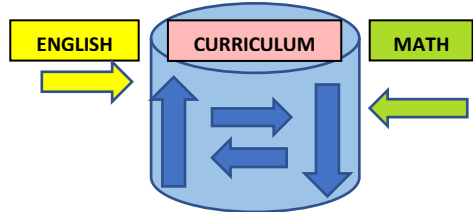


## EPS Endpoints

### WHAT CHILDREN SHOULD KNOW AND BE ABLE TO DO WHEN THEY LEAVE **YEAR 1**

| HISTORY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | GEOGRAPHY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | SCIENCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Identify, describe and compare and contrast</b> the most popular games and toys of the 1960s with those of today;<br/> <b>Record and describe</b> some of the things that adults alive at the time remember about the past;<br/> <b>Comparing and contrast</b> – Extend and build on early years, the process of establishing a sense of chronology and mastery of the language associated with <b>identifying and describing</b> the passing of time;<br/> <b>Use a timeline to order such as</b> significant explorers in history;<br/> <b>Use relevant vocabulary, focusing on the Great fire of London, Toys in the past and significant individuals;</b><br/> <b>Explain</b> what life was like in different eras.<br/> <b>Record and recognise</b> information about the past.<br/> <b>Identify and describe</b> some of the personal qualities of famous significant individuals;<br/> <b>Recognise and describe</b> the achievements of a number of famous national and international explorers both in the past and recently.<br/> <b>Look at sources to gain information about the past.</b><br/>           To use literacy, numeracy and computing skills to a good standard in order to communicate about the past:</p> | <p><b>Identify, observe, describe, record and locate</b> on a simple plan some significant physical and human features and land uses of their school grounds and immediate locality;<br/> <b>Locate</b> where they live on a map of the four nations and main cities of the United Kingdom and locate the United Kingdom on a map of the countries of Europe;<br/>           Identify and locate the seven continents and five oceans of the world on a world wall map and globe;<br/> <b>Describe</b> some of the physical and human features typically seen at the seaside and suggest reasons why people enjoy visiting the coast for holidays, both in the past and now, and how they might also take care of the natural environment to be found there;<br/> <b>Observe, record and present</b> graphically the basic elements of the weather at their locality;<br/> <b>Describe and suggest reasons</b> for ways in which the weather changes through the seasons and how people and living things in the United Kingdom can be affected by these changes;<br/> <b>Identify and locate</b> hot and cold areas of the world and suggest reasons why the weather isn't the same everywhere in the world<br/> <b>Compare and contrast</b> the basic physical and human geography, including the weather, of their locality with that of the village of Kampong Ayer in Brunei, Borneo;<br/> <b>Suggest reasons</b> for some of the main similarities and differences in the geography of their locality and Kampong Ayer that they have observed;<br/> <b>Locate the</b> United Kingdom and Brunei on a map of the continents and oceans of the world together with the equator, the Prime Meridian (Greenwich Meridian) and the North Pole and South Pole;<br/> <b>Describe and compare</b> the natural environments of Antarctica and North Africa and identify, describe and give reasons for some of the different ways in which living things, including humans, are adapted to survive in such places;</p> | <p><b>WORKING SCIENTIFICALLY</b></p> <ul style="list-style-type: none"> <li>Ask questions.</li> <li>Make simple predictions.</li> <li>Observe changes over time.</li> <li>Group objects together by their features.</li> <li>Collect results using hand lenses/egg timers/simple measuring equipment.</li> </ul> <p><b>Vocabulary – question, answer, observe, equipment, identify, classify, sort, group, data, compare, contrast.</b></p> <p><b>PLANTS AND TREES</b></p> <ul style="list-style-type: none"> <li>Identify and recognise the key parts of plants (including deciduous and evergreen plants).</li> <li>Describe how seeds grow and stay healthy.</li> <li>Identify and describe the basic structure of common trees and leaves.</li> </ul> <p><b>TOYS – AN INTRODUCTION TO PHYSICS</b></p> <ul style="list-style-type: none"> <li>Describe how different objects move (sliding, rolling, falling, flying, walking and running) or get faster or slower.</li> <li>Recognise that forces act on objects to start or stop them or change their shape or direction.</li> <li>Identify a complete circuit; the dangers of electricity and how to reduce the risks.</li> <li>Begin to identify magnetic and non-magnetic objects.</li> </ul> <p><b>CHANGING MATERIALS</b></p> <ul style="list-style-type: none"> <li>Identify the difference between objects and materials.</li> <li>Compare and group together some everyday materials by their features.</li> <li>Identify some uses of different materials and why some objects cannot be made from other materials.</li> </ul> <p>Hypothesise how to change the shape of solid objects.</p> |
