



WHERE STARS SHINE

PERSONAL, SOCIAL, HEALTH EDUCATION POLICY

Policy Lead Committee: Local Academy Committee

In consultation with: Senior Leadership Team

Approved by:

A handwritten signature in blue ink, appearing to read 'R. John'.

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UNITED NATIONS COVENTION ON THE RIGHTS of the CHILD

- ARTICLE 1 Everyone under the age of 18 has all the rights in the Convention
- ARTICLE 2 The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.
- ARTICLE 4 Governments must do all they can to fulfil the rights of the child.
- ARTICLE 28 Education. The child has a right to education, and the State's duty is to ensure that primary education is free and compulsory, to encourage different forms of secondary education accessible to every child, to make higher education available to all on the basis of capacity and to ensure that school discipline is consistent with children's rights and dignity. The State shall engage in international cooperation to implement the right to education.
- ARTICLE 29 Education shall aim to develop the child's personality, talents and mental and physical abilities to the fullest extent. Education shall prepare the child for an active adult life in a free society and shall foster in the child respect for his or her parents, for his or her own cultural identity, language and values, and for the cultural background and values of others.

P4C

P4C is embedded in PSHE through the 4Cs (Creative thinking, Collaborative thinking, Caring thinking and Critical thinking). Pupils are given opportunities to use thinking skills that they have developed in P4C sessions to challenge what they already know and explore more complex ideas further. Many areas of the PSHE can be explored through a philosophical enquiry.

1. Aims

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. We believe in the importance of high quality PSHE teaching and learning and the role that it can play in promoting safe, equal, caring and enjoyable relationships.

At our school, we believe all children should be treated with dignity and respect and bullying of all kinds should be eliminated. We will distinguish between factual teaching (biological facts, different types of families, medicine and the law) and moral teaching (relationships and values) ensuring clarity at all times.

The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful PSHE program, where each year group



focuses on the same theme in unison to enable and encourage discussion and togetherness between year groups.

Our curriculum is designed to:

- ✓ Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
- ✓ Encourage and support the development of social skills and social awareness, including making a positive contribution to their community;
- ✓ Provide an RSE curriculum that is based on honest and medically accurate information from reliable sources of information
- ✓ Enable pupils to make sense of their own personal and social experiences;
- ✓ Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- ✓ Enable effective interpersonal relationships and develop a caring attitude towards others;
- ✓ Encourage a caring attitude towards and responsibility for the environment;
- ✓ Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
- ✓ Help our pupils understand how society works and the laws, rights and responsibilities involved to enable them to be positive and active members of a democratic society;
- ✓ Promote an awareness of safety issues and manage risk in their own lives;
- ✓ Take care to meet the individual needs of all pupils including those with special needs and disabilities so all feel valued and respected through the materials that are used and the language that is used
- ✓ Seek pupils' views about RSE so that the teaching can be made relevant to their lives and support them into adulthood

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

2. Statutory Requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- ✓ We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance
- ✓ We must teach health education under the same statutory guidance

This policy also complies with the terms of the Severn Federation Academy Trusts funding agreement.



3. Content & Delivery

3.1 What we teach

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to the trust's relationships and sex education policy for trust-level details about what we teach, and how we decide on what to teach, in this subject. This policy can be found on the Trust website www.sfat.uk/policies

At Severnbanks Primary School, we use Jigsaw PSHE, a comprehensive scheme of work for PSHE and Wellbeing Education. An overview of Jigsaw can be found in our appendices. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half-termly units and adapt the scheme of work where necessary to meet the local circumstances of our school and personal circumstances of our pupils, for example, sensitivity and awareness of individual pupils' home is essential. The school council, wellbeing champions and pupils within each year group are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead works in conjunction with teaching staff in each year group and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within Jigsaw, including guidance documents and model questions to ensure the appropriate pitch of classroom discussion. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs. Class teachers follow the suggested six half-termly units provided by Jigsaw for each year group. Lessons are weekly standalone PSHE lesson where linked can be made to knowledge and understanding from previous year groups. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis. We have chosen Jigsaw as our PSHE resource because the lessons build upon children's prior learning and allows for connection both within the classroom and across the school. We have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the Jigsaw scheme of work so that children are increasingly and appropriately challenged as they move up through the school. Informal assessment is completed by the class teacher using the Jigsaw objectives as TBATs. We will also use the 'Help me reflect' opportunity and RAG-rating each lesson to enable the children to self-assess their own learning



For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each year/Key Stage.

3.2 How we teach it

In the appendices can be found the further detail into how we teach PSHE at Severnbanks:

- ✓ Jigsaw yearly planning overview for both Key stage 1 and 2 and the Early Years Foundation Stage
- ✓ PSHE roadmap
- ✓ Severnbanks Primary School Progression Map
- ✓ EYFS Long Term Plan
- ✓ Science Progressive Curriculum for each year group

This is also available on the website; Curriculum | Severnbanks Primary School (<https://www.severnbanksprimaryschool.co.uk/website>)

While the teaching of PSHE occurs weekly through Jigsaw PSHE, across the school, it is visible within other elements of our school life:

- Philosophy for Children (P4C) and Thinking Skills sessions provide a conduit through which children ask questions and openly enquire, in more depth, about any issues linked to their learning through Jigsaw PSHE / Health and Well-being.
- PSHE is also addressed on a daily basis as questions and incidents arise.
- Assemblies (whole school and key stage) provide regular opportunities to enhance pupils' spiritual, moral, social and cultural development, promoting Severnbanks Primary School's ethos and values, British values and celebrating achievement.
- Spiritual development is further enhanced through the termly teaching of a 'Value' through the Values Curriculum. Values are generated in response to Pupil need.
- Our School Council leads its sub-divisions for Eco, Well-being and Health

3.3 The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is weaved through our comprehensive EYFS Long Term plan and taught through activities that are part of topics, through following Jigsaw PSHE, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

3.4 KS1 and KS2

The Jigsaw PSHE programme divides the year into 6 themed units:

1. Being Me in My World: self-identify, feeling safe and special, choices, and rights and responsibilities

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2. Celebrating Difference: identifying talents, family and friends, understanding bullying, diversity and stereotypes
3. Dreams and Goals; goal-setting, perseverance, learning strengths and cooperation
4. Healthy Me: exercise, sleep, being safe, hygiene, awareness of drugs and making choices
5. Relationships: family, friends, managing conflict, physical contact, setting boundaries, online safety and being a global citizen
6. Changing Me: respecting my body, growth and change, how babies grow, life cycles in nature and transition

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Year 2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Year 5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively.

The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. All year groups explore the changes within themselves through the Jigsaw PSHE puzzle piece, 'Changing Me'. Parents are notified prior to teaching and the scheme for this unit shared with them if requested. The school prides itself on our close relationships with children, parents and carers who feel confident in approaching SLT, class teachers and our pastoral worker to share any concerns in this area: this enables us to tailor learning to children's specific social and emotional needs. Within our non-statutory sex education that takes place in Year 6, children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

In addition, we will have a visit from the NSPCC and Life Education Bus at various points within the academic year to further support the delivery of this scheme.

PSHE lessons are taught by a teacher once a week, throughout the whole year in their usual classes, in mixed sex groupings. In Upper Key Stage 2, we continue to keep mixed sex

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groupings for RSE as we feel it is important for both sexes to hold an awareness of the changes faced by the other and begin to hold open and honest conversations within a safe space. Our lessons use a range of interactive teaching methods, e.g. practical demonstrations, activity sheets, films, songs, online games, and drama techniques. In Year 5 (if a need is identified), separate sex 'period talks' may be held, by our pastoral worker, to prepare girls for this change in their body and make them aware of facilities within school.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement (Jigsaw Charter) at the beginning of the academic year. This includes a confidentiality statement understood by adults and children; 'Safeguarding' is discussed and children are aware that adults are not able to keep 'secrets' where disclosures are made. Children have access to an anonymous question box. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy which can be found on the schools' website.

