

Subject	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>  *Please note in addition to topics outlined, Year 7 will access a phonics programme and reading/literacy sessions as part of their weekly English lessons.	<b>Topic Focus: Autumn Poetry</b>  <u>Learning objectives:</u> <ul style="list-style-type: none"> <li>Experience multisensory introduction to poetry</li> <li>Explore 'Autumn' as a theme through various mediums</li> <li>Develop an enjoyment and appreciation of poetic forms</li> <li>Read independently, within small groups and as a whole class</li> <li>Develop basic speaking and listening skills</li> <li>Identify rhythms, sounds and rhyme in poems studied</li> <li>Explore a range of poetic devices</li> <li>Write their own poems using lists, shapes, metaphors, haiku, similes, alliteration, and onomatopoeia.</li> </ul>		<b>Topic Focus: Short text</b>  <u>Learning objectives:</u> <ul style="list-style-type: none"> <li>Study the plot, character and setting in a novel/short story</li> <li>Enhance listening and group work skills</li> <li>Explore the theme of a story through speaking and listening and drama tasks</li> <li>Develop literacy skills through reading and writing tasks</li> <li>Make predictions about the story</li> <li>Write imaginatively in response to the themes/events in a story</li> <li>Develop independent reading skills and reading for pleasure.</li> </ul>		<b>Topic Focus: Become an Author</b>  <u>Learning objectives:</u> <ul style="list-style-type: none"> <li>To develop an understanding of an author's craft</li> <li>Recognise and use core vocabulary in relation to the topic</li> <li>To identify the key components of a children's story and use these in own stories</li> <li>Use ICT and reading skills to research an author</li> <li>Develop written and presentational skills in creating own stories</li> <li>Build on speaking and listening/presentation skills to share own stories with an audience</li> <li>Continue to build on independent reading skills.</li> </ul>	

Maths	Autumn		Spring		Summer	
	Autumn		Spring		Summer	
	<u>Learning Topics:</u> <ul style="list-style-type: none"> <li>Place value I</li> <li>Addition and Subtraction II</li> <li>Shape.</li> </ul>		<u>Learning Topics:</u> <ul style="list-style-type: none"> <li>Addition and Subtraction II</li> <li>Place Value II</li> <li>Length and Height</li> <li>Weight and Volume.</li> </ul>		<u>Learning Topics:</u> <ul style="list-style-type: none"> <li>Multiplication and Division</li> <li>Fractions</li> <li>Position and Direction</li> <li>Place Value III</li> <li>Money</li> <li>Time.</li> </ul>	

Science	Autumn		Spring		Summer	
	<p><b>Focus: Hazards + Scientists and their jobs</b></p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>• Role of Scientists in society</li> <li>• Explore hazards within the lab</li> <li>• Identify hazards and hazard symbols on substances</li> <li>• Understand hazards and risk control during a practical activity/experiment</li> <li>• Identify simple lab apparatus</li> <li>• Identify core skills in practical investigations.</li> </ul>	<p><b>Focus: States of matter and change of states</b></p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>• Use simple lab apparatus</li> <li>• Identify substances that exist as solid, liquid and gas</li> <li>• Identify and understand changes of state</li> <li>• Understand the particle model in describing states of matter and change of state.</li> </ul>	<p><b>Focus: Electricity and electromagnetism</b></p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>• Identify simple components used in making electric circuit</li> <li>• Identify static electricity-build-up of charges and flow of charges-electrons-electric conductors</li> <li>• Working series and Parallel circuits</li> <li>• Identify stages in making electricity at the power station</li> <li>• Identify properties of magnet and application of electromagnetism</li> </ul>	<p><b>Focus: Classification of organisms</b></p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>• Identify the characteristics of organisms</li> <li>• Classification of organisms into five major kingdoms</li> <li>• Classification of vertebrates using their structural features</li> <li>• Stages in flowering plant reproduction.</li> </ul>	<p><b>Focus: Energy and energy resources</b></p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>• Identify types of energy and energy resources</li> <li>• Identify transfer of energy in simple systems</li> <li>• Identify renewable and non-renewable energy sources</li> <li>• Understand the choice of energy resources in making electricity relate to green energy sources (renewable) and global warming.</li> </ul>	<p><b>Focus: Earth's Resources and sustainability.</b></p> <p><u>Learning Objectives:</u></p> <p>To explore resources of the earth within a practical context</p> <ul style="list-style-type: none"> <li>• Identify finite and infinite raw materials and relate this to sustainability</li> <li>• Recycling</li> <li>• To explore separation techniques within practical context: Filtration, Distillation, Evaporation and Paper Chromatography.</li> </ul>