| ART & DESIGN                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | DESIGN AND TECHNOLOGY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | COMPUTING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>Explore mark making, experiment with drawing lines and use 2D shapes to draw.<br/>           Develop skill and control when painting. Paint with expression.<br/>           Learn a range of materials and techniques such as clay etching, printing and collage.<br/>           Remember the primary colours and how to mix them to create secondary colours.<br/>           Learn about form and space through making sculptures and developing language.<br/>           Use, express and experiment with line for purpose, then use appropriate language to describe lines.<br/>           Understand patterns in nature, design and make patterns in a range of materials.<br/>           Use materials to create textures.<br/>           Understand what tone is and how to apply this to their own work.<br/>           To use sketchbooks through teacher modelling.<br/>           Explore and create ideas for purposes and intentions.<br/>           Study the work of male and female artists.</p>                                                                                                                                                                                                                        | <p>I can use my own ideas to make something.<br/>           I can create a simple plan before making. I can explain who will use my product.<br/>           I can explain what I like about my product.<br/>           I can chop fruits and vegetables safely<br/>           I can create simple sliders and levers.<br/>           I can design and create a free-standing structure</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <ul style="list-style-type: none"> <li>•Create and debug simple programs.</li> <li>•Use logical reasoning to predict the behaviour of simple programs.</li> <li>•Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>•Recognise common uses of information technology beyond school.</li> <li>•Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

| <p><b>CORE SKILLS</b></p> <p><b>Essential skills to be used, applied, and consolidated across the wider curriculum, including speaking and listening skills.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| READING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | WRITING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | MATHS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><i>Pupils should revise and consolidate the GPCs and the common exception words taught in Reception. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading. Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently</i></p> <p><b>WORD READING</b></p> <ol style="list-style-type: none"> <li>1. Apply phonic knowledge as the route to decode words</li> <li>2. Respond with the correct sound to graphemes for all 40+ phonemes (phase 5 or equivalent)</li> <li>3. Read some common exception words (do, the, today, friend, here, there etc).</li> <li>4. Read some words containing taught GPCs and –s, –es, –ing, –ed, –er and –est suffixes</li> <li>5. Read other words of more than one syllable that contain taught GPCs</li> <li>6. Read some words with contractions [e.g. I'm, I'll, we'll, didn't, couldn't, won't], and understand that the apostrophe represents the omitted letter(s)</li> <li>7. Check that the text makes sense to them as they read and correcting inaccurate reading</li> </ol> <p><b>DISCUSSION ABOUT BOOKS</b></p> <ol style="list-style-type: none"> <li>1. Listen to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently</li> <li>2. Be encouraged to link what they read or hear read to their own experiences</li> <li>3. Recognise and joining in with predictable phrases</li> <li>4. Learn to appreciate rhymes and poems, and to recite some by heart</li> <li>5. Become very familiar with key stories, fairy stories and traditional tales retelling them and considering their particular characteristics</li> </ol> <p><b>1A VOCABULARY AND UNDERSTANDING</b></p> <ol style="list-style-type: none"> <li>1. Discuss word meanings, linking new meanings to those already