble contexts, using their voices and instruments with some accuracy and fluency. - Compose music for a range of purposes (pitch, timbre, texture, structure). - Use other musical notations. - Understand a wide range of high-quality recorded music drawn from different traditions. - Develop an understanding of the history of music. - Listen and recall sounds with increasing aural memory.
UKS2	- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - Compose and improvise music using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - Develop an understanding of the history of music. - Use and understand staff and other musical notations	Year 5 - all once + - Play and perform in solo context, using their voices and playing musical instruments with increasing accuracy, fluency - Compose music using the inter-related dimensions of music (tempo, duration and dynamics). - Listen with attention to detail and recall sounds. - Appreciate and understand a wide range of high-quality live and recorded - Understand the history of music by making comments. - Use and understand staff
		Year 6

		• Play and perform in ensemble contexts, using their voices and playing musical instruments with increasing control and expression. • Improvise music using the inter-related dimensions of music. • Listen, recall and repeat sounds with increasing aural memory. • Understand a wide range of high-quality live and recorded. • Understand the history of music by making judgements. • Use and understand other musical notations.
--	--	---

Computing		
	Phase Objectives	Year Group Knowledge and Skills Taught
EYFS	Experience stories digitally: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; digital map Talk about the lives of the people around them and their roles in society; Understand the past through settings, characters and events encountered in books read in class and storytelling. Share their creations, - videos/photos	
KS1	• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • Create and debug simple programs. • Use logical reasoning to predict the behaviour of simple programs. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Year 1 • Understand what algorithms are. • Create simple programs. • Use logical reasoning. • Use technology purposefully to create and organise. • Recognise common uses of information technology within school and home. • Use technology safely and respectfully, keeping personal information private.
		Year 2 • Understand how algorithms are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.

		• Debug simple programs. • Use reasoning to predict the behaviour of simple programs • Use technology purposefully to store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school and home. • Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
LKS2	• Design, write and debug programs that accomplish specific goals, control physical systems and begin to solve problems by breaking down into small parts. • Use sequence, selection, and repetition in programs; work with inputs and outputs. • Begin to use reasoning to explain how some simple algorithms work and to detect and correct simple errors in algorithms and programs. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Begin to understand computer networks including the internet and how networks can provide multiple services, such as the world wide web. • Understand search technologies and appreciate how results are selected and ranked, and evaluate digital content search technologies provide. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Year 3 • Design and write programs that accomplish specific goals, control physical systems and begin to solve problems by breaking down into small parts. • Use sequence and selection, in programs. • Begin to use reasoning to explain how some simple algorithms work. • Select and use software (including internet services) on a range of digital devices to design and create a range of programs, systems and content. • Begin to understand how the internet works. • Understand search technologies and appreciate how results are selected and ranked. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour. Year 4 • Debug programs that accomplish specific goals, control physical systems and begin to solve problems by breaking down into small parts. • Use repetition in programs; work with inputs and outputs. • Begin to use reasoning to detect and correct simple errors in algorithms and programs. • Combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Begin to understand computer networks and how networks can provide multiple services. • Evaluate digital content in search technologies.
UKS2	• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	• Identify a range of ways to report concerns about content and contact. Year 5 • Design, and write programs that accomplish specific goals, including controlling or simulating physical systems. • Use sequence, selection, and repetition in programs.

	• Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. • Use search technologies effectively and understand and appreciate how results are selected and ranked, and be discerning in evaluating digital content. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	• Use logical reasoning to explain how some simple algorithms work. • Understand computer networks including the internet; how they can provide multiple services, such as the world wide web. • Use search technologies effectively and understand and appreciate how results are selected and ranked. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals including presenting data and information. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour. Year 6 • Debug programs that accomplish specific goals, including controlling or simulating physical systems. • Solve problems by decomposing them into smaller parts. • Work with variables and various forms of input and output. • Use logical reasoning to detect and correct errors in algorithms and programs. • Understand computer networks and the opportunities they offer for communication and collaboration. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing and evaluating. • Identify a range of ways to report concerns about content and contact.
--	--	---

Religious Education SACRE 2023

	Year Group Knowledge and Skills Taught
EYFS	- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Listen attentively and respond with questions comments and actions to a wide range of stories from different religions and world views. Hold conversation and make comments about the religious materials, artefacts, songs, stories and celebrations they encounter. Participate in discussions offering their own ideas about religion and belief using recently introduced religious vocabulary. Offer explanations and answers to ‘why’ questions about religious stories, non-fiction, rhymes, songs and poems.
KS1	Year 1 Beliefs teachings and sources (engages with stories and extracts; explore the lives and teachings of religious key figures) Practices and ways of life (Find out how and when people worship; explore the preparations for festivals, identify the importance of belonging to a religion) Expressing meaning (Engage with religious beliefs and ideas expressed through story, symbol, and other visual forms of expression) Identity diversity and belonging (Find out about ceremonies in which special moments in the life cycle are marked.) Meaning purpose and truth (Ask and respond to questions about things that are interesting or puzzling in the world; listen to and question about stories of individuals and their relationship with God). Values and commitments (Reflect on examples of care and concern shown by believers and religious communities and non-religious ways of life and explore reasons for these actions).
	Year 2 Beliefs teachings and sources (talk about the meaning of stories and extracts; find out ways sacred texts are regarded, read and understood by believers) Practices and ways of life (Ask questions about worship and find out why this is important to believers; find out about the celebration festivals, identify the difference religion has on people's lives) Expressing meaning (Explore the special nature of artefacts in worship, identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies). Identity diversity and belonging (Reflect and respond to stories about belonging and relating to religious communities and non-religious ways of life; identify and question customs associated with particular religions are non-religious ways of life). Meaning purpose and truth (Explore a range of stories and extracts from sacred writings and talk about the meaning they have for believers). Values and commitments (Reflect and respond to stories highlighting the morals and values in practice; explore stories from religious traditions and find out about attitudes to the natural world).

KS2	Year 3 ● Beliefs teachings and sources (Explore the life of key religious and inspirational figures making links with teachings and practices of special significance to followers). ● Practices and ways of life (Identify the main features and patterns of an act of worship and talk about the importance of worship for believers). ● Expressing meaning (Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice). ● Identity diversity and belonging (Find out about the activities of a local religious community and make links with key religious teachings or moral codes (BV)). ● Meaning purpose and truth (Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings and world views). ● Values and commitments (Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment).
	Year 4 ● Beliefs teachings and sources (Explore the origins or sacred writings and consider their importance for believers today). ● Practices and ways of life (Compare and contrast the practice of religion in the home in different religious communities). ● Expressing meaning (Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers). ● Identity diversity and belonging (Research some key events in the development of a religious tradition and non-religious tradition and explain the impact on communities today). ● Meaning purpose and truth (Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life). ● Values and commitments (Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives).
	Year 5 ● Beliefs teachings and sources (Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers and non-believers). ● Practices and ways of life (Investigate some features of key religious festivals and celebrations and identify similarities and differences). ● Expressing meaning (Explore the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions). ● Identity diversity and belonging (Investigate the importance for believers of ceremonies in which special moments in life are marked). ● Meaning purpose and truth (Investigate and reflect on a range of religious and world view responses to suffering, hardship and death). ● Values and commitments (Explore rules for living found in sacred writings and teachings and ask questions about their impact).
	Year 6 ● Beliefs teachings and sources (Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings). ● Practices and ways of life (Investigate the life of a person who has been inspired by their faith and make links between belief and action). ● Expressing meaning (Compare and contrast the use of symbols, actions and gestures used in worship by different communities). ● Identity diversity and belonging (Explore the diversity of a range of religious traditions and world views and identify and reflect on similarities and differences). ● Meaning purpose and truth (Make links between beliefs and action and reflect on how this might have local, national and international impact). ● Values and commitments (Explore religious stories and world views about the environment and identify and reflect on their impact on all).

