



The Holy Spirit
Catholic Primary School

National Curriculum 2016

Planning Document

Year One

READING YEAR 1

Word Reading year 1	Comprehension year 1
<p>As above and:</p> <ul style="list-style-type: none">▪ Read aloud accurately books that are consistent with their developing phonic knowledge.▪ Apply phonic knowledge and skills as the route to decode words.▪ Respond speedily with the correct sound to grapheme for the 44 phonemes.▪ Recognise and use the different ways of pronouncing the same grapheme; e.g. <i>ow</i> in <i>snow</i> and <i>cow</i>.▪ Read accurately by blending sounds in unfamiliar words.▪ Read common exception words, noting tricky parts (see below).▪ Read words containing <i>-s</i>, <i>-es</i>, <i>-ing</i>, <i>-ed</i>, <i>-er</i>, <i>-est</i> endings.▪ Split two and three syllable words into the separate syllables to support blending for reading.▪ Read words with contractions e.g. <i>I'm</i>, <i>I'll</i>, <i>we'll</i> and understand that the apostrophe represents the omitted letter.▪ Develop fluency, accuracy and confidence by re-reading books.▪ Read more challenging texts using phonics and common exception word recognition.	<p>As above and:</p> <p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none">▪ Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems.▪ Relate texts to own experiences.▪ Recognise and join in with language patterns and repetition.▪ Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors.▪ Orally retell familiar stories in a range of contexts e.g. <i>small world</i>, <i>role play</i>, <i>storytelling</i>.▪ Enjoy and recite rhymes and poems by heart.▪ Make personal reading choices and explain reasons for choices. <p>Understanding books which they can read themselves and those which are read to them</p> <ul style="list-style-type: none">▪ Introduce and discuss key vocabulary, linking meanings of new words to those already known.▪ Activate prior knowledge e.g. <i>what do you know about minibeasts?</i>▪ Check that texts make sense while reading and self-correct.▪ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.▪ Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i>▪ Explain clearly their understanding of what is read to them.▪ Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.▪ Identify and discuss the main events in stories.▪ Recall specific information in fiction and non-fiction texts.▪ Locate parts of text that give particular information, e.g. <i>titles</i>, <i>contents page</i> and <i>labelled diagram</i>.▪ Discuss the title and how it relates to the events in the whole story e.g. <i>Peace at Last</i> by Jill Murphy.▪ Make basic inferences about what is being said and done.▪ Make predictions based on what has been read so far. <p>Participating in discussion</p> <ul style="list-style-type: none">▪ Listen to what others say.▪ Take turns.

Composition year 1		Transcription year 1	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<ul style="list-style-type: none"> ▪ Say, and hold in memory whilst writing, simple sentences which make sense. ▪ Write simple sentences that can be read by themselves and others. ▪ Separate words with spaces. ▪ Use punctuation to demarcate simple sentences (capital letters and full stops). ▪ Use capital letter for the personal pronoun <i>I</i>. ▪ Use capital letters for names of people, places and days of the week. ▪ Identify and use question marks and exclamation marks. ▪ Use the joining word <i>and</i> to link words and clauses. ▪ Extend range of joining words to link words and clauses using <i>but</i> and <i>or</i>. ▪ Make singular nouns plural using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i>. ▪ Add suffixes to verbs where no spelling change is needed to the root word e.g. <i>helping, helped, helper</i>. ▪ Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>. 	<p>Planning</p> <ul style="list-style-type: none"> ▪ Orally plan and rehearse ideas. ▪ Sequence ideas and events in narrative. ▪ Sequence ideas and events in non-fiction. ▪ Use familiar plots for structuring the opening, middle and end of their stories. <p>Drafting and Writing</p> <ul style="list-style-type: none"> ▪ Orally compose every sentence before writing. ▪ Re-read every sentence to check it makes sense. ▪ Compose and sequence their own sentences to write short narratives. ▪ Compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, information texts, instructions</i>. ▪ Use formulaic phrases to open and close texts. ▪ Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts</i>. <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▪ Discuss their writing with adults and peers. <p>Performing</p> <ul style="list-style-type: none"> ▪ Read aloud their writing audibly to adults and peers. 	<ul style="list-style-type: none"> ▪ Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words. ▪ Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. <i>off, well, miss, buzz, back</i>. ▪ Spell words with the /ŋ/sound spelt n before k, e.g. <i>bank, think</i>. ▪ Divide words into syllables, e.g. <i>pocket</i>. ▪ Spell words with -tch, e.g. <i>catch, fetch, kitchen, notch, hutch</i>. ▪ Spell words with the /v/ sound at the end of words, e.g. <i>have, live, give</i>. ▪ Add s and es to words, e.g. <i>thanks, catches</i>. ▪ Add the endings -ing, -ed and -er to verbs where no change is needed to the root word. ▪ Add -er and -est to adjectives where no change is needed to the root word. ▪ Spell words with vowel digraphs. ▪ Spell words with vowel trigraphs. ▪ Spell words ending -y (/i:/ or /ɪ/), e.g. <i>happy</i>. ▪ Spell words with new consonant spellings ph and wh, e.g. <i>dolphin, wheel</i>. ▪ Spell words using k for the /k/ sound, e.g. <i>Kent</i>. ▪ Add the prefix -un. ▪ Spell compound words, e.g. <i>farmyard, bedroom</i>. ▪ Spell common exception words (see below). ▪ Spell days of the week. ▪ Name the letters of the alphabet in order. ▪ Use letter names to distinguish between alternative spellings of the same sound. ▪ Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> ▪ Sit correctly at a table and hold a pencil correctly. ▪ Hold a pencil with an effective grip. ▪ Form lower-case letters correctly – <i>starting and finishing in the right place, going the right way round, correctly oriented</i>. ▪ Form digits 0-9 correctly. <ul style="list-style-type: none"> - Practise forming letters in handwriting families: - 'Long ladders' – i, j, l, t, u, - 'One armed robots' – b, h, m, n p, r - 'Curly caterpillars' – c, a, d, e, g, o, q, f, s - Zig-zag letters – k, v, w, x, y, z ▪ Have clear ascenders ('tall letters') and descenders ('tails'). ▪ Form capital letters correctly.

MATHS YEAR 1

Number – number and place value	Number – addition and subtraction	Number – multiplication and division
<ul style="list-style-type: none">▪ Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.▪ Count in multiples of twos, fives and tens.▪ Read and write numbers to 100 in numerals.▪ Read and write numbers from 1 to 20 in numerals and words.▪ <i>Begin to recognise the place value of numbers beyond 20 (tens and ones).</i>▪ Identify and represent numbers using objects and pictorial representations including the number line.▪ Use the language of: equal to, more than, less than (fewer), most, least.▪ Given a number, identify one more and one less.▪ <i>Recognise and create repeating patterns with numbers, objects and shapes.</i>▪ <i>Identify odd and even numbers linked to counting in twos from 0 and 1.</i>▪ <i>Solve problems and practical problems involving all of the above.</i>	<ul style="list-style-type: none">▪ 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 two-digit numbers to 20, including zero (<i>using concrete objects and pictorial representations</i>).▪ Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.	<ul style="list-style-type: none">▪ <i>Recall and use doubles of all numbers to 10 and corresponding halves.</i>▪ 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.

Number – fractions	Geometry – properties of shapes	Measurement
<ul style="list-style-type: none"> ▪ Understand that a fraction can describe part of a whole. ▪ Understand that a unit fraction represents one equal part of a whole. ▪ Recognise, find and name a half as one of two equal parts of an object shape or quantity (<i>including measure</i>). ▪ Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity (<i>including measure</i>). 	<ul style="list-style-type: none"> ▪ Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles. ▪ Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres. <div style="background-color: #0056b3; color: white; padding: 2px;">Geometry – position and direction</div> <ul style="list-style-type: none"> ▪ Describe movement, including whole, half, quarter and three-quarter turns. ▪ Recognise and create repeating patterns with objects and shapes. ▪ Describe position and direction. 	<ul style="list-style-type: none"> ▪ Measure and begin to record: <ul style="list-style-type: none"> - lengths and heights, <i>using non-standard and then manageable standard units (m/cm)</i> - mass/weight, <i>using non-standard and then manageable standard units (kg/g)</i> - capacity and volume <i>using non-standard and then manageable standard units (litres/ml)</i> - time (hours/minutes/seconds) <i>within children's range of counting competence.</i> ▪ Compare, describe and solve practical problems for: <ul style="list-style-type: none"> - lengths and heights (for example, long / short, longer / shorter. tall / short, double / half). - mass/weight (for example, heavy / light, heavier than, lighter than). - capacity and volume (for example, full/empty, more than, less than, half, half full, quarter). - time (for example, quicker, slower, earlier, later). ▪ Recognise and use language relating to dates, including days of the week, weeks, months and years. ▪ Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening). ▪ Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. ▪ Recognise and know the value of different denominations of coins and notes.
		<div style="background-color: #0056b3; color: white; padding: 2px;">Statistics</div> <ul style="list-style-type: none"> ▪ Sort objects, numbers and shapes to a given criterion and their own. ▪ Present and interpret data in block diagrams using practical equipment. ▪ Ask and answer simple questions by counting the number of objects in each category. ▪ Ask and answer questions by comparing categorical data.

Please Note: Much of the learning in Year 1 can be done throughout the year using the school and the local environment. For example plants can be observed to make a linked to seasonal change and weather at various different times. Materials could be linked to a different creative theme throughout the year. Key learning can also be covered as a blocked science unit in its own right to introduce or consolidate learning at other times.

Plants: Common Names and Basic Structure	Animals - Humans	Animals - Other Animals
<p>Pupils should be taught to:</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>Notes and Guidance (non-statutory): Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted. They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).</p> <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> ▪ Observing closely, perhaps using magnifying glasses. ▪ Comparing and contrasting familiar plants. ▪ Describing how they were able to identify and group them, and ▪ Drawing diagrams showing the parts of different plants including trees. ▪ Keeping records of how plants have changed over time, for example the leaves falling off trees and buds opening. ▪ Comparing and contrasting what they have found out about different plants. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. ▪ Recognise that humans are animals. ▪ Compare and describe differences in their own features (eye, hair, skin colour, etc.). ▪ Recognise that humans have many similarities. <p>Notes and Guidance (non-statutory): Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p> <p>Pupils might work scientifically by using their observations to:</p> <ul style="list-style-type: none"> ▪ Compare and contrast animals (humans) at first hand or through videos and photographs. ▪ Using their senses to compare different textures, sounds and smells. 	<p>Pupils should be taught to:</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. ▪ Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, and including pets). ▪ Find out and describe how animals look different to one another. ▪ Group together animals according to their different features. ▪ Recognise similarities between animals: <ul style="list-style-type: none"> – Structure: head, body, way of moving, senses, body covering, tail. ▪ Animals have senses to explore the world around them and to help them to survive. ▪ Recognise that animals need to be treated with care and sensitivity to keep them alive and healthy. ▪ Animals are alive; they move, feed, grow, use their senses and reproduce. <p>Notes and Guidance (non-statutory): Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.</p> <p>Pupils might work scientifically by using their observations to:</p> <ul style="list-style-type: none"> ▪ Compare and contrast animals at first hand or through videos and photographs. ▪ Describing how they identify and group them. ▪ Grouping animals according to what they eat. ▪ Using their senses.