Support is provided to children experiencing difficulties on a one-to-one basis, via our pastoral worker. Additionally, the Mental Health lead across the trust can signpost for support where needed, Severnbanks holds three fully-qualified Mental Health First Aiders and many teaching staff are Mental Health First Aid Lite certified. The SENCO ensures that Teaching & Learning Assistants are fully trained and targeted to provide support to children with additional emotional and social needs (e.g. ELSA). Further advice can be found on the website.

4. How PSHE education is monitored, evaluated and assessed

Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement and to identify areas that need further support so that the next steps in learning are informed and in direct response to the child's individual needs. Type of assessments to monitor pupil progress in PSHE:

- Teachers making informal judgements based on observations during lessons and at other times around the school.
- Formative teacher and self-assessment occurs within each lesson. This includes 'Help Me Reflect' which enables individual reflection, group discussion or wider discussion within the class. It can be recorded within a child's Jigsaw Journal if needed appropriate. All children RAG-rate their confidence against the learning objective.
- Summative assessment at the end of each puzzle which can be used to identify children who need more support with emotional literacy or social skills development to be signposted to the school's pastoral support and SENCO.
- In EYFS, making formal assessments of children's work and performance, measured against 'The Early Learning Goals' and the preceding 'Development Matters Statements' set out in the Early Years Foundation Stage Profile

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Assessment will be used to guide children towards developing skills that will equip them to make a contribution to their class, the school community and the wider world in which they live.

Sharing attainment with parents and carers will take place during consultation meetings between parents/carers and the class teacher, and on their end of year reports through the teacher's comments.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject. The PSHE education subject lead gives the head teacher a subject focus which reports monitoring of teaching and learning, progress towards the subject action plan and staff development within the subject. The PSHE education subject lead has specially-allocated subject leadership time, enabling them to review evidence of the children's work, hold pupil conferencing to gain the children's 'voice' and continue to lead initiatives which support the ethos of the subject being embedded within the school.

5. How the delivery of the content will be made accessible to all pupils

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their My Plans. Jigsaw PSHE lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

5.1 Guiding Principles

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds.



These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education. Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Please request to see the Trust's Anti-Bullying (and Hate) policy and Equality & Diversity policy for further information: www.sfat.uk/policies.

6. Community Links

Working in partnership with parents and carers, and with the wider school community is an essential element of PSHE. We seek to involve parents and carers and keep them informed through newsletters, ClassDojo, Twitter and regular opportunities to attend 'Learning Together' workshops and discuss their child/ren's learning. Parents also share their skills and expertise e.g. during Severnbanks Scholars to develop the children's knowledge and understanding and acquisition of new skills.

Pupils visit the local community for a wide range of activities (such as carol singing in the local town), children's learning is enhanced by visitors to the school and trips to the wider community. Christian assemblies are held weekly with the 'Open-the Book' team and visits are regularly made to St Mary's church for Christian celebrations and learning. Children learn about other cultures, lifestyles, faiths and beliefs through their RE provision, by visiting religious buildings and through visitors to the school.

Visitors to Year 5 and 6 advise on careers and inspire the children with aspirations for their futures. Year 6 children have the opportunity to become Junior Street Wardens through a tailored approach in association with Two Rivers: children learn about issues affecting their local community and actively work to deal with them, i.e. through litter picking, creating and displaying posters, inviting the elderly into school for tea parties.

Links with local schools are good, with a diverse range of activities undertaken - from arts and dance, to swimming, rugby and other sports tournaments.



7. Roles and responsibilities

7.1 The Local Academy Committee (LAC)

The Local Academy Committee, as delegated by the Trust Board, will approve the PSHE policy and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

7.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

7.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

8. Monitoring arrangements

The delivery of PSHE is monitored by the PSHE Lead through planning scrutinies, learning walks, discussion with pupils and staff.

9. Links with other policies

This policy links to the following policies and procedures:

- Child Protection & Safeguarding policy (Inc. responding to disclosures)
- Confidentiality policy
- Anti-Bullying (and Hate) policy
- Science Policy
- Equality & Diversity policy
- Relationships & Sex Education policy
- Drug Education
- Behaviour/SMART
- Food
- Outdoor Provision
- Independent Thinking Skills
- Mental Health and Wellbeing



Appendix One: Jigsaw PSHE Yearly Overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

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Appendix Three: Jigsaw PSHE Severnbanks Progression Map

Severnbanks Primary School Progression Map							
Subject: PSHE (Jigsaw)							
Intent: At Severnbanks Primary School it is the intent that through PSHE we will ensure that students acquire the essential educational, cultural and social capital to which they are entitled. We seek to facilitate the personal development of our students as well as provide them with the skills necessary to ensure they are able to adapt well in further educational and social pursuits. Through our chosen scheme, Jigsaw, the whole school works together on the same puzzle piece to encourage discussion and nurture a sense of whole school community.							
Autumn	EVFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<u>Jigsaw: Being Me in My World</u> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities <u>Jigsaw: Celebrating Difference</u> Identifying talents Being special Families Where we live Making friends Standing up for yourself	<u>Jigsaw: Being Me in My World</u> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequence Owning the Learning Charter <u>Jigsaw: Celebrating Difference</u> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	<u>Jigsaw: Being Me in My World</u> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings <u>Jigsaw: Celebrating Difference</u> Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	<u>Jigsaw: Being Me in My World</u> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives <u>Jigsaw: Celebrating Difference</u> Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	<u>Jigsaw: Being Me in My World</u> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour <u>Jigsaw: Celebrating Difference</u> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	<u>Jigsaw: Being Me in My World</u> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating <u>Jigsaw: Celebrating Difference</u> Cultural difference and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	<u>Jigsaw: Being Me in My World</u> Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling <u>Jigsaw: Celebrating Difference</u> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion / exclusion

			Making new friends Gender diversity Celebrating difference and remaining friends				Differences as conflict, difference as celebration Empathy
Skills	<u>Jigsaw: Being Me in My World</u>	<u>Jigsaw: Being Me in My World</u>	<u>Jigsaw: Being Me in My World</u>	<u>Jigsaw: Being Me in My World</u>	<u>Jigsaw: Being Me in My World</u>	<u>Jigsaw: Being Me in My World</u>	<u>Jigsaw: Being Me in My World</u>
Skill 1: PSHE	I can explain that it means to 'belong'.	I can explain why my class is a happy and safe place to learn.	I can explain why my behaviour can impact on other people in my class.	I can explain how my behaviour can affect how others feel and behave.	I can explain why being listened to and listening to others is important in my school community.	I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.	I can explain how my choices can have an impact on people in my immediate community and globally.
Skill 2: Social and emotional	I can start to recognise and manage my own feelings.	I can give different examples where I or others make my class happy and safe.	I can compare my own and my friends' choices and can express why some choices are better than others.	I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	I can explain why being democratic is important and can help me and others feel valued.	I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	I can empathise with others in my community and globally and explain how this can influence the choices I make.
	I can work with others in school.	<u>Jigsaw: Celebrating Difference</u>	<u>Jigsaw: Celebrating Difference</u>	<u>Jigsaw: Celebrating Difference</u>	<u>Jigsaw: Celebrating Difference</u>	<u>Jigsaw: Celebrating Difference</u>	<u>Jigsaw: Celebrating Difference</u>
	I can be kind and use gentle hands.	I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.	I can explain that sometimes people get bullied because they are seen to be different. This might include people who do not conform to gender stereotypes.	I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.	I can tell you a time when my first impression of someone changed as I got to know them.	I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	I can explain ways in which difference can be a source of conflict or a cause for celebration.
	I can understand some of my rights and how I have a right to learn and play.	I can explain what bullying is and how being bullied might make somebody feel.	I can explain how it feels to have a friend and be a friend. I can also explain why it is ok to be different from my friends.	I can explain why it is good to accept myself and others for who we are.	I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.	I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in	I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.
	I can show that I am becoming responsible.						
	<u>Jigsaw: Celebrating Difference</u>						
	I can identify something I am good at.						



<p>I can say how differences make us special.</p> <p>I can share some ways that I am the same and different to others.</p> <p>I can explain why my home is special to me.</p> <p>I can tell you how to be a kind friend.</p> <p>I can share words to stand up for myself when someone is unkind.</p>					<p>a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>
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Spring	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<u>jigsaw: Dreams and Goals</u> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals <u>jigsaw: Healthy Me</u> Exercising bodies Physical activity Healthy food	<u>jigsaw: Dreams and Goals</u> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges	<u>jigsaw: Dreams and Goals</u> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success jigsaw: Healthy Me	<u>jigsaw: Dreams and Goals</u> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	<u>jigsaw: Dreams and Goals</u> Hope and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	<u>jigsaw: Dreams and Goals</u> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation <u>jigsaw: Healthy Me</u> Smoking, including vaping Alcohol	<u>jigsaw: Dreams and Goals</u> Personal leaning Jobs and in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments

	<p>Sleep</p> <p>Keeping clean</p> <p>Safety</p>	<p>Identifying and overcoming obstacles</p> <p>Feelings of success</p> <p><u>Jigsaw: Healthy Me</u></p> <p>Keeping myself healthy</p> <p>Healthier lifestyle choices</p> <p>Keeping clean</p> <p>Being safe</p> <p>Medicine safety / safety with household items</p> <p>Road safety</p> <p>Linking health and happiness</p>	<p>Motivation</p> <p>Healthier choices</p> <p>Relaxation</p> <p>Healthy eating and nutrition</p> <p>Healthier snacks and sharing food</p>	<p><u>Jigsaw: Healthy Me</u></p> <p>Exercise</p> <p>Fitness challenges</p> <p>Food labelling and healthy swaps</p> <p>Attitudes towards drugs</p> <p>Keeping safe and why it's important online and off line scenarios</p> <p>Respect for myself and others</p> <p>Healthy and safe choices</p>	<p><u>Jigsaw: Healthy Me</u></p> <p>Healthier friendships</p> <p>Group dynamics</p> <p>Smoking</p> <p>Alcohol</p> <p>Assertiveness</p> <p>Peer pressure</p> <p>Celebrating inner strength</p>	<p>Alcohol and anti-social behaviour</p> <p>Emergency aid</p> <p>Body image</p> <p>Relationships with food</p> <p>Healthy choices</p> <p>Motivation and behaviour</p>	<p><u>Jigsaw: Healthy Me</u></p> <p>Taking personal responsibility</p> <p>How substances affect the body</p> <p>Exploitation, including 'county lines' and gang culture</p> <p>Emotional and mental health</p> <p>Managing stress</p>
Skills	<u>Jigsaw: Dreams and Goals</u>	<u>Jigsaw: Dreams and Goals</u>	<u>Jigsaw: Dreams and Goals</u>	<u>Jigsaw: Dreams and Goals</u>	<u>Jigsaw: Dreams and Goals</u>	<u>Jigsaw: Dreams and Goals</u>	<u>Jigsaw: Dreams and Goals</u>
Skill 1: PSHE	I can tackle challenges if I show perseverance.	I can explain how I feel when I am successful and how this can be celebrated positively.	I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complimented each other.	I can explain the different ways that help me learn and what I need to do to improve.	I can plan and set new goals even after a disappointment.	I can compare my hopes and dreams with those of young people from different cultures.	I can explain different ways to work with others to help make the world a better place.
Skill 2: Social and emotional	<p>I can tell you about a time I didn't give up until I achieved my goal.</p> <p>I can set a goal and work towards it.</p> <p>I can use kind words to encourage others.</p> <p>I can tell you about links between my learning now and the job I might like to do when I am older.</p> <p>I can say how I feel when I achieve a goal and know what it means to feel proud.</p>	<p>I can say why my internal treasure chest is an important place to store positive feelings.</p> <p><u>Jigsaw: Healthy Me</u></p> <p>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p>	<p>I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p> <p><u>Jigsaw: Healthy Me</u></p> <p>I can explain why foods and</p>	<p>I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p> <p><u>Jigsaw: Healthy Me</u></p> <p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.</p>	<p>I can explain what it means to be resilient and have a positive attitude.</p> <p><u>Jigsaw: Healthy Me</u></p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p> <p><u>Jigsaw: Healthy Me</u></p> <p>I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p>	<p>I can explain what motivates me to make the world a better place.</p> <p><u>Jigsaw: Healthy Me</u></p> <p>I can explain when substances including alcohol are being used anti-socially or being misused</p>



<p>Jigsaw: Healthy Me I can say how exercise keeps my body healthy.</p> <p>I can explain how moving and resting are good for my body.</p> <p>I can tell you healthy and not so unhealthy foods, and can make healthy eating choices.</p> <p>I can use ways to help me get to sleep as I know it is good for me.</p> <p>I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</p> <p>I can tell you what a stranger is and how to stay safe if a stranger approaches me.</p>	<p>I can give examples where being healthy can help me feel happy.</p>	<p>medicines are good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>I can express how being anxious/ scared and unwell feels.</p>		<p>I can summarise different ways that I respect and value my body.</p>	<p>and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure</p>
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Summer	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Knowledge	<p>Jigsaw: Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p> <p>Jigsaw: Changing Me Bodies Respecting my body Growing up Growth and change Fun and fears celebrations</p>	<p>Jigsaw: Relationships Belonging to a family Making friends / being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships</p> <p>Jigsaw: Changing Me Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Assertiveness Preparing for transition</p>	<p>Jigsaw: Relationships Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p> <p>Jigsaw: Changing Me Life cycles in nature Growing from young to old Increasing independence Difference in female and male bodies (correct terminology) Assertiveness Preparing for transition</p>	<p>Jigsaw: Relationships Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends</p> <p>Jigsaw: Changing Me How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p>	<p>Jigsaw: Relationships Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciation to people and animals</p> <p>Jigsaw: Changing Me Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p>	<p>Jigsaw: Relationships Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules</p> <p>Jigsaw: Changing Me Self and body image Influence of online media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition</p>	<p>Jigsaw: Relationships Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p> <p>Jigsaw: Changing Me Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends / girlfriends Sexting Transition</p>
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<p>Skills</p> <p>Skill 1: PSHE</p> <p>Skill 2: Social and emotional</p>	<p><u>Jigsaw: Relationships</u> I can identify some of the jobs I do in my family and how I feel like I belong.</p> <p>I can make friends to stop myself from feeling lonely.</p> <p>I can think of ways to solve problems and stay friends.</p> <p>I can start to understand the impact of unkind words.</p> <p>I can use Calm Me time to manage my feelings.</p> <p>I can be a good friend.</p> <p><u>Jigsaw: Changing Me</u> I can name parts of the body.</p> <p>I can tell you some things I can do and foods I can eat to be healthy.</p> <p>I can say how we all grow from babies to adults.</p> <p>I can express how I feel about moving to Year 1.</p> <p>I can talk about my worries and/or the things I am looking forward to about being in Year 1.</p>	<p><u>Jigsaw: Relationships</u> I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.</p> <p>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p> <p><u>Jigsaw: Changing Me</u> I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>I can explain why some changes I might experience</p>	<p><u>Jigsaw: Relationships</u> I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p> <p><u>Jigsaw: Changing Me</u> I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't.</p> <p>I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel</p>	<p><u>Jigsaw: Relationships</u> I can explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p> <p><u>Jigsaw: Changing Me</u> I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>	<p><u>Jigsaw: Relationships</u> I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</p> <p><u>Jigsaw: Changing Me</u> I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestion about how I might manage my feelings when changes happen.</p>	<p><u>Jigsaw: Relationships</u> I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p> <p><u>Jigsaw: Changing Me</u> I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important.</p>	<p><u>Jigsaw: Relationships</u> I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p> <p><u>Jigsaw: Changing Me</u> I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the</p>
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<p>I can share my memories of the best bits of this year in Reception.</p>	<p>might feel better than others.</p>	<p>differently to me.</p>			<p>I can also summarise the process of conception.</p> <p>I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.</p>	<p>development and birth of a baby.</p>
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Impact (End Points)						
EYFS	Key Stage 1		Key Stage 2			
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children are able to begin to share their feelings and gain a sense of belonging within their class. They are using kind hands and words as part of becoming more responsible. They can share what makes themselves and others special, yet different. Children are learning to persevere by using positive words, setting goals and understanding how achieving their goals makes them feel proud. They know how healthy food and moving is good for their bodies, as well as hand washing. Children are learning how to become a good family member and friend. They are becoming more aware of themselves both physically and in terms of their feelings.	Children in Year 1 can explain what makes themselves and their class safe and happy. They can share some similarities and differences with other. They understand what bullying is and how it makes somebody feel. Children can celebrate their successes, internalising them for a feeling of pride. They can explain what is amazing about their body and how being healthy can help them to be happy. They know the qualities of a special relationship and demonstrate positive behaviours themselves. Children can compare themselves now to when they were babies.	Children in Year 2 can explain what makes themselves and other in their class feel happy and safe. They can explain how behaviour can impact others and look at the choices they, and others, make. Children understand the role of individuals within a group to make a successful team. They can make safe and healthy choices in regards to medicine and food. They can share what makes them feel uncomfortable in a relationship as well as what makes them feel safe and special. Children can use the correct names for their penis, vagina etc. and why they are 'private', as well as share what they do and don't like about being a boy or girl.	Children in Year 3 will be able to explain how behaviours make them feel and why rules are important. They understand conflicts that can happen between family and friends and how this makes them feel, yet come up with strategies to help resolve the situation. They know the ways that help them learn and demonstrate confidence and positivity when sharing their successes with others. Children know how to keep themselves safe and the importance of expressing themselves when they are anxious or scared. They can explain the changes that will happen to the inside and	Children in Year 4 understand how listening, being listened to and democracy are an important part of the school community. They understand the concepts of first impressions and accepting themselves and others. They know that bullying can be hard to spot but are learning how to deal seek help with this. Children can plan and set goals, working hard to show resilience and a positive attitude to struggle. They can recognise peer pressure and feelings of anxiety, using ways to resist them. They recognise feelings of loss and how to manage these emotions. They understand how bodies change to	Children in Year 5 will understand their rights and responsibilities in their school and wider community. They can describe difference in relation to bullying, racism and discrimination, and explore strategies and emotions in relation to these. Children will explore their hopes and dreams for the future and begin to set goals for themselves. They are aware of body image and the impact substance misuse and a poor relationship with food can have on their bodies, learning how to learn their bodies and foster a positive body image. They know how to manage the pressures and feelings which can develop from the use of technology. Children know about	Children in Year 6 will be able to show an awareness of their role within their immediate and wider community, understanding that their choices have impact and know to show empathy, as well as thinking of how they can make the world a better place. They can identify situations where difference can lead to celebration or conflict. They show a developed understanding of healthy and unhealthy relationships with drugs, alcohol, family, friends, the media, their bodies and their mental health; they have strategies how to manage these situations.

			outside of their bodies and express how this makes them feel.	prepare for babies as they get older.	the changes that will take place to their bodies during puberty and are able to look after their physical and emotional health.	
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Appendix Four: EYFS Long Term Plan



"Successful learners, Teamwork, Aspire and Achieve,
Right, Respect and Responsibilities and Shine."

Long Term Plan EYFS – 2023/2024

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment	Baseline Assessment Writing, comm&lang Name Writing Writing Grip/dominant hand	Name Writing Writing Grip/dominant hand Number Check point. Phonic Assessment	ELG predictions Name Writing Writing Grip/dominant hand Independent Write	Name Writing Writing Grip/dominant hand Number Check point Phonic Assessment	Name Writing Phonic assessment Writing Grip Independent Write and Recall.	EYFSP Transition Records
Core texts	Starlets Nursery Rhyme Focus Rosie's Walk We're Going on a Bear Hunt (Reading Spine)	Goldilocks and the three bears (Trad tale) Polar Bear Polar Bear	Dear zoo (Reading spine) Handa's Noisy Night	Oliver's Vegetables Jaspers Beanstalk (Reading Spine) The Very Hungry Caterpillar (Reading Spine)	The Runaway Train Mr Gumpy's outing (Reading Spine) On the moon	Sandcastle Sharing a shell Bright Stanley
	Reception The 3 little pigs (Trad Tale) Farmer Duck (Reading Spine) The Little Red Hen The dot	Little Red Riding Hood (Trad tale) Owl Babies (Reading Spine) Stick Man	Handa's Surprise (Reading Spine) Anansi the spider	Jack and the Beanstalk (Trad tale) Mr Wolf's Pancakes	The Train Ride (Reading Spine) Whatever Next (Reading Spine)	Lucy and Tom at the Seaside. Rainbow Fish Sally and the limpet
Topic Themes Starlets	Over, under, up and down.	Beware Bears!	Animal Adventures	What's in the garden?	Honk Honk, tool, tool	At the seaside
Topic Themes Reception	Down upon the farm	Forest Fun	Amazing Africa	In the garden	Journeys	At the seaside
Wonderful wellies – Refer to EAD/UTW	Starlets Observe seasonal changes. Handle natural materials. Use senses to make observations. Climbing opportunities (swings, stumps and trees)	Observe seasonal changes Repeating patterns Begin to understand and show respect and care for the natural environment and all living things. Describe a route use positional language. Uses tools with increasing control (threading)	Observe seasonal changes. Makes marks with increasing control and pressure. Creates shapes using continuous line to enclose a space. Responds to things they have seen through drawing.	Observe seasonal changes Begin to understand the conditions needed for growth and care of plants. Uses tools to mark make. (Handmade tools). Investigating length	Observe seasonal changes. Explores materials natural and manmade. Uses one hand over another for increasing lengths of time.	Observe season changes. Expressing thoughts, feelings and ideas through natural ideas.

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Cultural capital	Reception	Understand the effects of changing seasons - Autumn Use their senses to observe the world around them. Make observations using their senses. - Handle natural objects Introduction to Forest Schools. Establishing Rules, routines, and procedures. Health and safety. • Den building - make a house of sticks. • Natural sculptures	Understand the effects of changing seasons Autumn/Winter Use their senses to observe the world around them. Make observations using their senses. - Handle natural objects • Woodland habitat • Focus on trees. • Observational drawing of a tree. • Leaf identification • Leaf rubbing combine with water colour. • Clay hedgehogs	Understand the effects of changing seasons Winter Use their senses to observe the world around them. Make observations using their senses - Handle natural objects. Processes and changes - Freezing and melting. Cold/hot • Caring for the environment.	Understand the effects of changing seasons. Winter/Spring Use their senses to observe the world around them. Make observations using their senses. - Handle natural objects Processes and changes Solids and liquids.	Understand the effects of changing seasons Spring/Summer Use their senses to observe the world around them. Make observations using their senses. - Handle natural objects Processes and changes Light and dark • Using a map, identifying areas. Following a map	Understand the effects of changing seasons Summer Use their senses to observe the world around them. Make observations using their senses. - Handle natural objects. Processes and changes. Floating and sinking
		Sept 15 th International Dot Day (The dot) Harvest	Oct 31 st Diwali Nov 5 th Bonfire Night Nov 11 th Remembrance Day Nov 30 th St Andrews Day Dec 25 th Christmas Day	Feb 10 th Chinese New year - Year of the Dragon. Feb 14 th Valentine's Day	Feb 13 th Shrove Tuesday March 10 th Mother's day March 31 st Easter Sunday March 1 st St David's Day March 17 th St Patrick's Day	April 23 rd St George's Day April Beep Beep Day	June 29 th International mud day. June 16 th Father's Day
Areas of Learning							
Phonics Rising Stars	Starlets Letters and sounds	Phase 1 <u>Aspect 1:</u> General sound discrimination- Environmental sounds. <u>Aspect 2:</u> General sound discrimination - Instrumental sounds. <u>Aspect 3:</u> General sound discrimination - Body percussion. <u>Aspect 4:</u> Rhythm and rhyme. <u>Aspect 5:</u> Alliteration <u>Aspect 6:</u> Voice Sounds <u>Aspect 7:</u> Oral blending and segmenting					
	Reception Reading Rockets	Letter-sounds Recognises, says and identifies s, a, t, i, p, n, m, d, g, o, c, k	Letter-sounds Recognises, says and identifies ck, e, u, r, h, b, f, ff, l, ll, ss Letter formation	Letter-sounds Recognises, says and identifies j, v, w, x, y, z, zz, qu	Letter-sounds Recognises, says and identifies ch, sh, th, ng, ai, ee, igh, oa, oo, oo	Letter-sounds Recognises, says and identifies ar, or, ur, ow, oi, ear, air, ure, er	Letter-sounds Recognises, says and identifies wh, ph, ay, a-e, a, e-e, ie, ea

	Blending	Can orally blend words	Blending	Can blend simple words using known letter-sounds Reads Pink Rocket Phonics* books	Blending	Can blend simple words using known letter-sounds Reads Pink/Red Rocket Phonics* books	Blending	Can read words with different structures, e.g. CCVC, CVCC, CCVCC Reads Red Rocket Phonics* books	Blending	Can read words with adjacent consonant s Reads Red/Yellow Rocket Phonics* books	Blending	Reads Yellow Rocket Phonics books Reads Yellow/Blue Target Practice reading books
	Segmenting	Can orally segment words with support	Segmenting	Can segment simple words with support	Segmenting	Can segment simple words with support	Segmenting	Can segment and write simple words	Segmenting	Can segment and write simple words	Segmenting	Writes simple sentences
	Letter formation	Begins to form letters correctly with support	Letter formation	Forms most taught letters correctly	Letter formation	Forms most taught letters correctly	Letter formation	Forms most taught letters correctly	Letter formation	Forms letters correctly	Letter formation	Forms letters correctly; sits letters on writing line
	CEW	I to the no go into	CEW	I to the no go into	CEW	he she me we be you was they all are my her	CEW	he she me we be you was they all are my her	CEW	Some, one said come so do so where when have there out like little what	CEW	Some, one said come so do so where when have there out like little what
Number – Starters	Number to 3 Subitise, recognise quantity without counting. Count from a larger number. Count with 1:1 correspondence. Know the total by knowing the last number tells you how many. Show finger numbers. Link numerals and amounts Experiment with marking making symbols and numerals. Solve real world problems. Use mathematical language more than fewer than, same.				Numbers to 5 Subitise and recognise quantity without counting. Count from a larger number. Count with 1:1 correspondence. Know the total by knowing the last number tells you how many. Show finger numbers. Link numerals and amounts. Experiment with marking making symbols and numerals. Solve real world problems. Use mathematical language more than fewer than, same.				Numbers to 5 and beyond Count from a larger number. Count with 1:1 correspondence. Know the total by knowing the last number tells you how many. Show finger numbers. Link numerals and amounts Experiment with marking making symbols and numerals. Solve real world problems. Use mathematical language more than fewer than, same.			
	Recite to 10 and beyond. Make comparisons in size and length. Make repeating patterns ABABAB. Understand positional language.				Recite to 10 and beyond. 2d and 3d shapes. Make comparisons in size and weight.				Recite to 10 and beyond. Use and respond to positional language. Make and spot errors in repeated patterns. Make comparisons in size and capacity.			

Number - Reception	Number	Strand/ Half-term	Subitising	Cardinality, ordinality and counting Counting to 20 and beyond	Composition	Comparison
		1	<ul style="list-style-type: none"> perceptually subitise within 3 identify sub-groups in larger arrangements create their own patterns for numbers within 4 practise using their fingers to represent quantities which they can subitise experience subitising in a range of contexts, including temporal patterns made by sounds. 	<ul style="list-style-type: none"> relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting have opportunities to develop an understanding that anything can be counted, including actions and sounds explore a range of strategies which support accurate counting. 	<ul style="list-style-type: none"> see that all numbers can be made of 1s compose their own collections within 4. 	<ul style="list-style-type: none"> understand that sets can be compared according to a range of attributes, including by their numerosity use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking'.
		2	<ul style="list-style-type: none"> continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements. 	<ul style="list-style-type: none"> continue to develop their counting skills explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand begin to count beyond 5 begin to recognise numerals, relating these to quantities they can subitise and count. 	<ul style="list-style-type: none"> explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot explore the composition of numbers within 5. 	<ul style="list-style-type: none"> compare sets using a variety of strategies, including 'just by looking', by subitising and by matching compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.
		3	<ul style="list-style-type: none"> increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part experience patterns which show a small group and '1 more' continue to match arrangements to finger patterns. 	<ul style="list-style-type: none"> continue to develop verbal counting to 20 and beyond continue to develop object counting skills, using a range of strategies to develop accuracy continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 order numbers, linking cardinal and ordinal representations of number. 	<ul style="list-style-type: none"> continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 explore the composition of 6, linking this to familiar patterns, including symmetrical patterns begin to see that numbers within 10 can be composed of '5 and a bit'. 	<ul style="list-style-type: none"> continue to compare sets using the language of comparison, and play games which involve comparing sets continue to compare sets by matching, identifying when sets are equal explore ways of making unequal sets equal.

		4	<ul style="list-style-type: none">explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.	<ul style="list-style-type: none">continue to consolidate their understanding of cardinality, working with larger numbers within 10become more familiar with the counting pattern beyond 20.	<ul style="list-style-type: none">explore the composition of odd and even numbers, looking at the 'shape' of these numbersbegin to link even numbers to doublesbegin to explore the composition of numbers within 10.	<ul style="list-style-type: none">compare numbers, reasoning about which is more, using both an understanding of the 'howmany'ness' of a number, and its position in the number system.
		5	<ul style="list-style-type: none">continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patternsuse subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different numbersubitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10be encouraged to identify when it is appropriate to count and when groups can be subitised.	<ul style="list-style-type: none">continue to develop verbal counting to 20 and beyond, including counting from different starting numberscontinue to develop confidence and accuracy in both verbal and object counting.	<ul style="list-style-type: none">explore the composition of 10.	<ul style="list-style-type: none">order sets of objects, linking this to their understanding of the ordinal number system.
		6	In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.			
		Numerical pattern	Compare size, mass and capacity. Exploring Pattern 2d shapes Count to 5 and beyond	Compare length and height 3d shapes Verbally count beyond 10, recognise the pattern of the counting system. Comparing quantities.	Counting to 20 and beyond Comparing quantities	
PSHE	Starters	Ginger talk time Rules of good listening/Turn Taking/Emotions.				
		Circle time – friendships. Adults modelling play in areas of provision. Getting to know class routines/rules. Managing personal needs. Increasing follow rules, understand why rules are important (link people who help us)	Circle time – emotions and feelings. Sharing resources. understanding yours and mine. Turn taking.	Healthy eating choices. Sensitivity to the needs of others. Using your words to express when you are not happy.	Finding a compromise/ negotiate and solve problems. Oral health	Talking about transition Next steps Talking about strengths



Jigsaw Reception	<u>Being Me in my world</u>	<u>Celebrating Difference</u>	<u>Dreams and Goals</u>	<u>Healthy Me</u>	<u>Relationships</u>	<u>Changing Me</u>
	Self-identity Understanding feelings Being in a classroom Being gentle Rights and Responsibilities	Identifying Talents Being Special Families Where we live Making Friends Standing up for yourself	Challenges Perseverance Goal Setting Overcoming Obstacles Seeking help Jobs Achieving Goals	Exercising Bodies Physical Activities Healthy Food Sleep Keeping Clean Safety	Family Life Friendships Breaking Friendships Falling out Dealing with Bullying Being a good friend.	Bodies Respecting My Body Growing up Growth and Change Fun and Fears Celebrations
C & L	Starters	Carpet time expectations for listening.	Responds when prompted by an adult.	Can follow a two-part instruction.	Can recall the stories they have listened to.	Can retell a known or own story with props and resources
		Uses vocabulary for social interactions.	Listens to and follows simple instructions. Can use an appropriate oral response to an adult.	Can listen to longer stories. Understands two part questions. Can talk about the stories they have listened to. Responds in conversation with peers.	Responds to who and where questions. Uses talk to organise in their play. Uses vocabulary linked to curriculum topics.	Uses modelled language with greater independence. Can retell events from their own experiences. Participates with good attention and listening in a range of situations.
C & L	Reception	<u>Rhyme Time</u> Lady Bird Lady Bird	<u>Rhyme Time</u> Twinkl Twinkl Little Star	<u>Rhyme Time</u> Incy Wincy spider	<u>Rhyme Time</u> 1 2 3 4 5 once I caught a fish alive.	<u>Rhyme Time</u> Five little Peas
		Responds to cues to listen. Is beginning to understand why listening is important. Knows how to listen carefully. Uses social phrases	Actively listens in story time. Uses talk to solve problems. 'Stop I don't like it' Compare and contrast characters.	Can retell events Asks questions to find out more or clarify understanding, thinking.	Can talk about the plot and characters in a story Compare and contrast characters	Is using well-formed sentences to convey meaning, thoughts and ideas.
Answer Where, who, what, why, how questions. Uses new vocabulary from text and learning. Opportunities to explore non-fiction texts						
Link Charanga - Pat-a-cake, 1, 2, 3, 4, 5, Once I Caught a Fish Alive, This Old Man, Five Little Ducks, Name Song, Things For Fingers, I'm a little teapot, The Grand Old Duke of York, Ring O Roses, Hickory Dickory Dock, Not too difficult, The ABC song, Wind the Bobbin up, Rock-a-Bye-Baby, Five Little Monkeys Jumping On The Bed, Twinkle Twinkle, If You're Happy and You Know It, Head, Shoulders, Knees and Toes, Old MacDonald, Incey Wincey Spider, Baa Baa Black Sheep, Row Row Row The Boat, The Wheels On The Bus, The Hokey Cokey						



PD	Starlets	Knows the meaning of print in the environment To follow print from left to right and top to bottom when reading. Learn vocabulary associated to class texts Know the language of direction up, down, round and back.		Shows an awareness of rhyme e.g. matching rhyming pictures, signaling when they can hear rhyming words. Suggest rhyming words Joins in with rhymes and rhyming stories Count or claps syllables in words.		Begin to orally blend vc and cvc words. Begin to orally segment vc and cvc words. Recognise words with the same initial sounds. Engage in extended conversations about story and learn associated vocabulary. Knows that print has different purposes. To use the vocabulary title, page, front cover. Write some letters accurately including letters from their name.	
		Writing expectations: Give meaning to marks they make. Draw a picture (of family) and write (expect marks or may tell you they cannot write). Language assessment – Tell me about your picture, scribe response. <u>Phonics</u> <ul style="list-style-type: none">Whole class/small group letter formation		Writing expectations: Introduce, finger spaces, bossy fingers, phonic fingers. Give meaning to the marks they make – dictated sentences. Take picture of Diwali pot. Dictated sentence (Focus Group) It is a pot. Draw and write about Halloween (expect marks or may tell you they cannot write). Language assessment – Tell me about your picture, scribe response. Sequence pictures of Owl babies. Scribe recall of what happened. <u>Phonics</u> Introduce booklets (set section expectations) <ul style="list-style-type: none">Small group work cvc writing using known soundsUnscramble words		Writing expectations: Word lists, short phrases, and sentences. Linked to core texts Introduce success criteria into books worksheets. Bossy fingers, phonic fingers, finger spaces, full stop. Modelled and shared writing. When appropriate introduce independent write and Focused group write. Seaside recount Story sentence. One hot day Lucy and Tom went to the seaside.	
		Writing expectations: Greater range of phonics used when writing single words, using words in a list. <u>Focus group writing</u> Christmas recount – supported writing opportunity. Handa's surprise, write list of animals or fruit - supported. Write about an experience eg Chinese New Year, Valentines biscuits or recount from holiday – supported <u>Phonics</u> <ul style="list-style-type: none">Whole class word and short phrases e.g. it is hotContinue to develop use of phonic booklets. Understanding of each section.		Writing expectations: Greater range of phonics used when writing, words and short phrases. Independent assessment – recount write. <u>Focus group writing</u> Story map – Jack and the beanstalk. (whole class or individual) Caption write eg. Jack climbed up the beanstalk. Life cycle writing - supported. Labelling a plant - supported Seeds need - supported. <u>Phonics</u> Introduce booklet as morning activity completing sections 1 and 2 independently.		Writing expectations: Word lists, short phrases, and sentences. Linked to core texts Introduce success criteria into books worksheets. Bossy fingers, phonic fingers, finger spaces, full stop. Modelled and shared writing. When appropriate introduce independent write and Focused group write. Focus Postcard What shall I see? Independent List of items to go to the moon. I can see (train) Phonics Complete section 1,2 and (3 when appropriate) independently as morning activity. Complete page following phonic input.	
PD	Starlets	Sticky Kids Music and Movement for Early Years.					
		1. Warm up song – Wiggle and Jiggle 2. Warm up song bend and stretch Wiggle and giggle Units 2-9 Bend and stretch Units 2-8		3. Warm up song Wiggle and Jiggle 4. Warm up song bend and stretch Wiggle and giggle Units 10-16 Bend and stretch Units 9-15		1. Warm up song – Wiggle and Jiggle 2. Warm up song bend and stretch Wiggle and giggle Units 2-9 Bend and stretch Units 2-8	



EAD	Reception	Parachute games	Parachute games	Parachute games	Parachute games	Parachute games	Parachute games
		Cool down Song	Cool down song	Cool down Song	Cool down song	Cool down Song	Cool down Song
		<u>Wonderful Wellies</u> Weekly x 1 2 hour session					
		<u>Write Dance</u> 3 x sessions weekly					
		<u>Continuous provision</u> Gross: blocks, planks, wheels, tyres, spades, wheelbarrows, yard brushes, scooter boards, bats, balls, crates, rope swing, rope tyres, large brushes, hoops, rakes, chalks, shaving foam, hammers, logs, ribbon sticks, sound tubes, paint, whisks, jugs, containers. <u>Continuous provision</u> , chalks, threading (string and sticks) pencils, crayons, coloured pencils, felt tip pens, pegs, small paint brushes, scarves, scissors, tweezers, pipettes.					
		Get Set 4 P.E.					
		Introduction to P.E. Unit 1	Fundamentals Unit 1	Ball skills Unit 1	Gymnastics Unit 1	Dance Unit 1	Games Unit 1
		Yoga - weekly 15 minutes Wonderful Wellies - weekly 2 hour session Daily Mile - 15 mins daily P.E. weekly 1 hour Write Dance x 3 sessions weekly					
		<u>Continuous provision</u> Gross: blocks, planks, wheels, tyres, spades, wheelbarrows, yard brushes, scooter boards, bats, balls, crates, rope swing, rope tyres, large brushes, hoops, rakes, chalks, shaving foam, hammers, logs, ribbon sticks, sound tubes paint, whisks, hand drill, jugs, containers, <u>Continuous provision</u> , Fine: chalks, threading (string and sticks) pencils, crayons, coloured pencils, paint, oil pastels, felt tip pens, pegs, small paint brushes, scarves, scissors, tweezers, pipettes, rulers, stencils.					
EAD	Starters	Understands colours can be mixed to create a new colour. Adults encourage children to discuss the models they want to make while in provision. Introduce masking tape and glue sticks into provision. Adult model correct use. Introduce Maracas and sleigh bells. Joins in with rhymes and singing		Responds to what they have heard or seen expressing their thoughts, feelings and ideas through dance, movement and drawing. Introduce tambourines and Agogos		Can change pitch when singing Introduce hand drum and triangle. Plays percussion instruments with increasing control.	
		<u>Song</u> Dingle, Dangle Scarecrow Old McDonald had a farm.	<u>Song</u> Christmas Songs	<u>Song</u> Here we go round the mulberry bush.	<u>Song</u> Heads, shoulders knees and toes.	<u>Song</u> Down at the station Wheels on the bus. Row Row Row your boat.	<u>Song</u> If your happy and you know it.
EAD	Reception	Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Use pencils, colouring pencils, felt tip pens, crayons, oil pastels, chalk, malleable materials and paint with control to achieve a desired outcome. Join materials with glue stick, pva glue, masking tape, staples.					



	Duplo Small blocks	Sensory blocks Mobilo Duplo	Large indoor construction blocks, loose parts, cable drums, tubes etc. Octons – Large and small	Small Lego Mirror box	Poly-m Stickle bricks Interstar Light box	Mobilo Large construction blocks
	<p>Print and paint. International Dot Day – Printing with everyday objects to include vegetables.</p> <p>Observational drawing – self-portrait with oil pastels.</p> <p>Natural Art sculptures – Andi Goldsworthy.</p> <p>Construct with natural materials.</p> <p>Making bird cake</p>	<p>Printing and mixed media with glitter and skyline silhouette – bonfire picture.</p> <p>Printing – sponges and corks for large collaborative work – remembrance Sunday Poppy field.</p> <p>Observational drawing – trees (pastels)</p> <p>Autumn leaf rubbing (frottage) combine with water colours.</p> <p>Creating a pinch pot (Diwali)</p> <p>Painting and Printing – Artist Study Yayoi Kusama Paint pumpkins, embellish with polka dot printing.</p>	<p>Baking valentine biscuits</p> <p>Weaving – Handa's basket (paper weaving)</p> <p>Painting – paint fruit to go in Handa's basket.</p>	<p>Cutting skills to cut out plant parts</p> <p>Using peelers and knives to prepare vegetables for vegetable soup.</p> <p>Making pancakes</p> <p>Observational drawing daffodils (pastels)</p>	<p>Wood work table introduces. Hammers, nails, screws, hand drill.</p> <p>Artist study – Vincent van Gogh – Starry Night painting on foil.</p> <p>Painting aliens/symmetry</p>	<p>Collage – Porthole pictures/parrots</p> <p>Painting/printing – rainbow fish</p>
Change	<p>Me</p> <p>Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>	<p>My Stories</p> <p>Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>	<p>Everyone</p> <p>Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place</p>	<p>Our World</p> <p>Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place</p>	<p>Big Bear Funk</p> <p>Listening and appraising Funk music</p> <p>Embedding foundations of the interrelated dimensions of music using voices and instruments</p> <p>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</p> <p>Playing instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Riff-based composition Share and perform the learning that has taken place</p>	<p>Reflect, Rewind and Replay</p> <p>Listen and Appraise</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Sing and revisit nursery rhymes and action songs</p> <p>Play instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Riff-based composition Share and perform the learning that has taken place</p>

UTW (cc wonderful wellies)	Starlets	<u>Refer to Wonderful wellies. – All terms</u> Unique me Where do I go? Places I know, where have I been?	Begin to talk about their own life and family history. Show interest in different occupations. Diwali celebrations Bonfire Night Christmas Celebrations Remembrance Sunday Hot and Cold	Can talk about the differences they notice between people. Understands there are different countries in the world and talk about differences they have experienced or seen in photographs. Make observations about changes in their own lives			
	Reception	Understanding school as a place. Harvest, (traditions) Farming past and present. <u>Farm animals and their babies.</u> The food I eat – making bread (Harvest, the little Red Hen) People who help us – vets/pet animals <u>Me now- what can I do?</u> <ul style="list-style-type: none">• Small World – Farm Home corner – pets and vets.	Bonfire Night Remembering Guy Fawkes. Remembrance Sunday Diwali The Christmas Story. St Andrew's day –Scotland People who help us - Fire <u>Me when I was younger- How have I changed?</u> <ul style="list-style-type: none">• Small world – Woodlands –nocturnal animals/Fire station Home corner – added pictures from home. (my family)	<u>Discovering Africa, life, people, and Savannah habitat</u> <u>African animals – who are the big five? /contrasting locality.</u> Chinese New Year. <u>Process freezing and melting hot/cold</u> <ul style="list-style-type: none">• Small world – zoo	Houses and homes Homes from the past (castles) <u>Growing animals/plants - life cycles. – Time lapse videos</u> Shrove Tuesday/traditions Easter/traditions St David's Day St Patrick's Day People who help us – Doctors, nurses, link <u>oral health</u> <u>Process - Germination</u> <ul style="list-style-type: none">• Small world – mini beasts Fairies, knights, kings, and queens.	<u>Space - Earth</u> Transport past and present – Penny Farthing Maps and routes St George's Day <u>Process Light and dark shadows</u> <ul style="list-style-type: none">• Small world space, light box, dark box. Transport.	Seaside Past and present - Pirates <u>Seaside habitat</u> Pirates People who help us – Lifeguards – <u>Barnaby Bear goes to the seaside</u> <u>Process Floating and sinking.</u> <ul style="list-style-type: none">• Small world - Seaside
RE Discovery	Reception	<u>Special People</u> Key Q. What makes people Special? Religions: Christianity and Judaism	<u>Christmas</u> Key Q. What is Christmas? Religions: Christianity Concept: Incarnation	<u>Celebrations</u> Key Q. How do people celebrate? Religions: Hinduism	<u>Easter</u> Key Q. What is Easter? Religions: Christianity Concept: Salvation	<u>Stories</u> Key Q. What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	<u>Special places</u> Key Q. What makes places special? Religions: Christianity, Islam, Judaism

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Appendix Five: Severnbanks Science Curriculum



EYFS

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core texts	Starters Nursery Rhyme Focus Rosie's Walk We're Going on a Bear Hunt (Reading Spine)	Goldilocks and the three bears (Trad tale) Polar Bear Polar Bear	Dear zoo (Reading spine) Handa's Noisy Night	Oliver's Vegetables Jaspers Beanstalk (Reading Spine) The Very Hungry Caterpillar (Reading Spine)	The Runaway Train Mr Gumpy's outing (Reading Spine) On the moon	Sandcastle Sharing a shell Bright Stanley
	Reception The 3 little pigs (Trad Tale) Farmer Duck (Reading Spine) The Little Red Hen The dot	Little Red Riding Hood (Trad tale) Owl Babies (Reading Spine) Stick Man	Handa's Surprise (Reading Spine) Anansi the spider	Jack and the Beanstalk (Trad tale) Mr Wolf's Pancakes	The Train Ride (Reading Spine) Whatever Next (Reading Spine)	Lucy and Tom at the Seaside Rainbow Fish Sally and the Impet
Wonderful we'llies – Refer to EADUTW	Starters Observe seasonal changes. Handle natural materials. Use senses to make observations. Climbing opportunities (swings, stumps and trees)	Observe seasonal changes Repeating patterns Begin to understand and show respect and care for the natural environment and all living things. Describe a route use positional language. Uses tools with increasing control (threading)	Observe seasonal changes. Makes marks with increasing control and pressure. Creates shapes using continuous line to enclose a space. Responds to things they have seen through drawing.	Observe seasonal changes Begin to understand the conditions needed for growth and care of plants. Uses tools to mark make. (Handmade tools). Investigating length	Observe seasonal changes. Explores materials natural and manmade. Uses one hand over another for increasing lengths of time.	Observe seasonal changes. Expressing thoughts, feelings and ideas through natural ideas.
	Reception Understand the effects of changing seasons - Autumn Use their senses to observe the world around them. Make observations using their senses. - Handle natural objects Introduction to Forest Schools. Establishing Rules, routines, and procedures. Health and safety. • Den building – make a house of sticks. • Natural sculptures	Understand the effects of changing seasons Autumn/Winter Use their senses to observe the world around them. Make observations using their senses. - Handle natural objects • Woodland habitat • Focus on trees. • Observational drawing of a tree. • Leaf identification • Leaf rubbing combine with water colour. • Clay hedgehogs	Understand the effects of changing seasons Winter Use their senses to observe the world around them. Make observations using their senses. - Handle natural objects. Processes and changes – Freezing and melting. Cold/hot • Caring for the environment.	Understand the effects of changing seasons. Winter/Spring Use their senses to observe the world around them. Make observations using their senses. - Handle natural objects Processes and changes Solids and liquids.	Understand the effects of changing seasons Spring/Summer Use their senses to observe the world around them. Make observations using their senses. - Handle natural objects Processes and changes Light and dark • Using a map, identifying areas. Following a map	Understand the effects of changing seasons Summer Use their senses to observe the world around them. Make observations using their senses. - Handle natural objects. Processes and changes. Floating and sinking
PSHE Jigsaw Reception	Being Me in my world Self-identity Understanding feelings Being in a classroom Being gentle Rights and Responsibilities	Celebrating Difference Identifying Talents Being Special Families Where we live Making Friends Standing up for yourself	Dreams and Goals Challenges Perseverance Goal Setting Overcoming Obstacles Seeking help Jobs Achieving Goals	Healthy Me Exercising Bodies Physical Activities Healthy Food Sleep Keeping Clean Safety	Relationships Family Life Friendships Breaking Friendships Falling out Dealing with Bullying Being a good friend.	Changing Me Bodies Respecting My Body Growing up Growth and Change Fun and Fears Celebrations

Year 1 – Suggested Long-term Plan

Scientists	https://psft.org.uk/unique-resources/a-scientist-just-like-me/ https://www.coolkidfacts.com/famous-scientists/
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Biology	Humans, plants, animals, inheritance, evolution, diet and health
Chemistry	Solids, liquids, gases, changes of state, evaporation, rock types and rocks
Physics	Light, sound, forces, energy, earth and space.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term	Seasonal Changes/Plants	Everyday Materials					Seasonal Changes/Plants	Everyday Materials				
Spring Term	Seasonal Changes/Plants	Animals Including humans					Seasonal Changes/Plants	Animals Including humans				
Summer Term	Seasonal Changes/Plants	Animals Including humans					Seasonal Changes/Plants	Plants				

- Plants should be taught throughout the year and closely linked to the seasonal change topic. Children should explore how trees and plants change with the seasons (with special attention paid to the difference between deciduous and evergreen trees). Children should be regularly identifying trees and plants in the school grounds and local area. Set the challenge of identifying every plant that is growing in the school grounds and around.

While exploring outside some aspects of the Animals Including Humans topic could also be covered e.g. identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. See Tree tools for schools for sound and scent scavenger hunts, <https://www.treetoolsforschools.org.uk/menu/>



Year 2 – Suggested Long-term Plan

Scientists	https://pstt.org.uk/unique-resources/a-scientist-just-like-me/ https://www.coolkidfacts.com/famous-scientists/
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Biology	Humans, plants, animals, inheritance, evolution, diet and health
Chemistry	Solids, liquids, gases, changes of state, evaporation, rock types and rocks
Physics	Light, sound, forces, energy, earth and space.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term	Living things & their habitats/Plants*		Uses of everyday materials				Living things & their habitats/Plants*		Uses of everyday materials			
Spring Term	Living things & their habitats/Plants*		Animals including humans				Living things & their habitats/Plants*		Animals including humans			
Summer Term	Living things & their habitats/Plants*		Uses of everyday materials				Living things & their habitats/Plants*					

- Children should explore habitats throughout the year, identifying the living things that are found there (including any plants) and observing how they change.
 - Children should regularly collect things that are living, dead, and things that have never been alive. Some of the things they collect could be added to a class collection.
 - While regularly exploring outdoors the Teacher children could think about what the living things that they observe eat. This will support them when they explore food chains in more detail as part of this topic in Summer 2.
- Uses of everyday materials in Summer 1 will enable the Teacher to revisit the learning from the Autumn term and develop it further.
- *Learning about living things and their habitats will also provide opportunities to explore the following substantive knowledge from the animals including humans topics:
 - Notice that animals, including humans, have offspring which grow into adults.

Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

Year 3 – Suggested Long-term Plan

Scientists	https://pstt.org.uk/unique-resources/a-scientist-just-like-me/ https://www.coolkidfacts.com/famous-scientists/
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Biology	Humans, plants, animals, inheritance, evolution, diet and health
Chemistry	Solids, liquids, gases, changes of state, evaporation, rock types and rocks
Physics	Light, sound, forces, energy, earth and space.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term	Rocks and Soils					Plants	Rocks and Soils			Animals including humans		
Spring Term	Animals including humans					Plants	Forces and Magnets					
Summer Term	Light						Plants					

- Schedule 1-2 lessons in the Autumn term (around the half term holiday would be ideal) to focus on the seed dispersal part of the Plants topic. At this time of year lots of trees and plants will be dispersing seeds and this will provide a great opportunity to experience this first-hand. Seeds can also be collected and stored to support learning in Summer 2 when the Plants topic will be explored in more detail.
- Schedule 1-2 lessons in the Spring term (ideally in Spring 2) to observe the process of pollination at first-hand.

Both of the above can be revisited in Summer 2 in more depth if necessary but this approach enables children to have first-hand learning experiences which will make the learning more memorable/embedded.



Year 4 – Suggested Long-term Plan

Scientists	https://pstt.org.uk/unique-resources/a-scientist-just-like-me/ https://www.coolkidfacts.com/famous-scientists/
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Biology	Humans, plants, animals, inheritance, evolution, diet and health
Chemistry	Solids, liquids, gases, changes of state, evaporation, rock types and rocks
Physics	Light, sound, forces, energy, earth and space.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term	Living things and their habitats	States of Matter					Living things and their habitats	States of Matter			Sound	
Spring Term	Living things and their habitats	Sound					Living things and their habitats	Electricity				
Summer Term	Electricity		Living things and their habitats					Animals including humans				

- Living things and their habitats should be taught throughout the year with pupils regularly revisiting/surveying different habitats to see how the plants and animals living there are changing.

States of Matter should be taught before Sound to support their understanding of how sound needs a medium to travel through (e.g. a solid, liquid or gas).

Year 5 – Suggested Long-term Plan

Scientists	https://pstt.org.uk/unique-resources/a-scientist-just-like-me/ https://www.coolkidfacts.com/famous-scientists/
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Biology	Humans, plants, animals, inheritance, evolution, diet and health
Chemistry	Solids, liquids, gases, changes of state, evaporation, rock types and rocks
Physics	Light, sound, forces, energy, earth and space.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term	Properties of Materials*						Forces					
Spring Term	Earth and Space						Changes of Materials (part of the Properties of Materials topic)*					
Summer Term	Living things and their habitats						Animals including humans					

- *The 'properties of materials' topic contains a lot of content and should be taught over a whole term. Above it has been split into two parts.

- In the first part of the topic it is suggested the following is covered:
 - Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
 - Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- In the second part of the topic it is suggested the following is covered:
 - Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.
 - Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
 - Demonstrate that dissolving, mixing and changes of state are reversible changes.
 - Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
- In the second part of the topic it is vital to revisit/recap the previous learning from the first part.

Forces should be taught before Earth and Space so children can revisit/apply their understanding of gravity in the context of planets/space (especially when learning about orbits and why things go around each other).

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Year 6 – Suggested Long-term Plan

Scientists	https://pstt.org.uk/unique-resources/a-scientist-just-like-me/ https://www.coolkidfacts.com/famous-scientists/
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Biology	Humans, plants, animals, inheritance, evolution, diet and health
Chemistry	Solids, liquids, gases, changes of state, evaporation, rock types and rocks
Physics	Light, sound, forces, energy, earth and space.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term	Animals including humans						Electricity					
Spring Term	Light						Living things and their habitats					
Summer Term	Evolution and inheritance						Revisiting topics and ensuring mastery of the working scientifically skills*					

- Teach Evolution and Inheritance in the Summer Term. This topic contains some challenging concepts so it's best taught when children have matured as much as possible.

*Summer 2 in Year 6 could be spent revisiting science topics from earlier in the year and ensuring that the children have mastered all the working scientifically skills as detailed in the end of KS2 teacher assessment framework. Pupils could ask their own questions related to science they've covered and devise their own experiments to answer them. Teachers could hold 'science days' to enable an in-depth focus on the working scientifically skills and ensure that there are no gaps in pupils knowledge & understanding.

This policy is available on the school website:
www.severnbanksprimaryschool.co.uk/website/policies/257152. Paper copies are available on request from the School Office.

Severn Federation Academy Trust (Co. No. 13034661)

