












Year 1 Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Towers, Tunnels and Turrets	Celebrate Good Times!	Zip, Zap, Pow	Twisted Tales	To Infinity and Beyond	Town Mouse, Country Mouse
Key Themes	(History/Geography) -Castles in Derby -Compare with castles in England, Scotland, Wales & Ireland -Compare cities, towns & villages	(RE/History) -Celebrations -Bonfire Night -Diwali & Christmas (comparison)	(PSHCE) -Citizenship -Real life superheroes	(Science) -Seasons and Weather	(Science/DT) -Everyday materials e.g. what is the most suitable material for a moon buggy/space suit?	(Geography) -Food to fork (farm, factory, shop, house)
Key Figures, Events or Places	Elvaston Castle St. George	Guy Fawkes	Mary Seacole 1800 Dr Ranj Singh 2022 Florence Nightingale Edith Cavell	Sara Blizzard	Neil Armstrong, Apollo 11 1969 Tim Peake 2015	Chaddesden- local area
Core Texts	Tell me a Dragon George and the Dragon	The Crayon's Christmas The Big Book of Festivals	Tractionman is Here Superhero Like You	The True Story of the 3 Little Pigs Trust Me! Hansel & Gretel are Sweet	Man on the Moon Professor Astrocat's Solar System	Hermelin the Detective Mouse Town Mouse, Country Mouse
Reading	<i>Vipers to be taught through each lesson</i>  Listen to and discuss a wide range of stories. -Recognise and join in with predictable phrases. -Be encouraged to link what they read or hear to their own experiences.	<i>Vipers to be taught through each lesson</i>  Be familiar with key stories, fairy stories and traditional tales. -Retell these stories.	<i>Vipers to be taught through each lesson</i>  Listen and discuss a wide range of poems. -Learn to appreciate rhymes and poems and recite some by heart.	<i>Vipers to be taught through each lesson</i>  Listen and discuss a wide range of non-fiction texts. -Discuss word meanings, linking new meanings to those already known.	<i>Vipers to be taught through each lesson</i>  Understand the books they can already read accurately and fluently and the books they listen to by -Drawing on what they already know, and vocabulary provided - Check the text makes sense to them by correcting inaccurate reading.	<i>Vipers to be taught through each lesson</i>  Understand the books they can already read accurately and fluently and the books they listen to by: -Discussing the significance of titles and events, making inferences and predicting what might happen.
Writing	Lists/ captions- Transition writing	 Sentence Pattern Unit 1	 Sentence Pattern Unit 2	 To inform		
Speaking & Listening/ Drama	Outcome: Present an idea to the class, in small groups.		Outcome: Role play a story using frieze frames in groups, adding speech to their characters.		Outcome: Perform a poem as a class, using actions and story map to support.	
Maths	Place value (within 10) given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Additional and subtraction (within 10) read, write and interpret mathematical statements	Addition and subtraction (within 10) - read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs - represent and use number bonds and related subtraction facts within 20 - add and subtract one-digit and to 10, including zero - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial	Addition and subtraction (within 20) - given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the - read, write and interpret mathematical statements involving addition (+),	Place value (within 50) count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 50 in numerals; count in multiples of twos, fives given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the	Multiplication and division 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, find and name a half as one of two equal parts of an object, shape or quantity	Place value (within 100) - count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens - given a number, identify one more and one less - identify and represent numbers using objects and pictorial

	<p>involving addition (+), subtraction (-) and equals (=) signs</p> <p>represent and use number bonds and related subtraction facts within 20</p> <p>add and subtract one-digit numbers to 10 including zero</p> <p>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = - 9$.</p>	<p>representations, and missing number problems such as $7 = - 9$.</p> <p>Geometry: Properties of shape recognise and name common 2-D and 3-D shapes, including:</p> <p>2-D shapes [for example, rectangles (including squares), circles and triangles]</p> <p>3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</p> <p>Place value (within 20)</p> <p>read and write numbers to 20 in numerals and word</p> <p>count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>given a number, identify one more and one less</p> <p>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p>	<p>subtraction (-) and equals (=) signs</p> <ul style="list-style-type: none"> - represent and use number bonds and related subtraction facts within 20 - add and subtract one-digit and two-digit numbers to 20, including zero - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = - 9$. <p>Place value (within 50) count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>count, read and write numbers to 50 in numerals; count in multiples of twos, fives</p> <p>given a number, identify one more and one less</p> <p>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p>	<p>number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>Length and height compare, describe and solve practical problems for length and height</p> <p>measure and begin to record lengths and height</p> <p>Weight and volume compare, describe and solve practical problems for mass/weight and capacity and volume</p> <p>measure and begin to record mass/weight and capacity and volume</p>	<p>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>Geometry: Position and direction</p> <ul style="list-style-type: none"> - describe position, direction and movement, including whole, half, quarter and three-quarter turns. 	<p>representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>Money recognise and know the value of different denominations of coins and notes</p> <p>Time compare, describe and solve practical problems for time</p> <p>measure and begin to record the time (hours, minutes, seconds)</p> <p>sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening</p> <p>recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>
Science	<p><i>Working scientifically objectives for this Key Stage will be covered in half termly experiments.</i></p> <p>Everyday materials</p> <ul style="list-style-type: none"> - 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 	<p><i>Working scientifically objectives for this Key Stage will be covered in half termly experiments.</i></p> <p>Animals, including humans</p> <ul style="list-style-type: none"> -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 	<p><i>Working scientifically objectives for this Key Stage will be covered in half termly experiments.</i></p> <p>Plants</p> <ul style="list-style-type: none"> - 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 	<p><i>Working scientifically objectives for this Key Stage will be covered in half termly experiments.</i></p> <p>Seasonal changes</p> <ul style="list-style-type: none"> -Observe changes across the 4 seasons -Observe and describe weather associated with the seasons and how day length varies. 	<p><i>Working scientifically objectives for this Key Stage will be covered in half termly experiments.</i></p> <p>Everyday materials</p> <ul style="list-style-type: none"> - 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. 	<p><i>Working scientifically objectives for this Key Stage will be covered in half termly experiments.</i></p> <p>Animals, including humans</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>-Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>
Computing	<p>NCCE Computing systems and networks - Technology around us (Y1)</p>		<p>NCCE Creating media - Digital Writing (Y1) Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>		<p>NCCE Programming A – Moving a robot (Y1) NCCE Programming B – Introduction to animation (Y1)</p>	

	<p><u>NCE Computing systems and networks – IT around us. (Y2)</u></p> <ul style="list-style-type: none"> - Use technology purposefully to create, organise, store, manipulate and retrieve digital content - Recognise common uses of information technology beyond school <ul style="list-style-type: none"> -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. 		<p>-Use technology safely and respectfully, keeping personal information private</p>	<ul style="list-style-type: none"> - Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions <ul style="list-style-type: none"> - Create and debug simple programs -Use logical reasoning to predict the behaviour of simple programs <ul style="list-style-type: none"> - 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. 		
E-Safety	<p>Managing Online Information (PE) I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching). I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.</p> <p>Privacy & Security (PE) I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, my school) I can explain how passwords can be used to protect information and devices.</p> <p>Online Bullying (J) I can describe how to behave online in ways that do not upset others and can give examples.</p> <p>Self-image and identity (J) I can recognise that there may be people online that could make me feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened, I can give examples of when and how to speak to an adult I can trust.</p>		<p>Copyright and ownership (PE) I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it'). I can save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content). I understand that work created by others does not belong to me even if I save a copy.</p> <p>Online Reputation (PE) - I can recognise that information can stay online and could be copied.</p> <p>Privacy and Security (C) I can give reasons why I should only share information with people I choose to and can trust.</p> <p>Online Reputation (J) I can describe what information I should not put online without asking a trusted adult first.</p> <p>Health, wellbeing and lifestyle (J) I can explain rules to keep us safe when we are using technology both in and beyond the home and I can give examples of some of these rules.</p>	<p>Online Relationships (PE) I can use the internet for adult support to communicate with people I know I can explain why it's important to be considerate and kind to people online I can give examples of when I should ask permission to do something online and explain why this is important. I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</p> <p>Privacy and Security (J) I can explain why I should always ask a trusted adult before I share any information about myself online.</p> <p>Managing online information (J) I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.</p> <p>Health, well-being and lifestyle (C) I can identify rules that help keep us safe and healthy in and beyond the home when using technology I can give some simple examples</p>		
History	<p><u>First Castles (1066 onwards)</u></p> <p>-Learn about significant historical events, people and places in their own locality</p>	<p>Gun Powder Plot (1605)</p> <p>- Learn about events beyond living memory that are significant nationally or globally</p>	<p>Mary Seacole (born 1805)</p> <p>- Learn about the lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>Toys</p> <p>- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>Neil Armstrong and Tim Peake</p> <p>- Learn about the lives of significant individuals in the past who have contributed to national and international achievements</p>	
<p>Objectives highlighted below should be taught explicitly to meet National Curriculum Attainment Objectives: To develop an awareness of the past, using common words and phrases relating to the passing of time. To know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. To use a wide vocabulary of everyday historical terms. To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events To understand some of the ways in which we find out about the past and identify different ways in which it is represented. To gain and deploy a historically grounded understanding of abstract terms To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>						
Geography	<p><u>Locational Knowledge</u> -Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	/	/	<p><u>Place Knowledge</u> -Understand geographical similarities and differences through studying the human and physical geography of a small area of the United</p>	/	<p><u>Geographical skills and fieldwork</u> -Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and</p>

	<p>Human and physical features</p> <ul style="list-style-type: none"> -Use basic geographical vocabulary to refer to: <i>Key physical features: cliff, coasts, hill, sea</i> <i>Key human features: city</i> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - Use world maps to identify the United Kingdom and its countries. -Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. 			<p>Kingdom, and of a small area in a contrasting non-European country</p> <p>Human and physical features</p> <ul style="list-style-type: none"> -identify seasonal and daily weather patterns in the United Kingdom -use basic geographical vocabulary to refer to: <i>Key physical features: season, weather.</i> 		<p>physical features of its surrounding environment.</p> <ul style="list-style-type: none"> -Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map <p>Human and physical geography</p> <ul style="list-style-type: none"> -Use basic geographical vocabulary to refer to: <i>Key physical features, including: forest, hill, mountain, river, soil, valley.</i> -<i>Key human features, including: city, town, village, factory, farm, house, office, port and shop</i>
<p>Art and Design</p>		<p>Andy Goldsworthy</p> <ul style="list-style-type: none"> - To develop a wide range of art and design techniques in using colour, line and shape -To use painting to develop and share their ideas, experiences and imagination <i>(Painting Link to Rangoli patterns/ Diwali/ Bonfire Night/ fireworks)</i> 		<p>Range of Artists</p> <ul style="list-style-type: none"> -To use drawing to develop and share their ideas, experiences and imagination - To learn about the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work <i>(Textiles, Printing)</i> <i>Alfresco planning- Picasso and Chris Ofilli</i> 	<p>Alexander Calder</p> <ul style="list-style-type: none"> -To use sculpture to develop and share their ideas, experiences and imagination - To use a range of materials creatively to design and make products <i>(Sculpture, solar system)</i> 	
<p>Design and Technology</p>	<p>Design</p> <ul style="list-style-type: none"> -Generate, develop, model and communicate their ideas through talking <p>Make</p> <ul style="list-style-type: none"> - To select from and use a wide range of materials and components, including textiles <p>Technical knowledge</p> <ul style="list-style-type: none"> - build structures, exploring how they can be made stronger, stiffer and more stable - explore and use mechanisms: levers, in their products <p>Evaluate</p> <ul style="list-style-type: none"> - explore a range of existing products and evaluate against criteria <p><i>*Create a catapult for battle to break a model castle</i></p>		<p>Design</p> <ul style="list-style-type: none"> -To design purposeful, functional, appealing products for themselves and other users based on design criteria -To generate, develop, model and communicate their ideas through talking and drawing <p>Make</p> <ul style="list-style-type: none"> -To select from and use a wide range of materials and components, including textiles <p>Evaluate</p> <ul style="list-style-type: none"> -To explore and evaluate a range of existing products -To evaluate their ideas and products against design criteria <p><i>*Sew a superhero cape using a running stitch</i></p>		<p>Design</p> <ul style="list-style-type: none"> -design purposeful, functional, products for other users based on design criteria -Generate, develop, model and communicate their ideas through drawing templates and mock-ups <p>Make</p> <ul style="list-style-type: none"> -select from and use a range of tools and equipment to perform practical tasks [for example, cutting, joining and finishing] <p>Evaluate</p> <ul style="list-style-type: none"> -explore and evaluate a range of existing products -evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> - build structures, exploring how they can be made stronger, stiffer and more stable 	<p>Cooking & Nutrition</p> <ul style="list-style-type: none"> -understand where food comes from. -use the basic principles of a healthy and varied diet to prepare dishes <p><i>*Baking bread</i></p>

					*Making a launch pad strong enough to hold a model rocket Tab and flange joint	
Music	KAPOW unit 1- Keeping the pulse (My favourite things)		KAPOW Unit 2- Sound patterns (Fairytale)	KAPOW Unit 3- Pitch (Superheroes)	KAPOW Unit 4- Musical symbols (Under the sea)	
	<p align="center">All national curriculum objectives interwoven through each unit of lessons-</p> <p align="center">-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 Experiment with create, select and combine sounds using the inter-related dimensions of music (pitch, duration, tempo, timbre, structure, musical notations)</p>					
Physical Education	GetSet4PE Fundamentals Fitness	GetSet4PE Yoga Sending and Receiving	GetSet4PE Gymnastics Ball Skills	GetSet4PE Dance Target Games/ Net and Wall or Bikeability	GetSet4PE Athletics Target Games/ Net and Wall or Bikeability	GetSet4PE Team Building Target Games/ Net and Wall or Bikeability
French	NOT TAUGHT IN KS1	NOT TAUGHT IN KS1	NOT TAUGHT IN KS1	NOT TAUGHT IN KS1	NOT TAUGHT IN KS1	NOT TAUGHT IN KS1
RE	Who is a Christian and what do they believe?	Who is a Christian and what do they believe?	What makes some places of worship sacred? <i>Please see RE mapping for specific lessons to be taught in this unit.</i>	How and why do we celebrate special and sacred times? <i>Please see RE mapping for specific lessons to be taught in this unit.</i>	How should we care for others and the world?	What can we learn from sacred books? <i>Please see RE mapping for specific lessons to be taught in this unit.</i>

Jigsaw (PSHE)	<p style="text-align: center;">Being Me (BM Lessons 1, 3, 4 and 5)</p> <p>-I feel special and safe in my class. I know that I belong to my class.</p> <p>-I understand the rights and responsibilities as a member in my class. I know how to make my class a safe place for everybody to learn.</p> <p>-I know my views are valued and can contribute to the Learning Charter. I recognise how it feels to be proud of an achievement.</p> <p>-I can recognise the choices I make and understand the consequences. I recognise the range of feelings when I face certain consequences.</p>	<p style="text-align: center;">Celebrating Difference (CD Lessons 1, 2, 4, 6)</p> <p>-I can identify similarities between people in my class. I can tell you some ways in which I am the same as my friends.</p> <p>-I can identify differences between people in my class. I can tell you some ways I am different from my friends.</p> <p>-I know some people who I could talk to if I was feeling unhappy or being bullied. I can be kind to children who are bullied.</p> <p>-I know how to make new friends. I can tell you some ways I am different from my friends. I understand these differences make us all special and unique.</p>	<p style="text-align: center;">Dreams and Goals (DG Lessons, 2, 3, 4)</p> <p>-I can set a goal and work out how to achieve it. I can tell you how I learn best.</p> <p>-I understand how to work well with a partner. I can celebrate achievement with my partner.</p> <p>-I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them. I know how I feel when I see obstacles and how I feel when I overcome them.</p>	<p style="text-align: center;">Healthy Me RSE – Statutory All lessons must be taught</p> <p>-I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy. I feel good about myself when I make healthy choices</p> <p>-I know how to make healthy lifestyle choices. I feel good about myself when I make healthy choices.</p> <p>-I know how to keep myself clean and healthy and understand how germs cause disease/illness. I know that all household products including medicines can be harmful if not used properly. I am special so I keep myself safe.</p> <p>-I understand that medicines can help me if I feel poorly and I know how to use them safely. I know some ways to help myself when I feel poorly.</p> <p>-I know how to keep safe when crossing the road, and about people who can help me to stay safe. I can recognise when I feel frightened and know who to ask for help</p> <p>-I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. I can recognise how being healthy helps me to feel happy.</p>	<p style="text-align: center;">Relationships RSE – Statutory All lessons must be taught</p> <p>-I can recognise how being healthy helps me to feel happy. I know how it feels to belong to a family and care about the people who are important to me.</p> <p>-I can identify what being a good friend means to me. I know how to make a new friend.</p> <p>-I know appropriate ways of physical contact to greet my friends and know which ways I prefer. I can recognise which forms of physical contact are acceptable and unacceptable to me.</p> <p>-I know who can help me in my school community. I know when I need help and know how to ask for it.</p> <p>-I can recognise my qualities as person and a friend. I know ways to praise myself.</p> <p>-I can tell you why I appreciate someone who is special to me. I can express how I feel about them.</p>	<p style="text-align: center;">Changing Me RSE – Statutory All lessons must be taught</p> <p>-I am starting to understand the lifestyle of animals and humans. I understand that changes happen as we grow and that this is OK.</p> <p>-I can tell you some things about me that have changed and some things about me that have stayed the same. I know that changes are OK and that sometimes they will happen whether I want them to or not.</p> <p>-I can tell you how my body has changed since I was a baby. I understand that growing up is natural and that everybody grows at different rates.</p> <p>-I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus. I respect my body and understand which parts are private.</p> <p>-I understand that every time I learn something new I change a little bit. I enjoy learning new things.</p> <p>-I can tell you about changes that have happened in my life. I know some ways to cope with changes.</p>
	<p style="text-align: center;">Being Me (BM Lessons 1, 3, 4 and 5)</p> <p>-I feel special and safe in my class. I know that I belong to my class.</p> <p>-I understand the rights and responsibilities as a member in my class. I know how to make my class a safe place for everybody to learn.</p> <p>-I know my views are valued and can contribute to the Learning Charter. I recognise how it feels to be proud of an achievement.</p> <p>-I can recognise the choices I make and understand the consequences. I recognise the range of feelings when I face certain consequences.</p>	<p style="text-align: center;">Celebrating Difference (CD Lessons 1, 2, 4, 6)</p> <p>-I can identify similarities between people in my class. I can tell you some ways in which I am the same as my friends.</p> <p>-I can identify differences between people in my class. I can tell you some ways I am different from my friends.</p> <p>-I know some people who I could talk to if I was feeling unhappy or being bullied. I can be kind to children who are bullied.</p> <p>-I know how to make new friends. I can tell you some ways I am different from my friends. I understand these differences make us all special and unique.</p>	<p style="text-align: center;">Dreams and Goals (DG Lessons, 2, 3, 4)</p> <p>-I can set a goal and work out how to achieve it. I can tell you how I learn best.</p> <p>-I understand how to work well with a partner. I can celebrate achievement with my partner.</p> <p>-I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them. I know how I feel when I see obstacles and how I feel when I overcome them.</p>	<p style="text-align: center;">Healthy Me RSE – Statutory All lessons must be taught</p> <p>-I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy. I feel good about myself when I make healthy choices</p> <p>-I know how to make healthy lifestyle choices. I feel good about myself when I make healthy choices.</p> <p>-I know how to keep myself clean and healthy and understand how germs cause disease/illness. I know that all household products including medicines can be harmful if not used properly. I am special so I keep myself safe.</p> <p>-I understand that medicines can help me if I feel poorly and I know how to use them safely. I know some ways to help myself when I feel poorly.</p> <p>-I know how to keep safe when crossing the road, and about people who can help me to stay safe. I can recognise when I feel frightened and know who to ask for help</p> <p>-I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. I can recognise how being healthy helps me to feel happy.</p>	<p style="text-align: center;">Relationships RSE – Statutory All lessons must be taught</p> <p>-I can recognise how being healthy helps me to feel happy. I know how it feels to belong to a family and care about the people who are important to me.</p> <p>-I can identify what being a good friend means to me. I know how to make a new friend.</p> <p>-I know appropriate ways of physical contact to greet my friends and know which ways I prefer. I can recognise which forms of physical contact are acceptable and unacceptable to me.</p> <p>-I know who can help me in my school community. I know when I need help and know how to ask for it.</p> <p>-I can recognise my qualities as person and a friend. I know ways to praise myself.</p> <p>-I can tell you why I appreciate someone who is special to me. I can express how I feel about them.</p>	<p style="text-align: center;">Changing Me RSE – Statutory All lessons must be taught</p> <p>-I am starting to understand the lifestyle of animals and humans. I understand that changes happen as we grow and that this is OK.</p> <p>-I can tell you some things about me that have changed and some things about me that have stayed the same. I know that changes are OK and that sometimes they will happen whether I want them to or not.</p> <p>-I can tell you how my body has changed since I was a baby. I understand that growing up is natural and that everybody grows at different rates.</p> <p>-I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus. I respect my body and understand which parts are private.</p> <p>-I understand that every time I learn something new I change a little bit. I enjoy learning new things.</p> <p>-I can tell you about changes that have happened in my life. I know some ways to cope with changes.</p>

Please see each year group's half termly Curriculum Packs for more detail on topic coverage and objectives.

Progression Maps for each subject and Subject Guides are a planning tool which support the LTP.