Relationship & Health Education

	Phase Objectives	Year Group Knowledge and Skills Taught
EYFS	Families and people who care for me - Who is in their family - What families do - care, spend time, protect and keep safe - Know what marriage is - two people joined together for life - Know there are different types of families Caring friendships - What a friend is - kind, sharing, like the same things - How to be a good friend and not make people feel lonely - Know who to trust in their lives Respectful relationships - knowing people are different based on their physical appearance and personality - using manners - Being themselves and kind to themselves - How to treat people kindly at school and at home with examples - Show awareness of it being unacceptable to be unkind (bullying)	
KS1	Families and people who care for me - What is a caring relationship? What does it look like (mum, dad, sister, nan etc.) - Understand that caring relationships make us feel happy. - Families are important as they should give us love, safety and stability. - Respect other people's families. - Know how to if and what to do if relationships in a family make them unhappy. Caring friendships - How to make friends.	Year 1: Families and people who care for me (What is a caring relationship? What does it look like? Families are important as they should give us love, safety and stability. Respect other people's families.) Caring friendships (How to make friends, What to do if friends make us unhappy.) Respectful relationships (Knowing how to show respect for others' differences. Using manners consistently. How to treat people kindly at school and at home with examples.)

	• How to be a good friend and not make people feel lonely. • What to do if friends make us unhappy. • How to deal with arguments without violence. • Show awareness of who to trust. Respectful relationships • Knowing and respecting people are different based on their physical appearance and personality. • Knowing how to show respect for others differences. • Using manners consistently. • Being kind to yourself is important for happiness. • How to treat people kindly at school and at home with examples. • Understand that respect works two ways. • Understand why bullying is unacceptable. Online relationships • Understand how to stay safe if using a tablet or computer - make sure parents are aware of choices.	Online relationships (Know how to stay safe if using a tablet/computer - make sure parents are aware of choices.) Year 2: Families and people who care for me (Understand that caring relationships make us feel happy. Know how to if and what to do if relationships in a family make them unhappy.) Caring friendships (How to be a good friend and not make people feel lonely. How to deal with arguments without violence. Show awareness of who to trust.) Respectful relationships (Knowing and respecting people are different based on their physical appearance and personality. Understand that respect works two ways. Being kind to yourself is important for happiness. Understand why bullying is unacceptable.) Online relationships (Understand how to stay safe if using a tablet or computer - make sure parents are aware of choices.)
--	---	--

KS2	Families and people who care for me • Who is in their family? • What families do - care, spend time, protect and keep safe. • Know what marriage is - two people joined together for life. • Know there are different types of families. Caring friendships • What a friend is - kind, sharing, like the same things. • How to be a good friend and not make people feel lonely. • Know who to trust in their lives. Respectful relationships • Knowing people are different based on their physical appearance, personality and beliefs. • Using manners. • Being themselves and kind to themselves. • How to treat people kindly at school and at home with examples. • Show awareness of it being unacceptable to be unkind (bullying). Online relationships • That people sometimes behave differently online. • That the same principles apply to online relationships as to face-to face relationships. • The rules and principles for keeping safe online. • How to critically consider their online friendships and awareness of people they have never met. • How information and data is shared and used online. Being Safe • What sorts of boundaries are appropriate in friendships. • Understand the need for privacy online, keeping data safe however it is not always right to keep secrets if they relate to being safe. • How to respond safely and appropriately to adults they may encounter online. • That each person's body belongs to them. • How to recognise and report feelings of being unsafe. • How to ask for advice or help for themselves or others. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources.	Year 3: Families and people who care for me (Who is in their family? What families do - care, spend time, protect and keep safe.) Caring friendships (What a friend is - kind, sharing, like the same things.) Respectful relationships (Using manners. Being themselves and kind to themselves. How to treat people kindly at school and at home with examples.) Online relationships (The rules and principles for keeping safe online. That the same principles apply to online relationships as to face-to face relationships. How information and data is shared and used online.) Being Safe (What sorts of boundaries are appropriate in friendships. That each person's body belongs to them. How to ask for advice or help for themselves or others. Where to get advice e.g. family, school and/or other sources.) Year 4: Families and people who care for me (Know what marriage is - two people joined together for life. Know there are different types of families.) Caring friendships (How to be a good friend and not make people feel lonely. Know who to trust in their lives.) Respectful relationships (Knowing people are different based on their physical appearance, personality and beliefs. Show awareness of it being unacceptable to be unkind (bullying).) Online relationships (That people sometimes behave differently online. How to critically consider their online friendships and awareness of people they have never met.) Being Safe (Understand the need for privacy online, keeping data safe however it is not always right to keep secrets if they relate to being safe. How to respond safely and appropriately to adults they may encounter online. How to recognise
-----	---	--

		and report feelings of being unsafe. How to report concerns or abuse, and the vocabulary and confidence needed to do so.)
	Families and people who care for me • Develop deeper understanding of family dynamics and what different families look like across the wider world • What families do - care, spend time, protect and keep safe • Understand the choice of marriage - what it is and that people choose to marry or choose not to • Show awareness of what would make an unhappy or unsafe feeling within a family and what to do about it • Caring friendships • Mutual respect within friendships - truthful, kind, trust, generosity, shared interest, why are these importance? • How to manage friend conflicts - alone or adult support required • Friendships that exclude people are negative • How are friendships useful in our lives? Source of support Respectful relationships • Knowing people are different based on their physical appearance, personality, beliefs and backgrounds. • Understand the importance of using manners and being courteous to respect people. • Develop a strong sense of self respect. • How to treat people with mutual respect - how respect is earned. • Understand what bullying is, it is unacceptable, and awareness of how bullying can happen (cyberbullying , physical bullying). Online relationships • That people sometimes behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	Year 5: Families and people who care for me (Develop deeper understanding of family dynamics and what different families look like across the wider world. What families do - care, spend time, protect and keep safe. How do families help each other in a time of difficulty.) Caring friendships (Mutual respect within friendships - truthful, kind, trust, generosity, shared interest, why are these importance? Friendships that exclude people are negative.) Respectful relationships (Knowing people are different based on their physical appearance, personality, beliefs and backgrounds. Understand the importance of using manners and being courteous to respect people) Online relationships (That people sometimes behave differently online, including by pretending to be someone they are not. That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.) Being Safe (What sorts of boundaries are appropriate in friendships with peers and others, including in a digital context. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others, and to keep trying until they are heard.) Year 6: Families and people who care for me (Understand the choice of marriage - what it is and that people choose to marry or choose not to. Show awareness of what would make an unhappy or unsafe feeling within a family and what to do about it.) Caring friendships (How to manage friend conflicts - alone or adult support required. How are friendships useful in our lives? Source of support.)

	● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ● How information and data is shared and used online. Being Safe ● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ● About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. ● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ● How to recognise and report feelings of being unsafe or feeling bad about any adult. ● How to ask for advice or help for themselves or others, and to keep trying until they are heard, ● How to report concerns or abuse, and the vocabulary and confidence needed to do so. ● Where to get advice e.g. family, school and/or other sources.	Respectful relationships (Develop a strong sense of self respect. How to treat people with mutual respect - how respect is earned. Understand what bullying is, it is unacceptable, and awareness of how bullying can happen (cyberbullying , physical bullying) Online relationships (The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. he rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. How information and data is shared and used online.) Being Safe (That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. How to report concerns or abuse, and the vocabulary and confidence needed to do so. Where to get advice e.g. family, school and/or other sources.)
--	---	--