known</li> <li>2. Draw on background information and vocabulary</li> <li>3. Provided by the teacher</li> </ol> <p><b>1B KEY ASPECTS</b></p> <ol style="list-style-type: none"> <li>1. Discuss the significance of the title and events</li> </ol> <p>Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p><b>1C SEQUENCING</b></p> <ol style="list-style-type: none"> <li>1. Identify and explain the sequence of events in texts</li> </ol> <p><b>1D INFERENCES</b></p> <ol style="list-style-type: none"> <li>1. Make inferences on the basis of what is being said and done</li> </ol> <p><b>1E PREDICTIONS</b></p> <ol style="list-style-type: none"> <li>1. Predict what might happen on the basis of what has been read so far</li> </ol> | <p><b>COMPOSITION: APPLYING VOCABULARY, GRAMMAR AND PUNCTUATION</b></p> <p><i>A pupil can write sentences sequenced to form short narratives based on read and fictional experiences, after discussion with the teacher, including:</i></p> <ol style="list-style-type: none"> <li>1. Spaces between words</li> <li>2. Some adjectives for description e.g: colours, sizes</li> <li>3. 'and' to join words and clauses</li> <li>4. Capital letters for proper nouns (names) and the personal pronoun 'I'</li> <li>5. Capital letters and full stops to demarcate sentences</li> <li>6. Some questions marks</li> <li>7. Some exclamation marks</li> </ol> <p><b>COMPOSITION: STRUCTURING AND ORGANISING</b></p> <p><i>A pupil can write sentences that are sequences that are sequences to form short narratives, after discussion with the teacher, including:</i></p> <ol style="list-style-type: none"> <li>1. simple opening or ending, e.g; once upon a time/one day</li> <li>2. attempts to group ideas together</li> <li>3. Related sentences linked by pronouns or conjunctions, e.g; he, she, and</li> </ol> <p><b>COMPOSITION: PLANNING, DRAFTING, EVALUATING, EDITING AND PROOF READING</b></p> <p><i>Before writing, sentences are planned by:</i></p> <ol style="list-style-type: none"> <li>1. saying out loud what the writing will be about</li> <li>2. using oral composition to recognise where the sentence begins and ends</li> </ol> <p><i>Writing is discussed with the teacher and other pupils to:</i></p> <ol style="list-style-type: none"> <li>1. check that what they have written makes sense</li> <li>2. make simple changes where suggested (some words and spellings)</li> </ol> <p>Year 1 grammatical terminology is sometimes used when discussion writing, e.g: letter, capital letter, words, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p><b>TRANSCRIPTION: SPELLING</b></p> <p>Pupils can spell:</p> <ol style="list-style-type: none"> <li>5. Some words containing each of the 40+ phonemes (phase 5 or equivalent)</li> <li>6. Some common exception words</li> <li>7. Days of the week mostly correctly</li> <li>8. Some spelling rules and guidance, as listed, in 'English programmes of study: key stages 1 and 2 National Curriculum in England – Appendix 1 for Year 1' are applied (Including some accurate use of suffixes when adding –s or –es as the plural marker for nouns and the third person singular marker for verbs)</li> </ol> <p><b>TRANSCRIPTION: HANDWRITING</b></p> <p>Mostly correct use of:</p> <ol style="list-style-type: none"> <li>1. lower case letters, starting and finishing in the correct place</li> <li>2. capital letters and the digits 0 to 9 are mostly accurately formed</li> <li>3. spaces between words</li> <li>4. holding a pencil comfortably</li> </ol> | <p>Count to and across 100, forwards and backwards, beginning with zero or one, or from any given number</p> <p>Count, read and write numbers to 100 in numerals and numbers one to 20 in numerals and words; counting in multiples of two, five and ten</p> <p>Given a number within 100, identifying one more and one less</p> <p>Represent and use number bonds and related subtraction facts within 20</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and solve missing-number problems</p> <p>Solve problems that involve grouping and sharing, including halving and doubling</p> <p>Compare, describe and solve practical problems for length and height, mass or weight, and capacity and volume</p> <p>Compare, describe and solve practical problems for time and telling the time to the hour and half past the hour; drawing the hands on a clock face to show these times</p> <p>Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles</p> <p>Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres.</p> |