SCIENCE YEAR 1

Material Properties – Everyday Materials	Light and Astronomy – Seasonal Change
<p>Pupils should be taught to:</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.▪ 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>Notes and Guidance (non-statutory):</p> <p>Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque and transparent. Pupils should explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil.</p> <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none">▪ performing simple tests to explore questions, for example:<ul style="list-style-type: none">– ‘What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast’s leotard?’	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">▪ Observe changes across the four seasons.▪ Observe and describe weather associated with the seasons and how day length varies. <p>Notes and Guidance (non-statutory):</p> <p>Pupils should observe and talk about changes in the weather and the seasons.</p> <p>Note:</p> <p>Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses.</p> <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none">▪ Making tables and charts about the weather and▪ Making displays of what happens in the world around them, including day length, as the seasons change. <p>Additional suggestion from Lancashire for working scientifically opportunities which enhance learning and support using ICT across the curriculum</p> <ul style="list-style-type: none">▪ This unit provides an ideal opportunity for using data logging equipment to record temperatures

Sort / group / compare / classify / identify	Research <i>finding things out using a wide range of secondary sources of information and recognising that scientific ideas change and develop over time</i>	Modelling	Recording of 'Explore / Observe' <i>developing a deeper understanding of a wide range of scientific ideas encountering more abstract ideas</i>	Questioning <i>asking their own questions about scientific phenomena</i>	Planning <i>using different types of scientific enquiry making decisions about and explaining choices for testing</i>
<ul style="list-style-type: none"> ▪ Name/identify common examples and some common features (Y1/2). ▪ With help, decide how to sort and group objects, materials or living things. ▪ Say/identify how different things change objects, materials or living things. ▪ Make comparisons between simple observable features/characteristics of objects, materials and living things. ▪ Say how things are similar or different. ▪ Recognise basic features of objects, materials and living things. 	<ul style="list-style-type: none"> ▪ Find out about the work of famous scientists (historical & modern day) (Y1/2). ▪ Use simple and appropriate secondary sources (such as books, photographs and videos) to find things out / find answers. (Y1/2). ▪ Ask people questions (Y1/2). 		<ul style="list-style-type: none"> ▪ Begin to communicate and record their findings using simple scientific language. ▪ Begin to use simple scientific language to talk about what they have. ▪ Use their own ideas to offer answers to questions. ▪ Observe and discuss / talk about / draw/ keep records of changes over different periods of time. ▪ Observe closely and discuss / talk about / draw /record the features/properties of things in the real world. 	<ul style="list-style-type: none"> ▪ Ask simple questions stimulated by the world around them. ▪ Demonstrate curiosity by the questions they ask. 	<ul style="list-style-type: none"> ▪ Begin to choose/suggest ways to find answers. ▪ Perform simple tests/comparative tests. ▪ Talk about ways of answering their questions. ▪ Use different types of scientific enquiry. ▪ Experiment with a wide variety of things.
Equipment and measurement <i>increasing complexity with increasing accuracy and precision make their own decisions about the data to collect</i>	Communicating Recording <i>recording data, reporting findings, presenting findings</i>	Considering the results of an investigation / writing a conclusion			Collaborating
<ul style="list-style-type: none"> ▪ Observe using non-standard units e.g. how many lolly sticks/cubes/handfuls, etc. ▪ Observe closely, using simple equipment (e.g. hand lenses, egg timers). ▪ Observe closely using their senses (Y1). 	<ul style="list-style-type: none"> ▪ Present their findings in a range of ways using templates where necessary e.g. talk/discuss; write/describe; draw pictures; annotated photographs; video; make/construct tables, charts and displays. ▪ Communicate their ideas to a range of audiences in a variety of ways. ▪ Begin to use some simple scientific language. 	Describe results <i>Looking for patterns analysing functions, relationships and interactions more systematically</i>	Explain results <i>Draw conclusions based on evidence</i>	Trusting my results	
		<ul style="list-style-type: none"> ▪ Sequence photographs of an event/observation. ▪ Observe changes over different periods of time and discuss/talk/record about what has happened. ▪ Talk/ discuss/ describe/record about what they have seen/ what has happened. 	<ul style="list-style-type: none"> ▪ Read and spell scientific vocabulary (Y1/2). ▪ Suggest how things happen. ▪ Use their observations and ideas to suggest answers to questions. ▪ Begin to use simple scientific language to talk about what they have found out. ▪ Talk about what they have found out. 		

Information Technology

Programme of Study

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Skills

Create, Manage and Manipulate Digital Content

Text and images

On a range of devices:

- Develop correct use of the keyboard (e.g. spacebar, backspace, delete, shift (not caps lock) and enter keys).
 - Add captions to photos and graphics.
 - Select text appropriately e.g. highlighting or clicking text to select.
 - Make simple changes to text e.g. colour, style and size.
 - Select text from word lists (if necessary).
 - Select appropriate images to add to work.
 - Word process short texts directly onto the computer (i.e. do not just copy up handwritten work).
 - Navigate round text in a variety of ways e.g. mouse, arrow keys, touch, when editing work.
- Save and store work in an appropriate area, and be able to print, retrieve and amend it.
 - Use a range of digital devices to capture and save both still and moving images. These could include digital cameras, video cameras, tablets,
 - Refine the use of shape, line and colour to communicate a specific idea or artistic style/effect through various tools including brushes, pens, lines, flood fill, spray and stamps.
 - Talk about their use of graphics package and their choice of tools.
 - Begin to make changes to images e.g. cropping using basic tools in image manipulation software.
 - Upload images or video from cameras and other digital devices to a computer, or into a document, with support if needed.
 - Create a sequence of images to form a short animation.
 - Change the content of a project for a specific audience.
 - Begin to add different forms of media together e.g. text and images in blogs or word processing documents.
 - Organise and name files appropriately and accurately.

Knowledge and Understanding

Create, Manage and Manipulate Digital Content

Text and images

- Know that text can be different colours, sizes and styles and that these can easily be changed.
- Know that technology can be used to communicate ideas in different ways, e.g. text, images, tables and sound.
- Understand there are a variety of tools in graphics packages, each fulfilling a different purpose.
- Know that there are various ways of capturing still and moving images.
- Know the importance of giving an appropriate name to files.
- Know that files can be stored in folders and how the structure of the directory is ordered.
- Understand that files can be retrieved from their location and edited.
- Know what the term multimedia means.
- Understand the differences between a graphics package and paper based art activities.
- Know that there are various ways of capturing still and moving images.
- Understand the need to frame an image or scene and keep the camera still.
- Understand that animation is a sequence of still images.
- Know how to take images appropriately and responsibly.
- Understand how the mood of a piece can easily be changed through use of text, graphics and sound.
- Begin to understand that images, sounds and text can be subject to copyright.
- Start to understand that content needs to be changed according to the audience.
- Understand the importance that files need to be Organised and named files appropriately and accurately.

<p>Sound</p> <ul style="list-style-type: none"> ▪ Explore a range of electronic music and sound devices and software. ▪ Be able to listen to and to select a sound from a bank of pre-recorded sounds. ▪ Use sound recorders, both at and away from the computer, to record and playback sounds e.g. voices, instruments, environmental sounds. ▪ Use software to explore and create sound and musical phrases for a purpose. ▪ Use basic editing tools to change recorded sounds (speed up, slow down, reverse, echo) to alter the mood or atmosphere ▪ Use recorded sound files in other software applications. ▪ Be able to save sound files. ▪ Be able to share recordings with a known audience. 	<p>Sound</p> <ul style="list-style-type: none"> ▪ Understand that most devices have stop, record and playback functions. ▪ Be aware that sound can be recorded and stored on the computer as a sound file.
<p>Data handling</p> <ul style="list-style-type: none"> ▪ Develop classification skills by carrying out sorting activities ▪ Use simple graphing software to produce pictograms and other basic tables, charts or graphs. ▪ Use graphing software to enter data and change a graph type, e.g. pictogram to bar chart. ▪ Interpret the graphs, discuss the information contained and answer simple questions. ▪ Sort and classify a group of items by asking simple yes / no questions. This may take place away from the computer, e.g. a 'Guess Who' game. ▪ Use a branching database program to sort and identify items. ▪ Use basic search tools in a prepared database to answer simple questions e.g. how many children have brown hair? 	<p>Data handling</p> <ul style="list-style-type: none"> ▪ Understand that IT can be used to sort items and information. ▪ Understand that IT can be used to create and display charts graphs. ▪ Develop an understanding of what datalogging can be used for (Science). ▪ Understand that IT can be used to add to and change charts and graphs quite easily. ▪ Begin to understand that unless data has been entered accurately it cannot be used to provide correct answers to questions.
<p>Digital research – searching</p> <ul style="list-style-type: none"> ▪ Locate specific, teacher defined, age appropriate websites through a favourites menu and /or by typing a website address (URL) into the address bar in a web browser. ▪ Use technology to source, generate and amend ideas e.g. searching a resource such as Espresso for images by a specific artist. ▪ Talk about their use of technology and other ways of finding information, e.g. books, asking other people. ▪ Use and explore appropriate buttons, arrows, menus and hyperlinks to navigate teacher selected web sites, and other sources of stored information. ▪ Use key words to search a specific resource for information, e.g. Espresso and other websites, under the guidance and supervision of an adult. ▪ Be able to retrieve files from a computer using a search of the computer. 	<p>Digital research – searching</p> <ul style="list-style-type: none"> ▪ Begin to understand that some websites are more useful than others when searching for topics. ▪ Understand that technology can give rapid access to a wide variety of information and resources, including internet, TV, DVDs ▪ Understand that there are different ways of finding information, e.g. books, asking other people ▪ Understand that different forms of information, e.g. text, images, sound, multimedia exist and that some are more useful for specific purposes than others. ▪ Understand that files can be retrieved and found on a computer using a search of the computer. ▪ Understand and discuss how information can be obtained and used to answer specific questions. ▪ Understand a website has a unique address and the need for precision when typing it. ▪ Begin to understand that not everything on the internet is true. ▪ Be aware that they can be accidentally diverted from websites through a link to a new website, advertising or pop-ups.

Digital Literacy

Programme of Study

- 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.

Skills	Knowledge and Understanding
<p>Online safety</p> <ul style="list-style-type: none">▪ Use technology safely.▪ Keep personal information safe.▪ Use technology respectfully.▪ Recognise situations involving content and contact that are not safe, (e.g. In emails, text messages, videos) and know where to go for help.▪ Minimise screen, turn off the monitor, or use back buttons to return to the home page if anything inappropriate appears on the screen.	<p>Online safety</p> <ul style="list-style-type: none">▪ Know what it means to use technology safely.▪ Understand what is meant by personal information.▪ Understand how to keep personal information safe online.▪ Know the rules for keeping safe online.▪ Understand that personal information, e.g. email address, usernames, passwords, home address or telephone number should not be shared, either online or offline, without a trusted adult's permission.▪ Know that they should not ask to meet anybody from the online world in the offline world.▪ Know and abide by the school's rules for keeping safe online (age appropriate).▪ Understand that technology should be used respectfully.▪ Know where to go for help and support when they have concerns about content they have seen on the internet or other technologies.▪ Know where to go for help and support when they have concerns about contact on the internet or other technologies. <p>Uses of technology</p> <ul style="list-style-type: none">▪ Recognise common uses of information technology beyond school.
<p>Electronic communication</p> <ul style="list-style-type: none">▪ Contribute ideas to class and group emails.▪ Send an email, using a subject heading, to a known member of the school community e.g. another class teacher, bursar.▪ Open and reply to an email from a known person.▪ Contribute to a blog, journal or forum on the school's VLE.▪ Develop an awareness of appropriate language to use in email and other forms of digital communication such as blogs.▪ Begin to use webcams and /or video conferencing as a class, if appropriate and available, with external providers, another class or school.▪ Talk openly about their use of online communication in school and at home.	<p>Electronic communication</p> <ul style="list-style-type: none">▪ Understand that messages can quickly be sent electronically, via a range of devices, over distances and that people can reply to them.▪ Understand that an email has to be sent to a unique email address and the need for accuracy in typing the address.▪ Understand that electronic messages can be in the form of pictures, sound and/or text.▪ Understand that some emails may be malicious or inappropriate and begin to recognise when an attachment may be unsafe to open.▪ Understand the different ways that messages can be sent e.g. email, text messages, letter, phone, forums and begin to consider the advantages, or appropriateness, each one.

Computer Science

Programme of Study

- 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.

Skills

Programming

- Give and follow commands (one at a time) to navigate other children and programmable toys around a course or a familiar journey, including straight and turning movements.
- Plan, generate and follow a sequence of instructions (actual and on-screen) to make something happen; or complete a given task or problem to create a simple program.
- Explore and create sequences of commands/instructions in a variety of programs/devices.
- Make predictions and describe the effects when creating programs and controlling devices.
- Identify errors in instructions.
- Use logical reasoning to predict what will happen in simple programs.

Simulations and modeling

- Explore simulations of real and virtual environments e.g. BBC science clips, virtual plants and pets.
- Make informed choices when exploring what happens in a simulation.
- Discuss use of simulations and compare with reality, e.g. a simulation of a science experiment.
- Talk about the rules found in simulations.

Knowledge and Understanding

Programming

- Understand that algorithms are a series of steps or instructions to achieve a specific goal.
- Understand that devices respond to commands.
- Understand the meaning of the term program.
- Talk about devices in the home that are controlled by commands.
- Understand that prediction, trial and error are important considerations when creating programs or controlling movement.
- Understand that there are different ways to create or produce a sequence of commands, including verbal, recorded, graphical, pressing buttons and on screen methods.
- Understand what debugging is and begin to understand that you can develop strategies to help find bugs.
- Understand what logical reasoning is and how it can be used to predict what happens in simple programs.

Simulations and modeling

- Understand that computer simulations can represent real and virtual environments.
- Understand that computer simulations allow the user to explore options and make choices, recognising that different decisions produce different outcomes.

ART AND DESIGN

Exploring and Developing Ideas		Evaluating and Developing Work			
<ul style="list-style-type: none"> Record and explore ideas from first hand observations. Ask and answer questions about the starting points for their work. Develop their ideas – try things out, change their minds. Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. 		<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work. 			
Drawing					
<ul style="list-style-type: none"> Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with the range of media. 		Lines and Marks <ul style="list-style-type: none"> Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. 	Form and Shape <ul style="list-style-type: none"> Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. 	Tone <ul style="list-style-type: none"> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. 	Texture <ul style="list-style-type: none"> Investigate textures by describing, naming, rubbing, copying.
Digital Media	Painting	Printing	Textiles	3-D	Collage
<ul style="list-style-type: none"> Explore ideas using digital sources i.e. internet, CD-ROMs. Record visual information using digital cameras, video recorders. Use a simple graphics package to create images and effects with: <ul style="list-style-type: none"> – lines by changing the size of brushes in response to ideas; – shapes using eraser, shape and fill tools; and – colours and texture using simple filters to manipulate and create images. Use basic selection and cropping tools. 	<ul style="list-style-type: none"> Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Experiment with tools and techniques e.g. layering, mixing media, scrapping through. Name different types of paint and their properties. Colour <ul style="list-style-type: none"> Identify primary and secondary colours by name. Mix primary shades and tones. Mix secondary colours. Texture <ul style="list-style-type: none"> Create textured paint by adding sand, plaster. 	<ul style="list-style-type: none"> Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. Make simple marks on rollers and printing palettes. Take simple prints i.e. mono – printing. Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. Build repeating patterns and recognise pattern in the environment. Create simple printing blocks with press print. Design more repetitive patterns. Colour <ul style="list-style-type: none"> Experiment with overprinting motifs and colour. Texture <ul style="list-style-type: none"> Make rubbings to collect textures and patterns. 	<ul style="list-style-type: none"> Match and sort fabrics and threads for colour, texture, length, size and shape. Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Cut and shape fabric using scissors/snips. Apply shapes with glue or by stitching. Apply decoration using beads, buttons, feathers etc. Create cords and plaits for decoration. Colour <ul style="list-style-type: none"> Apply colour with printing, dipping, fabric crayons. Texture <ul style="list-style-type: none"> Create and use dyes i.e. onion skins, tea, coffee. Texture <ul style="list-style-type: none"> Create fabrics by weaving materials i.e. grass through twigs. 	<ul style="list-style-type: none"> Manipulate malleable materials in a variety of ways including rolling and kneading. Explore sculpture with a range of malleable media. Manipulate malleable materials for a purpose, e.g. pot, tile. Understand the safety and basic care of materials and tools. Form <ul style="list-style-type: none"> Experiment with constructing and joining recycled, natural and manmade materials. Use simple 2-D shapes to create a 3-D form. Texture <ul style="list-style-type: none"> Change the surface of a malleable material e.g. build a textured tile. 	<ul style="list-style-type: none"> Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. Arrange and glue materials to different backgrounds. Sort and group materials for different purposes e.g. colour texture. Fold, crumple, tear and overlap papers. Work on different scales. Colour <ul style="list-style-type: none"> Collect, sort, name match colours appropriate for an image. Shape <ul style="list-style-type: none"> Create and arrange shapes appropriately. Texture <ul style="list-style-type: none"> Create, select and use textured paper for an image.
Advised curriculum coverage maximum three media per year					

Design Technology		Make	Evaluate
<ul style="list-style-type: none"> Use pictures and words to convey what they want to design/make. Propose more than one idea for their product. Use kits/reclaimed materials to develop more than one idea. Model ideas with kits, reclaimed materials. Select appropriate technique explaining: First... Next... Last.... Explore ideas by rearranging materials. Select pictures to help develop ideas. Use drawings to record ideas as they are developed. Add notes to drawings to help explanations. Describe their models and drawings of ideas and intentions. 		<ul style="list-style-type: none"> Discuss their work as it progresses. Select materials from a limited range that will meet the design criteria. Select and name the tools needed to work the materials. Explain what they are making. Explain which materials they are using and why. Name the tools they are using. Describe what they need to do next. 	<ul style="list-style-type: none"> Explore existing products and investigate how they have been made. Decide how existing products do/do not achieve their purpose. Talk about their design as they develop and identify good and bad points. Note changes made during the making process as annotation to plans/drawings. Say what they like and do not like about items they have made and attempt to say why. Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.
Food	Textiles	Structures	Mechanisms
<ul style="list-style-type: none"> Develop a food vocabulary using taste, smell, texture and feel. Group familiar food products e.g. fruit and vegetables. Explain where food comes from. Cut, peel, grate, chop a range of ingredients Work safely and hygienically. Understand the need for a variety of foods in a diet. Measure and weigh food items, non-statutory measures e.g. spoons, cups. 	<ul style="list-style-type: none"> Cut out shapes which have been created by drawing round a template onto the fabric. Join fabrics by using e.g. running stitch, glue, staples, over sewing, tape. Decorate fabrics with attached items e.g. buttons, beads, sequins, braids, ribbons. Colour fabrics using a range of techniques e.g. fabric paints, printing, painting. 	<ul style="list-style-type: none"> Explore how to make structures stronger. Investigate different techniques for stiffening a variety of materials. Test different methods of enabling structures to remain stable. Join appropriately for different materials and situations e.g. glue, tape. Mark out materials to be cut using a template. Use a glue gun with close supervision. 	<ul style="list-style-type: none"> Join appropriately for different materials and situations e.g. glue, tape. Try out different axle fixings and their strengths and weaknesses. Make vehicles with construction kits which contain free running wheels. Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels. Roll paper to create tubes. Cut dowel using hacksaw and bench hook. Attach wheels to a chassis using an axle. Mark out materials to be cut using a template. Fold, tear and cut paper and card. Cut along lines, straight and curved. Use a hole punch. Insert paper fasteners for card. Experiment with levers and sliders to find different ways of making things move in a 2D plane.

GEOGRAPHY Locational knowledge	Place knowledge	Human and Physical Geography		
<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	<ul style="list-style-type: none"> Small area of the United Kingdom. Small area in a contrasting non-European country. 	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> 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 		
Skills				
Mapping	Fieldwork	Enquiry and Investigation	Communication	Use of ICT / technology
<ul style="list-style-type: none"> Use a range of maps and globes (including picture maps) at different scales. Use vocabulary such as bigger/smaller, near/far. Know that maps give information about places in the world (where/what?). Locate land and sea on maps. Use large scale maps and aerial photos of the school and local area. Recognise simple features on maps e.g. buildings, roads and fields. Follow a route on a map starting with a picture map of the school. Recognise that maps need titles. Recognise landmarks and basic human features on aerial photos. Know which direction is North on an OS map. Draw a simple map e.g. of a garden, route map, place in a story. Use and construct basic symbols in a map key. Know that symbols mean something on maps. Find a given OS symbol on a map with support Begin to realise why maps need a key. Look down on objects and make a plan e.g. of the classroom or playground. 	<ul style="list-style-type: none"> Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. Use simple compass directions (NSEW). Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. 	<ul style="list-style-type: none"> Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' Investigate through observation and description. Recognise differences between their own and others' lives. 	<ul style="list-style-type: none"> Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. Notice and describe patterns. Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.) Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right. Use maps and other images to talk about everyday life e.g. where we live, journey to school etc. 	<ul style="list-style-type: none"> Use simple electronic globes/maps. Do simple searches within specific geographic software. Use a postcode to find a place on a digital map. Add simple labels to a digital map. Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. Use programmable toys or sprites to move around a course/screen following simple directional instructions. Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc. Describe and label electronic images produced.

HISTORY Chronology	Events, People and Changes	Communication
<p>Show their emerging knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Recognising the distinction between past and present. ▪ Identifying <i>some</i> similarities and differences between their own present and aspects of the past. ▪ Place <i>a few</i> events and objects in order by using common phrases to show the passing of time (<i>old, new/young, days and months</i>). <p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Recognising the distinction between present and past in their own and other people's lives. ▪ Identifying some similarities and differences between ways of life in different periods. ▪ Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (<i>before, after, a long time ago, past...</i>). 	<ul style="list-style-type: none"> ▪ To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to <i>parts</i> of stories, and features of events. ▪ Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. ▪ Use simple stories and other sources to show that they know and understand key features of events. 	<ul style="list-style-type: none"> ▪ Understand and use simple historical concepts such as now/then and same/different. ▪ To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>). ▪ Understand historical concepts and use them to make simple connections and draw contrasts.
Enquiry, Interpretation and Using Sources		
<ul style="list-style-type: none"> ▪ Use sources to answer <i>simple</i> questions about the past. ▪ Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources. 	<ul style="list-style-type: none"> ▪ Identify some of the <i>basic</i> ways the past can be represented. ▪ To begin to understand the reasons why people in the past acted as they did from a range of sources (<i>pictures, plays, films, written accounts, songs, museum displays, stories</i>). 	

MUSIC

Performing	Listening	Creating
<ul style="list-style-type: none"> Use their voices expressively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments. Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). 	<ul style="list-style-type: none"> To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory. Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end). Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols. Know how music is used for particular purposes (for example, for dance, as a lullaby). 	<ul style="list-style-type: none"> Experiment with & create musical patterns. Explore, choose and organise sounds and musical ideas. Explore and express their ideas and feelings about music using movement, dance and expressive and musical language. Make improvements to their own work.

Musical Elements						
Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure
<ul style="list-style-type: none"> Identify high and low sounds. 	<ul style="list-style-type: none"> Respond to sounds of different duration. Recognise the difference between long and short sounds. Copy simple patterns of sound of long and short duration. Recognise the difference between steady beat and no beat. Identify similar rhythmic patterns. 	<ul style="list-style-type: none"> Differentiate between loud sounds, quiet sounds and silence. 	<ul style="list-style-type: none"> Identify the differences between fast and slow tempos. Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. 	<ul style="list-style-type: none"> Recognise the difference between singing and speaking. Recognise the difference between wood, metal, skin (<i>drum</i>) and 'shaker' sounds. Match selected sounds with their pictured source. Explore the different kinds of sound that my singing and speaking voice can make. Identify different voices by their vocal qualities. Use sound words or phrases to describe selected sounds and the ways in which they are produced. 	<ul style="list-style-type: none"> Recognise a song with an accompaniment and one without accompaniment. Determine one strand of music or more than one strand. 	<ul style="list-style-type: none"> Understand the form of cumulative (<i>a song with a simple melody that changes each verse e.g. 'The Wheels on the Bus', '12 Days of Christmas'</i>) songs. Recognise that the sections of a piece of music sound the same or different.

Using Technology Appropriately

PHYSICAL EDUCATION

During KS 1 pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

Key Learning in Games		
Developing Skills	Attacking and Defending Strategies (Games) Applying and Linking skills – (gym/dance)	Evaluating Success Not Statutory at this stage
<p>Travelling</p> <ul style="list-style-type: none"> Running, hopping, skipping, galloping. Change direction easily i.e. dodging and swerving. Travelling with an object i.e. beanbag, ball, bat and ball. <p>Sending</p> <ul style="list-style-type: none"> Roll a ball underarm. Throw an object underarm (beanbag). Throw an object overarm (beanbag, ball). Kick a ball. Aiming at various targets using different equipment (beanbag, ball, quoit, shuttlecock etc.). Striking a ball with a bat. <p>Receiving</p> <ul style="list-style-type: none"> Trap a ball with feet. Catching a ball. Catching a ball at different heights. 	<ul style="list-style-type: none"> Recognise and use space in a game. Understand the concept of aiming and the need for accuracy. Use a feint to try and win a net type game. Throw or hit an object into space to make it more difficult for their opponents. Invasion type game – understand to pass the ball to a person in space (Y2). Net and striking and fielding games – look for space to throw, hit or run into to help them score. Understand why they need to throw or hit into space. 	<ul style="list-style-type: none"> But advisable in terms of supporting children’s learning. <p>Examples include:</p> <ul style="list-style-type: none"> Describe what they have done or seen others doing. <i>i.e. opposite foot forward to throwing arm.</i> Copy actions and ideas and use the information they collect to improve their skills.

Key Learning in Dance type activities		
Developing Skills	Attacking and Defending Strategies (Games) Applying and Linking skills – (gym/dance)	Evaluating Success Not Statutory at this stage
<p>Body Actions</p> <p>Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds , objects) e.g. Penguins</p> <p>Travel - <i>waddle, slide</i></p> <p>Turn - <i>spin</i></p> <p>Gesture - <i>bob, flap</i></p> <p>Stillness - <i>freeze</i></p> <ul style="list-style-type: none"> Copy simple movement patterns <i>i.e. waddling, huddle and flap wings.</i> 	<p>Applying and Linking skills</p> <ul style="list-style-type: none"> Choose movements to make own simple dance phrase with beginning, middle and ending. Practise and repeat these movements so they can be performed in a controlled way. Choose and link actions that express a mood, idea or feeling Remember and repeat movements showing greater control, coordination and spatial awareness. 	<ul style="list-style-type: none"> Use simple dance vocabulary to describe movement. <i>i.e. describe what body actions they see.</i> Describe why they think particular actions have been chosen. Describe how a dance makes them feel.

<ul style="list-style-type: none"> Show and tell using body actions to explore moods, ideas and feelings. Vary speed, strength, energy and tension of their movements. 		
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Key Learning in Gymnastic type activities

Developing Skills	Attacking and Defending Strategies (Games) Applying and Linking skills – (gym/dance)	Evaluating Success Not Statutory at this stage
<p>Travelling – feet</p> <ul style="list-style-type: none"> Jog, skip, gallop, hop, walk forwards, backwards. <p>Travelling – hands and feet</p> <ul style="list-style-type: none"> Frog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey, etc. <p>Shape</p> <ul style="list-style-type: none"> Wide, thin, tuck, dish, arch. <p>Rolling</p> <ul style="list-style-type: none"> Rocking on back, pencil, egg rolls, dish roll, teddy / circle roll, forward roll. <p>Balance</p> <ul style="list-style-type: none"> Front support, balance on 4 & 3 points, large body parts, tummy, back, bottom, shoulder. <p>Jumping</p> <ul style="list-style-type: none"> 2 feet to 2 feet, 2 to 1 and 1 to 2. 2 feet to 2 feet for height with shape <p>Handle small and large apparatus</p> <ul style="list-style-type: none"> Mats, benches, tables. 	<p>Applying and Linking skills</p> <ul style="list-style-type: none"> Create and link simple combinations of 2/3 actions / skills e.g. <i>travel and balance</i>. To link “like” movements with a beginning, middle and end To copy a partner’s sequence. Remember and repeat simple linked sequences. Link simple combinations of 3 / 4 actions / skills e.g. <i>jump, travel, roll, balance</i>. Devise short sequence, clear begin, middle, and end. Adapt sequence to include partner or apparatus. Remember and repeat accurately, devised sequences. 	<ul style="list-style-type: none"> Observe and describe sequences using appropriate vocabulary. Observe and copy a partner’s sequence. Comment on one a sequence and say how to improve it.

Other Key Learning

<ul style="list-style-type: none"> Knows the lesson begins with a warm up & ends with cool down. Describe how their heart is beating, and their breathing is normal /puffed at different times in the lesson. Understand and describe changes to their heart rate when playing different type games. Recognise risks when handling and placing large apparatus. Begin to understand basic principles of working with a partner or group. Explain why running and playing games is good for them. <p>The children should engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>

PHSCE

Understanding Self and Others	Working With Others	Speaking and Listening	Negotiation	Compassion and Empathy	Body Language - Verbal and Non-Verbal
<ul style="list-style-type: none"> Explain their ideas, and responses to an issue. Recognise their feelings. Play with others. 	<ul style="list-style-type: none"> Find a partner, sit with them and work with them. 	<ul style="list-style-type: none"> Demonstrate active listening skills. Ask questions for clarification. 	<ul style="list-style-type: none"> Negotiate with one another. Speak in front of a group. 	<ul style="list-style-type: none"> Demonstrate compassion, empathy and tolerance. 	<ul style="list-style-type: none"> Recognise simple body language. Understand verbal and non-verbal communication.
Assertiveness	Making Choices	Risk Taking	Influences	Making Decisions	
<ul style="list-style-type: none"> Speak using the assertive 'I'. Know that it is OK to make mistakes. Say 'No' and mean 'No'. 	<ul style="list-style-type: none"> Recognise their likes and dislikes. Think about and verbalise what is important to them when making choices. Demonstrate making simple choices. Begin to think about how to make safe choices. 	<ul style="list-style-type: none"> Understand the concept of risk. Know who and how to tell. Begin to recognise how other factors can influence choice. 	<ul style="list-style-type: none"> Begin to understand that sometimes people persuade you to do things you don't want to do. 	<ul style="list-style-type: none"> Demonstrate making simple choices. Begin to think about why they made a particular choice. 	

Understanding Self and Others	Working With Others	Speaking and Listening	Negotiation	Compassion and Empathy	Body Language - Verbal and Non-Verbal
<ul style="list-style-type: none"> ▪ Explain their ideas, and responses to an issue. ▪ Recognise their feelings. ▪ Play with others. 	<ul style="list-style-type: none"> ▪ Find a partner, sit with them and work with them. 	<ul style="list-style-type: none"> ▪ Demonstrate active listening skills. ▪ Ask questions for clarification. 	<ul style="list-style-type: none"> ▪ Negotiate with one another. ▪ Speak in front of a group. 	<ul style="list-style-type: none"> ▪ Demonstrate compassion, empathy and tolerance. 	<ul style="list-style-type: none"> ▪ Recognise simple body language. ▪ Understand verbal and non-verbal communication.
Assertiveness	Making Choices	Risk Taking	Influences	Making Decisions	
<ul style="list-style-type: none"> ▪ Speak using the assertive 'I'. ▪ Know that it is OK to make mistakes. ▪ Say 'No' and mean 'No'. 	<ul style="list-style-type: none"> ▪ Recognise their likes and dislikes. ▪ Think about and verbalise what is important to them when making choices. ▪ Demonstrate making simple choices. ▪ Begin to think about how to make safe choices. 	<ul style="list-style-type: none"> ▪ Understand the concept of risk. ▪ Know who and how to tell. ▪ Begin to recognise how other factors can influence choice. 	<ul style="list-style-type: none"> ▪ Begin to understand that sometimes people persuade you to do things you don't want to do. 	<ul style="list-style-type: none"> ▪ Demonstrate making simple choices. ▪ Begin to think about why they made a particular choice. 	