Art	Autumn	Spring	Summer
	<p><b>Colour</b></p> <p><b>Focus: Imagination / Painting</b> Wassily, Kandinsky, Henri Matisse</p> <p><u>Learning Objectives:</u> To develop pupils' -</p> <ul style="list-style-type: none"> <li>• Independent skills</li> <li>• Ability to mix a range of colours</li> <li>• Ability to appreciate and comment on the work of others.</li> </ul>	<p><b>Cultural</b></p> <p><b>Focus: Observation / Imagination</b> Painting / 3D, Aboriginal Art</p> <p><u>Learning objectives:</u> To develop pupils' -</p> <ul style="list-style-type: none"> <li>• Painting techniques and skills</li> <li>• Ability to appreciate and comment on the work of others</li> <li>• Ability to work in a variety of media.</li> </ul>	<p><b>Our City</b></p> <p><b>Focus: Observation / Imagination</b> Drawing / Painting, Marc Chagall, John Piper, Frederick Hundertwasser</p> <p><u>Learning Objectives:</u> To develop pupils' -</p> <ul style="list-style-type: none"> <li>• Imaginative skills</li> <li>• Ability to create a composition</li> <li>• Ability to use mix media</li> <li>• Ability to appreciate and comment on the work of artists.</li> </ul>

Drama	Autumn	Spring	Summer
	<p><b>Intro to Drama</b> <b>Focus:</b> Presentation skills and social interaction</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>• To develop familiar routines and expectations</li> <li>• Improved ability to work appropriately with others</li> <li>• Ability to show work and watch work.</li> </ul>	<p><b>Improvisation</b> <b>Focus:</b> Presentation skills and creative thinking</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>• To develop the ability to respond to a selection of stimuli creatively</li> <li>• To be able to pretend with another.</li> </ul>	<p><b>Planning, rehearsing and Performing</b> <b>Focus:</b> Creative thinking and social interaction</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>• To begin to develop performance skills through feedback</li> <li>• Increase independence</li> <li>• To develop opinion.</li> </ul>

Music	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b><u>Focus: Exploring Descriptive Sounds</u></b></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>To create, perform and analyse a range of music that combine sounds, movements and words. (Includes Carnival of The Animals, Indian Hasthas and Raga).</li> </ul>	<p><b><u>Focus: Performing</u></b></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>Developing pupil's ability take part in class performances with confidence, expression and control</li> <li>Opportunity to perform at Festive Gathering and/or in the Performing Arts Assembly.</li> </ul>	<p><b><u>Focus: Exploring Arrangements</u></b></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>To develop the ability to create, combine, and perform rhythmic and melodic material as part of a class performance or song</li> <li>To explore 'Call and Response' songs.</li> </ul>	<p><b><u>Focus: Pentatonic Pop Songs</u></b></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>To recognise and use pentatonic scales, short melodies, drones and accompaniments.</li> </ul>	<p><b><u>Focus: Composition and Performance</u></b></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>To select instruments and compose music for different scenes of a pirate sound story</li> <li>To explore rhythmic patterns, texture, mood and emotion.</li> </ul>	<p><b><u>Focus: Exploring Singing Games</u></b></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>To recognise and explore characteristics of singing games</li> <li>To develop pupils' sense of pulse and ability to perform with others.</li> </ul>

History	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b><u>Focus: History Skills</u></b></p> <p>Timelines, Evidence, Terms</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>To learn about chronology and how to sequence events</li> <li>Interpretation of Historical sources and evidence</li> <li>Terms: The past, present and future.</li> </ul>	<p><b><u>Focus: The Roman Conquest of Britain</u></b></p> <p>The Romans</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>To learn about the Roman Empire including its army, gladiators, slavery and lifestyle.</li> </ul>	<p><b><u>Focus: The Norman Conquest of Britain and its effects</u></b></p> <p>The Battle of Hastings, The Bayeux Tapestry, Castles</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>To learn about The Battle of Hastings, the outcome and the long term effects for England</li> <li>Norman castles in England, the development of castles from Motte and Bailey to Square Keep.</li> </ul>		<p><b><u>Focus: The Feudal Society</u></b></p> <p>The Middle Ages, 'Villeins' and the Black Death</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>To learn about The Feudal System</li> <li>To learn about the 'villeins' and their role in the medieval period, what they looked like, where they lived and what they farmed</li> <li>Pupils study the Black Death and consider its cause it and look at reasons for its rapid spread.</li> </ul>	

Geography	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Exploring Britain</b> <b>Focus: Human and Physical Geography</b></p> <p><u>Learning objective:</u></p> <ul style="list-style-type: none"> <li>To know Countries that make up Britain, recognise where they are and where UK is in Europe</li> <li>Know flags of Europe and recognise continents</li> <li>Know key features of UK – longest river, highest mountains biggest city.</li> </ul>		<p><b>Map Skills</b> <b>Focus: Geography Skills and Fieldwork</b></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>To plan view, using a key and different symbols, understanding grid references, contour lines and direction</li> <li>Using maps of different scales, and drawing own map using the skills according to own level of ability.</li> </ul>		<p><b>Settlements</b> <b>Focus: Human Geography and social interaction</b></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>Settlements – what they are, how they develop and change and why, to locate services within their own locality and to understand the difference between high and low order goods.</li> </ul>	

RE	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b><u>Focus:</u></b> All about you</p> <p><b><u>Learning Objective:</u></b></p> <ul style="list-style-type: none"> <li>Learn how everybody is different and how we need to embrace this</li> <li>Learn through talk time, art and film.</li> </ul>	<p><b><u>Focus:</u></b> Celebrations</p> <p><b><u>Learning Objective:</u></b></p> <ul style="list-style-type: none"> <li>Learn how and why we celebrate around the world</li> <li>Look at many different religions from around the world.</li> </ul>	<p><b><u>Focus:</u></b> Jesus' Life</p> <p><b><u>Learning Objective:</u></b></p> <ul style="list-style-type: none"> <li>Learn about the stories Jesus told and the life Christians believe he led including aspects of the Easter Story</li> <li>Learn about where Jesus was born and some of the stories that are told about him.</li> </ul>		<p><b><u>Focus:</u></b> Art and Religions</p> <p><b><u>Learning Objective:</u></b></p> <ul style="list-style-type: none"> <li>Explore faith through Art, with a focus on the 5 main religions - Christianity, Judaism, Hinduism, Islam, Buddhism.</li> </ul>	<p><b><u>Focus:</u></b> Stories from the Bible</p> <p><b><u>Learning Objective:</u></b></p> <ul style="list-style-type: none"> <li>Learn about key characters from the Old and New testament with their stories told through a variety of mediums.</li> </ul>

Computing	Autumn	Spring	Summer
	<p><b>Focus: Using the computer to communicate</b></p> <p><b><u>Learning Objectives:</u></b></p> <ul style="list-style-type: none"> <li>Pupils learn to use the features of a range of software for developing ideas and communicating information – Word Processing, DTP, Presentation and email</li> <li>They also learn about ways to ensure their safety when using the Internet.</li> </ul>	<p><b>Focus: Computer Science</b></p> <p><b><u>Learning Objectives:</u></b></p> <ul style="list-style-type: none"> <li>Pupils learn basic programming language and how to give instructions to program devices (PurpleMash, BeeBot), building a game using coding blocks and exploring a simulation (Crystal Rainforest).</li> </ul>	<p><b>Focus: Using the computer to handle data</b></p> <p><b><u>Learning Objectives:</u></b></p> <ul style="list-style-type: none"> <li>Pupils learn about how computers were originally developed to handle data</li> <li>They use spreadsheets and databases to store, organise and analyse data for specific purposes</li> <li>They model situations to find solutions to problems.</li> </ul>

Food Technology	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Cooking with seasonal fruit and vegetables</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Food safety and hygiene, knife and cutting skills and healthy eating through use of the Eat Well Plate.</li> </ul>	<p><b>Cooking with seasonal fruit and vegetables</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Food safety and hygiene, knife and cutting skills and healthy eating through use of the Eat Well Plate.</li> </ul> <p><b>Christmas baking</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Consumer awareness - know some special foods that are eaten on special occasions</li> <li>Weighing, measuring and shaping ingredients.</li> </ul>	<p><b>Cooking with seasonal fruit and vegetables</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Food safety and hygiene, knife and cutting skills and healthy eating through use of the Eat Well Plate.</li> </ul> <p><b>Shrove Tuesday Pancake day</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Consumer awareness - know some special foods that are eaten on special occasions</li> <li>Weighing and measuring.</li> </ul>	<p><b>Cooking with seasonal fruit and vegetables</b></p> <p><b>The kitchen garden</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Food safety and hygiene, knife and cutting skills and healthy eating through use of the Eat Well Plate.</li> </ul>	<p><b>Sandwiches and healthy snacks</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Food safety and hygiene, knife and cutting skills and healthy eating through use of the Eat Well Plate.</li> </ul>	<p><b>Sandwiches and healthy snacks</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Food safety and hygiene, knife and cutting skills and healthy eating through use of the Eat Well Plate, serving and garnish.</li> </ul>

PE	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Focus: Independent changing, OAA, Swimming, Boccia and Kurling</b></p> <p><u>Learning Objectives:</u> <b>OAA</b></p> <ul style="list-style-type: none"> <li>To develop teamwork skills, working as part of a team with peers/staff, to enhance communication and relationships.</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Introduction of water skills and safety issues when in the pool area</li> <li>Using the water for sensory approach and to increase confidence and experiences in/with water.</li> </ul> <p><b>Boccia</b></p> <ul style="list-style-type: none"> <li>To understand what Boccia is</li> <li>Breakdown of basic skills required for the game such as the</li> </ul>	<p><b>Focus: Independent changing, OAA, Swimming, Boccia and Kurling</b></p> <p><u>Learning Objectives:</u> <b>Athletics</b></p> <ul style="list-style-type: none"> <li>Introduction to Athletics</li> <li>Breakdown of field events and techniques related to each sporting event/area.</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Introduction of water skills and safety issues when in the pool area</li> <li>Using the water for sensory approach and to increase confidence and experiences in/with water.</li> </ul> <p><b>Boccia</b></p> <ul style="list-style-type: none"> <li>To understand what Boccia is</li> <li>Breakdown of basic skills required for the game such as the</li> </ul>	<p><b>Focus: Rebound, Trampolining and Swimming</b></p> <p><u>Learning Objectives:</u> <b>Trampolining</b></p> <ul style="list-style-type: none"> <li>To introduce Trampolining, safety and basic jumping and stopping technique</li> <li>To look at the 7 basic shapes and their terminology</li> <li>To follow the rebound challenges</li> <li>Using the trampoline for sensory approach through games and challenges which increase confidence.</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Introduction of water skills and safety issues when in the pool area</li> <li>Using the water for sensory approach and to increase confidence and</li> </ul>	<p><b>Focus: Rebound, Trampolining and Swimming</b></p> <p><u>Learning Objectives:</u> <b>Trampolining</b></p> <ul style="list-style-type: none"> <li>To introduce Trampolining, safety and basic jumping and stopping technique</li> <li>To look at the 7 basic shapes and their terminology</li> <li>To follow the rebound challenges</li> <li>Using the trampoline for sensory approach through games and challenges which increase confidence.</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Introduction of water skills and safety issues when in the pool area</li> <li>Using the water for sensory approach and to increase confidence and</li> </ul>	<p><b>Focus: Indoor Athletics/Athletics,</b></p> <p><u>Learning Objectives:</u> <b>Athletics</b></p> <ul style="list-style-type: none"> <li>Introduction to Athletics</li> <li>Breakdown of track and field events and techniques related to each sporting event/area.</li> </ul>	<p><b>Focus: Striking Themed (Cricket and Rounders)</b></p> <p><u>Learning Objectives:</u> <b>Cricket</b></p> <ul style="list-style-type: none"> <li>Introduction to Cricket</li> <li>Breakdown of basic skills associated with batting and fielding</li> <li>Practice batting and fielding skills/hand eye co-ordination</li> <li>Introduction of some basic rules.</li> </ul> <p><b>Rounders</b></p> <ul style="list-style-type: none"> <li>Introduction to Rounders and the basic skills associated with batting and fielding</li> <li>Practice batting and fielding skills/hand eye co-ordination</li> <li>Introduction of some basic rules.</li> </ul>

	<p>stance and release of the ball</p> <ul style="list-style-type: none"> <li>• Taking part in the School Sports Games Level 1.</li> </ul> <p><b>Kurling</b></p> <ul style="list-style-type: none"> <li>• To understand what Kurling is</li> <li>• Breakdown of basic skills required for the game such as the stance and release of the stone</li> <li>• Taking part in the School Sports Games Level 1.</li> </ul>	<p>stance and release of the ball</p> <ul style="list-style-type: none"> <li>• Taking part in the School Sports Games Level 1.</li> </ul> <p><b>Kurling</b></p> <ul style="list-style-type: none"> <li>• To understand what Kurling is</li> <li>• Breakdown of basic skills required for the game such as the stance and release of the stone</li> <li>• Taking part in the School Sports Games Level 1.</li> </ul>	<p>experiences in/with water.</p>	<p>experiences in/with water.</p>		
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Personal and Social Development	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Health and Wellbeing</b> <b>All About Me: Understanding Feelings and Emotions</b> <ul style="list-style-type: none"> <li>Learn about a range of feelings and that we often feel more than one feeling at a time</li> <li>Explore how different feelings might feel</li> <li>Develop strategies of ways to communicate how they are feeling</li> <li>Explore healthy strategies to manage big feelings safely</li> <li>Understand that not everyone experiences the same feeling in the same situation</li> <li>Understand importance of acceptance of others, respecting how others feel even though this</li> </ul>	<b>Growing and Changing</b> <b>How Have We Changed?</b> <ul style="list-style-type: none"> <li>Identify the stages of change as people progress from birth to adulthood (physical, emotional, social)</li> <li>Recognise correct vocabulary for some of the main body parts, including genitalia</li> <li>Know correct vocabulary to name male and female reproductive organs</li> <li>Develop an understanding of why puberty happens, including physical and emotional changes</li> <li>Describe some of the physical changes that occur as we grow up (e.g. body shape, height, menstruation)</li> </ul>	<b>Relationships</b> <b>Learning to be Together</b> <b>Friendship</b> <ul style="list-style-type: none"> <li>Identify what makes positive friendships/relationships</li> <li>Describe ways in which friendships might change over time and demonstrate strategies to manage when relationships change</li> <li>Explore when to gain consent i.e. to seek permission before we borrow or take something</li> <li>Explain what stereotyping means</li> <li>Demonstrate simple constructive strategies for responding to prejudice and discrimination</li> <li>Strategies of how to maintain and manage positive</li> </ul>	<b>Health and Wellbeing</b> <b>Looking After Our Bodies</b> <b>Hygiene and Medicine</b> <ul style="list-style-type: none"> <li>Recognise what is meant by a healthy lifestyle</li> <li>Identify different ways that people can live a healthy lifestyle, and the importance of taking responsibility for own physical health</li> <li>Develop strategies for maintaining personal hygiene for prevention of infection</li> <li>Identify favourite foods and drinks, link these to a balanced diet and describe some of the long-term benefits of a healthy diet</li> <li>Explain the risks of consuming food and drinks with high sugar or caffeine content</li> </ul>	<b>Living in the Wider World</b> <b>Online and in Our Community</b> <ul style="list-style-type: none"> <li>Know how to make safe choices in the community e.g. on the roads, in the water and with fireworks</li> <li>Know how to make safe choices online e.g. information shared, communicating with others</li> <li>Know what is right and wrong, explore rules and the law in relation to school, in the community and online</li> <li>Know how to identify risk and manage personal safety in increasingly independent situations, including online</li> <li>Recognise that not everything we see online is 'real' or 'true'</li> </ul>	<b>Living in the Wider World</b> <b>Money and Value</b> <ul style="list-style-type: none"> <li>Explore the different roles money plays in our lives</li> <li>Explain the difference between essential and luxury purchases</li> <li>Explain what is meant by the terms 'afford', 'borrow' and 'lend' (in the context of money)</li> <li>Recognise that money we get from cash machines or through 'cashback' in the supermarket is our money</li> <li>Describe some simple examples of what is meant by 'value for money'</li> <li>Identify what we can do if something we buy is faulty or we want to return it (our legal rights)</li> </ul>

	<p>might be different to own feelings</p> <ul style="list-style-type: none"> <li>• Know what is meant by the term mental health</li> <li>• Understand that everyday behaviours can support our own mental health.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect how emotions may change as we get older and are no longer children</li> <li>• Identify some of the new opportunities and responsibilities we have and will experience as we grow older.</li> </ul>	<p>relationships, including online</p> <ul style="list-style-type: none"> <li>• Explore how to manage conflict within relationships</li> <li>• Explore how people can be the same and different</li> <li>• Recognise bullying and its impact in all its forms. Develop strategies to manage bullying.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to take care of dental health</li> <li>• Identify how we can help ourselves to support our mental health</li> <li>• Describe how we can help friends or family who might be feeling stressed or unhappy.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to get help in an emergency and perform basic first aid</li> <li>• Explain how every day choices can affect the environment positively (reducing, reusing, recycling) and negatively (single-use plastic, waste, pollution).</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what is meant by having a job/career</li> <li>• Develop strategies to manage emotions in relation to money.</li> </ul>
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French	Autumn	Spring	Summer
	<p><b>Focus:</b> Classroom Objects, Greetings, 6 Colours, Numbers 1-16</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>• Pupils can name common objects in the classroom</li> <li>• They build simple sentences that include quantity and colour of objects.</li> </ul>	<p><b>Focus:</b> Hobbies and Pastimes, Days of the week, Numbers – 20</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>• Pupils can talk about their hobbies saying which day they do it, asking questions and stating personal preferences.</li> </ul>	<p><b>Focus:</b> Food and Drink, 11 Colours, Numbers – 30</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>• Pupils are able to order a simple snack and drink in a café and can say what they like/dislike</li> <li>• They are able to respond to prices.</li> </ul>