| MUSIC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | PHYSICAL EDUCATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | VALUES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Know and sing/rap five songs off by heart</b></p> <p><b>To perform</b></p> <ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody.</li> <li>• Sing songs, repeat chants and rhymes.</li> <li>• Follow instructions on how and when to sing or play tuned and untuned instruments musically.</li> <li>• Make and control long and short sounds, using voice and instruments.</li> <li>• Imitate changes in pitch.</li> </ul> <p><b>To compose</b></p> <ul style="list-style-type: none"> <li>• Create a sequence of long and short sounds.</li> <li>• Clap rhythms.</li> <li>• Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>• Choose sounds to create an effect.</li> <li>• Sequence sounds to create an overall effect.</li> <li>• Create short, musical patterns.</li> <li>• Create short, rhythmic phrases.</li> </ul> <p><b>To describe music</b></p> <ul style="list-style-type: none"> <li>• Listen with concentration to high quality live and recorded music. (Music assembly as well?)</li> <li>• Identify the beat of a tune.</li> <li>• Recognise changes in timbre, dynamics and pitch.</li> </ul>                                                                                                                                                                      | <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Move to music.</li> <li>• Copy dance moves.</li> <li>• Perform my own dance moves.</li> <li>• Make up a short dance.</li> <li>• Move safely in a space.</li> </ul> <p>There are a wide range of opportunities where dance and drama can be linked to cross curricular themes – e.g. Dances from different continents. Dances from different UK countries.</p> <p><b>GAMES</b></p> <ul style="list-style-type: none"> <li>• Can throw underarm.</li> <li>• Can hit a ball with a bat.</li> <li>• Can move and stop safely.</li> <li>• Can throw and catch with both hands.</li> <li>• Can throw and kick in different ways.</li> </ul> <p><b>GYMNASTICS</b></p> <ul style="list-style-type: none"> <li>• Can make my body curled, tense, stretched and relaxed.</li> <li>• Can control my body when travelling and balancing.</li> <li>• Can copy sequences and repeat them.</li> </ul> <p>Can roll, curl, travel, balance in different way</p> | <p><b>BRITISH VALUES:</b></p> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• Rule of Law</li> <li>• Individual Liberty</li> <li>• Respect &amp; Tolerance</li> </ul> <p><b>SCHOOL VALUES:</b><br/>Ambitious, Creative, Resilient, High expectations, Positive attitude, Persevere, Responsibility, Respect.</p> <p><b>School Vision:</b><br/>Empowering and preparing for success in a changing world.</p> <p>Link Learning through topics and subjects.<br/>Ensure progression of skills and knowledge.<br/>Consolidate &amp; revise skills and knowledge.<br/>Reinforce Key specific vocabulary.</p>  |
| RE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | PSHE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>•Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them</li> <li>•Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come</li> <li>•Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</li> <li>•Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make</li> <li>•Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</li> <li>•Notice and respond sensitively to some similarities between different religions and worldviews.</li> <li>•Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</li> <li>•Find out about and respond with ideas to examples of cooperation between people who are different</li> <li>•Find out about questions of right and wrong and begin to express their ideas and opinions in response.</li> </ul> | <p><b>Promoting aspects of SMSC through the PSHE curriculum as well as Values &amp; Cultural Capital</b></p> <p><b>Myself &amp; My relationships -</b><br/>Can build successful early relationships,<br/>Manages emotions &amp; articulates needs</p> <p><b>RSE –</b> Can name main body parts and understand they are in charge of their actions and body</p> <p><b>Citizenship</b><br/>Values &amp; respects difference and diversity<br/>Growing awareness of the world – local environments<br/>Knows own strengths and understands areas for development<br/>Understands own identity in school and wider environments<br/>Understands the need for rules in terms of working together<br/>Growing awareness of diversity</p> <p><b>Healthy Lifestyles</b><br/>Awareness of potential risks and how to deal with them<br/>Developing awareness of digital safety<br/>Manages risk &amp; makes healthy choice<br/>Knows safe adults<br/>Water safety</p>                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |