



**ACADEMIC CURRICULUM**

STRAND	SUBJECT	CURRICULUM INTENT	CONTENT SUMMARY
<b>HUMANITIES</b>	Geography	<p>To enrich pupils' learning experience by underpinning geographical themes with skills that are transferrable in their education and adult life.</p> <p>To study the “why of where.”</p> <p>To provide opportunities for pupils to learn about human and natural phenomena, and the interaction of both.</p> <p>To enable pupils to become observers and analysts of space, place, and environment on scales from the local to the global.</p> <p>To introduce pupils to a multifaceted discipline that bridges the social sciences, the humanities, and the physical sciences.</p>	<p>Maps of the World</p> <p>Europe - Population</p> <p>Europe – Rivers</p> <p>Europe – Mountains</p> <p>The Water Cycle</p> <p>Clouds and Precipitation</p> <p>Climate Change</p> <p>Landscapes – Weathering</p> <p>Landscapes – Rivers and Mountains</p> <p>Erosion and Deposition – Rivers and Coasts</p> <p>Earthquakes and Volcanoes - Plate Tectonics</p> <p>Earthquakes and Volcanoes – Pacific Ring of Fire</p> <p>Earthquakes and Volcanoes – Impact</p> <p>Transportation – Cities</p> <p>Transportation – National</p> <p>Transportation – International</p> <p>International Trade – Food</p> <p>International Trade Natural Resources</p> <p>International Trade - Tourism</p>
	History	<p>To enable pupils to gain a coherent knowledge and understanding of Britain’s past and that of the wider world.</p> <p>To inspire pupils’ curiosity to know more about the past.</p> <p>To equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p>	<p><b>Autumn Term</b></p> <p><u>The Stone Age (tools and weapons)</u> - focus on Location, Settlements, Food and farming, Conflict and Artefacts</p> <p><u>The Stone Age (hunter-gatherers)</u> - focus on Location, Settlements and Food and farming</p> <p><u>The Stone Age (clues from the past)</u> - focus on Location, Beliefs and Artefacts</p> <p><u>The Bronze Age (around the world)</u> - focus on Location, Settlements, Society, Travel and exploration and Artefacts</p>



	<p>To help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p>	<p><u>The Bronze Age (clues from the past)</u> - focus on Culture and pastimes, Beliefs and Artefacts  <u>The Iron Age (tools and weapons)</u> - focus on Settlements, Society, Conflict, Travel and exploration, Beliefs and Food and farming  <u>The Iron Age (forts and farming)</u> - focus on Food and Farming, Settlements and Society</p> <p><b>Spring Term</b>  <u>Ancient Egypt (clues from the past)</u> - focus on Location, Conflict, Culture and pastimes, Food and farming, Beliefs and Artefacts  <u>Ancient Egypt (pyramids and obelisks)</u> - focus on Location, Settlements and Society  <u>Ancient Egypt (beliefs and burials)</u> - focus on Beliefs and Society  <u>Romans (Roman Empire)</u> - focus on Society, Conflict and Culture and pastimes  <u>Romans and Earthquakes (around the world and in Britain)</u> - focus on Location, Travel and exploration, Beliefs, Conflict, Artefacts and Settlements  <u>Romans (clues from the past, local history)</u> - focus on Location, Society, Culture and pastimes and Artefacts</p> <p><b>Summer Term</b>  <u>Anglo-Saxons</u> - focus on Location, Conflict and Beliefs  <u>Anglo-Saxons (kingdoms and conquest)</u> - focus on Location and Conflict  <u>Anglo-Saxons (beliefs and burials)</u> - focus on Beliefs, Culture and pastimes and Artefacts  <u>The Vikings</u> - focus on Location, Travel and exploration and Beliefs  <u>The Vikings (sailors and raiders)</u> - focus on Location, Travel and exploration, Conflict and Settlements</p>
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			<u>The Vikings (Viking kingdoms and conquests)</u> - focus on Conflict, Travel and exploration and Beliefs
	RS	<p>To enable learners to respond to a global landscape of religious belief and diversity.</p> <p>To help our children and young people to hold balanced and well informed conversations about religion and belief.</p> <p>To engender an interest in exploring, understanding and showing respect for different faiths and cultural diversity.</p> <p>To develop a knowledge and acceptance of religions and worldviews.</p> <p>To examine theology, philosophy and social science within a historical context.</p> <p>To foster the ability to “disagree agreeably”.</p>	<p>Pupils will develop their knowledge and understanding of individual religions and distinctive religious traditions, and apply this to considering ways in which religions are similar to and different from each other. In Year 3 they will look in greater detail into both the Christianity and Hinduism.</p> <p>How do Hindus Worship?</p> <p>What do Hindus believe and how does this affect the way they live their lives?</p> <p>Why is Advent an important time for Christians?</p> <p>What do Christians believe about Jesus?</p> <p>What do Christians remember on Palm Sunday?</p> <p>Why do people travel to sacred places?</p>
STRAND	SUBJECT	CURRICULUM INTENT	CONTENT SUMMARY
LANGUAGES AND LITERATURE	English	<p>To instil a life-long love and enthusiasm for reading, writing and the spoken word.</p> <p>To promote an appreciation for the art of effective and eloquent communication.</p>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Increases the legibility, consistency and quality of their handwriting.</li> <li>Spells words accurately and independently by applying the Year 3 spelling rules.</li> <li>Writing a play script about a journey through a forest.</li> </ul>



		<p>To recognise the value of words above everything and develop a culture of word-consciousness where students are able to use vocabulary effectively.</p> <p>To deliver creative, engaging and innovative lessons which develop curiosity and confidence in writing, reading and oral communication skills.</p> <p>To enable pupils to work independently and as part of a community, supporting one another in their learning journey.</p> <p>To nurture imagination and creativity within our pupils, allowing them to explore their own love and curiosity for language and literature.</p>	<ul style="list-style-type: none"> <li>• Narratives written from alternative perspectives inspired by Fox by Margaret Wild.</li> <li>• Writing arguments to support the protection of the rainforest.</li> <li>• Writing a report inspired by Firebird by Saviour Pirotta.</li> <li>• Diary entries based around the characters from The Iron Man by Ted Hughes.</li> <li>• Poetry inspired by the work of Joseph Coelho.</li> </ul> <p><b>Vocabulary, Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>• Classify words into the groups, noun, adjective, verb, adverb and conjunction.</li> <li>• Expand knowledge of adverbs to include adverbial phrases.</li> <li>• Expands use of vocabulary inspired by the books that they have read.</li> <li>• Understand the properties of a simple sentence.</li> <li>• Use capital letters, full stops, commas and apostrophes consistently and correctly.</li> <li>• Use exclamation and question marks for effect.</li> <li>• Develop a growing vocabulary based on books read.</li> <li>• Understand the differences between subordinating and coordinating conjunctions and use them to extend writing.</li> <li>• Write in a variety of tenses accurately including the present perfect tense.</li> </ul> <p><b>Reading</b></p>
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			<ul style="list-style-type: none"> <li>• Understands new words by applying knowledge of etymology and morphology.</li> <li>• Reads statutory word lists with confidence.</li> <li>• Reads and discusses a variety of different books and texts.</li> <li>• Performs poetry and scripts.</li> <li>• Discusses texts including the following: asking questions to improve understanding, inference and prediction, summarising, identifying how language, structure and presentation contribute to meaning.</li> <li>• Can retrieve and record information from what has been read.</li> </ul> <p>Due to previous school closure, extra time has been dedicated to reinforcing spelling rules and their application. Additionally, extra focus is dedicated this academic year to embed new grammar scheme.</p>
Latin		<p>To foster a love of language and curiosity about the wider world.</p> <p>To support our pupils in developing a rich vocabulary which allows them to express themselves confidently</p> <p>To develop a deeper understanding of the grammatical structures of languages.</p> <p>To enhance our pupils' cultural capital and in so doing their social and academic confidence.</p> <p>To improve our understanding of other cultures, and thereby of our own</p> <p>To give our brains a workout!</p>	<p><b>Autumn Term</b>  Roman Gods- pupils will look at the different Roman Gods that the Junior school classes are named after.  Vindolanda - pupils will learn about the Roman settlement in the North East and understand the Roman history of the local area.  Greetings- masculine and feminine.  Numbers- 0-10.  Family members- immediate and extended family.  The home- rooms and objects.  Animals- pets, farm and zoo.  Colours- using colours to describe animals and objects.  Saturnalia- winter festival</p> <p><b>Spring Term</b></p>



			<p>Life in the ancient world- history of local area and life in Roman times. Jobs- careers and jobs around the home. Everyday tasks- cooking, cleaning, writing etc. School- lessons and equipment. Roman writing- exploring tools used. Practicing writing in Latin. Feelings and emotions- thoughts and feelings towards school and tasks.</p> <p><b>Summer Term</b> Romans in Britain- what they brought to Britain, Latin route words. Actions- what someone is doing or how they are doing it. Locations- local and UK. Travel- types of travel and the journey. Going to the town-things that can be purchased and describing the town and items. Shopping- grammar check and looking at items purchased.</p>
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STRAND	SUBJECT	CURRICULUM INTENT	CONTENT SUMMARY
STEM	Computing	<p>To prepare our pupils for an ever changing work climate.</p> <p>To educate our pupils to become good digital citizens.</p> <p>To provide our pupils with creative opportunities to represent their ideas in different forms</p>	<p>Word processing skills Drawing and Desktop Publication Presentation Skills Internet research and communication Programming Turtle Logo and Scratch Applying skills Online safety</p>
	Maths	<p>To enable pupils to develop and apply problem solving skills, encouraging a resilient and enthusiastic attitude towards challenge.</p>	<p>Place value within 1000 Addition – 3 digit numbers Subtraction – 3 digit numbers Multiplication - 3s,4s,8s</p>



		<p>To encourage pupils to develop their mathematical thinking through a curriculum that develops a deeper understanding as a result of its mastery approach.</p> <p>To inspire an enjoyment in and appreciation of the beauty of mathematics and its appearance in everyday life as well as the impact the skills developed can have</p>	<p>Division - 3s, 4s, 8s Money Statistics Length Fractions Time Angles Properties of shapes Mass Capacity</p> <p>Adaptations to provide catch up for Covid-19 – extra time added to 'Nifty 50' times tables practice. Missing Key instant recall facts (KIRF) consolidation time added. Units missed/completed over home learning to be given extra time when covered in Year 3- problem solving and efficient methods, time, weight, volume and temperature. Position and direction, describing movement and turns to be covered in PE sessions.</p>
	<p>Science</p>	<p>To develop in all pupils an appreciation of how Science works and a wider curiosity about the world they live in.</p> <p>To develop the problem solving skills of all our pupils and their resilience in tackling problems in everyday life after they leave education.</p> <p>To harbour in all our pupils a love and passion for Science and to inspire the next generation of Scientists.</p>	<p><b>Biology</b> Plants</p> <ul style="list-style-type: none"> <li>• Look at the function of parts of flowering plants, requirements for growth, water transportation in plants, life cycles and seed dispersal.</li> </ul> <p>Evolution and inheritance</p> <ul style="list-style-type: none"> <li>• Look at resemblance in offspring.</li> <li>• Look at changes in animals over time.</li> <li>• Look at adaptation to environments.</li> </ul> <p>Animals and humans</p> <ul style="list-style-type: none"> <li>• Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals.</li> <li>• Look at the digestive system in humans.</li> <li>• Look at teeth.</li> </ul> <p>Living things</p>



			<ul style="list-style-type: none"> <li>• Identify and name plants and animals.</li> <li>• Look at classification keys.</li> </ul> <p><b>Chemistry</b> Rocks and fossils</p> <ul style="list-style-type: none"> <li>• Compare and group rocks and describe the formation of fossils.</li> </ul> <p>States of matter</p> <ul style="list-style-type: none"> <li>• Look at solids, liquids and gases, changes of state, evaporation, condensation and the water cycle.</li> </ul> <p>Materials</p> <ul style="list-style-type: none"> <li>• Examine the properties of materials using various tests.</li> </ul> <p><b>Physics</b> Light</p> <ul style="list-style-type: none"> <li>• Look at sources, seeing, reflections and shadows.</li> <li>• Explain how light appears to travel in straight lines and how this affects seeing and shadows.</li> </ul> <p>Sound</p> <ul style="list-style-type: none"> <li>• Look at sources, vibration, volume and pitch.</li> </ul> <p>Electricity</p> <ul style="list-style-type: none"> <li>• Look at appliances, circuits, lamps, switches, insulators and conductors.</li> <li>• Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials.</li> </ul> <p>Forces and magnets</p> <ul style="list-style-type: none"> <li>• Look at contact and distant forces, attraction and repulsion, comparing and grouping materials.</li> <li>• Look at poles, attraction and repulsion.</li> </ul> <p>Earth and space</p> <ul style="list-style-type: none"> <li>• Look at the movement of the Earth and the Moon.</li> </ul>
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PRACTICAL AND PERFORMANCE	Art	<p>To foster a love and appreciation for art, craft and design.</p> <p>To enable pupils to interpret the world around them and the numerous images that they will encounter every day.</p> <p>To develop pupils' artistic skills in a range of media.</p> <p>To prepare pupils to achieve success in external examinations.</p> <p>To develop in our pupils transferable skills which prepare them for the world of work.</p>	<p><b>Autumn Term</b> Da Vinci – The Renaissance Rosa Bonheur – Animals Kandinsky – Abstract art Cityscape Art - Jacquette, Estes</p> <p><b>Spring Term</b> L.S. Lowry – All work and no play Munch – Symbolism Lempicka – Art Deco</p> <p><b>Summer Term</b> McCall – Journey into Space Rubens – Myths and Legends Renoir - Impressionism</p>
	Design Technology	<p>To build and develop learning which results in the acquisition of knowledge and mastering practical skills.</p> <p>To encourage pupils to use their creativity and imagination, to design, make, evaluate and improve products that solve real and relevant problems.</p> <p>To give pupils opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness.</p> <p>To encourage pupils to become innovators and risk takers, taking inspiration from design, past and present.</p>	<p><b>Autumn Term</b> Materials: Joins for tools Food: Stone Age stewed fruit Electronics: Faults and Circuits Mechanics: Links and Levers Computing: Design Christmas decoration Textile: Seam allowance and sewing to create Christmas decoration</p> <p><b>Spring Term</b> Take Inspiration from design throughout History: Roman Shields and Chariots To design, make, evaluate and improve: Roman Shield and Chariot Take Inspiration from design throughout History: Volcanoes and Earthquake safety Materials: Volcanoes and Earthquake safety Construction: Volcanoes/Earthquake safety</p> <p><b>Summer Term</b></p>



		<p>Computing: Design a long boat Construction: Viking long boat Materials: Fabric Textiles: Create the sail for the long boat Food: Bread</p>
Music	<p>To make a unique contribution to the learning of pupils at Polam Hall School.</p> <p>To give pupils access to a wide range of practical activities which enables them to progress with their musical skills and knowledge whilst building their confidence as individuals.</p> <p>To teach pupils the styles, genres and traditions involved in music making through a varied programme of study upholding the expressed aims of the National Curriculum.</p>	<p><b>Musical Skills</b> To continue building on concepts of the ingredients of music introduced in KS1. Pupils learn to perform more challenging pieces refining and developing their understanding of Pitch, Beat, Rhythm, Melody, Tempo and Dynamics. Performance and ensemble skills are developed through learning recorders and singing.</p> <p><b>Musical Knowledge</b> To introduce treble clef notation. Pupils begin with G-A-B and learn to perform a variety of basic melodies on the recorder. Basic note lengths and rests are introduced beginning with Crotchet, Minim and Semibreves. The concept of Time-Signatures and beats in a bar are introduced and taught throughout the year. Different genres of music are explored through performance. Pieces are learnt in the following styles: The Blues, Mardi-Gras, Tudor Music and Folk Music.</p> <p><b>Covid Adjustments:</b> Pupils will not study Recorders until it is safe to do so. They will develop their instrumental skills with African Drumming and body percussion. A replacement scheme of work will focus on Ostinato Patterns, the Music of Africa and the Djembe Drum.</p>
PE	<p>To offer a broad range of physical activities and sports to stretch and inspire all pupils to their highest possible levels of performance.</p> <p>To establish self-esteem through the development of physical confidence and competence.</p> <p>To offer competitive sports at a range of levels.</p>	<p><b>Target:</b> to hit a target consistently from different distances, adjusting and explaining technique to suit; to vary force depending on the position of the target; to make decisions on which target to aim for based on own analysis of ability; to identify strengths and areas of development.</p> <p><b>Tag:</b> to accelerate quickly from stationary to running at speed; to chase someone to tag them; to demonstrate</p>



		<p>To stimulate and maintain pupils' interest and enjoyment in PE in order to lead a healthy active lifestyle.</p>	<p>dodging to evade a chasing player; to explain which strategies are effective.</p> <p><b>Striking and Fielding:</b> to strike a ball effectively different directions with varying amounts of force; to catch a ball and throw immediately; to throw a ball for distance; to throw a ball overarm; to demonstrate quick acceleration from s standing position; to suggest tactics within a game; to identify strengths.</p> <p><b>Net and Wall:</b> to perform the ready position and show quick changes of reaction; to strike a ball with a variety of equipment; to try and maintain a rally; to aim at targets at varying distances and heights; to catch a ball; to contribute ideas to team talks; to identify how performances could be improved.</p> <p><b>Invasion:</b> to throw and catch underarm and overarm; to demonstrate the ability to throw and catch a ball whilst stationary and on the move; to send and receive a ball in a variety of ways ; to pass and receive effectively within a team; work to maintain possession as a team; to think about the best tactic to use depending on where teammates and opponents are; to understand what makes a good referee; to think about how to increase the difficulty of games.</p> <p><b>Gymnastics:</b> to demonstrate different ways of travelling; to perform different balances, individually and with a partner; to devise sequences; to demonstrate a hurdle step; to demonstrate a short routine which includes jumps, balances and rolls, on and off apparatus; to deliver a short warm up to a small group; identify strengths and areas of development.</p> <p><b>Dance:</b> to create a short dance which conveys feelings; to work with a partner to combine actions, adjusting order for</p>
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			<p>fluency; to use different levels and space; to use gestures; to plan and deliver a warm up.</p> <p><b>Sports Day Athletics:</b> to take part in a variety of events which include sprinting, jumping and throwing activities; to compete competitively and aim to improve their techniques.</p>
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### CONCORDIA CRESCIMUS CURRICULUM

STRAND	CURRICULUM INTENT	CONTENT SUMMARY
SPORT AND THE OUTDOORS	<p>To develop skills of teamwork, responsibility and leadership through the experience of a range of sports and outdoor activities.</p> <p>To experience both winning and losing in order to develop resilience, sportsmanship, respect for others and for the rules of the game.</p> <p>To develop lifelong healthy lifestyle habits that improve self-esteem and positive mental and physical health.</p>	<p>Sports' Day Play Time House games and competitions House Cross Country Netball Festival Tag Rugby Competition Indoor Athletics Multi Skills Festival</p> <p><u>Activities Programme</u> Forest School Gardening Multisports Boxercise</p> <p><u>Extra-Curricular Activities</u> As published termly</p>

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<b>CREATIVITY</b>	<p>To develop the skills, confidence and imagination required to solve problems, take risks and innovate.</p> <p>To understand how creative fields, such as the arts, enhance our lives and how they inform our culture, heritage and British Values.</p> <p>To cultivate the ability to express oneself creatively in a range of fields.</p>	<p>House Art Competition          House Creative Writing competition</p> <p><u>Activities Programme</u>          Art Appreciation          Sewing          Papercrafts</p> <p><u>Extra-Curricular Activities</u>          As published termly</p>
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STRAND	CURRICULUM INTENT	CONTENT SUMMARY
<b>PERFORMANCE</b>	<p>To develop the confidence necessary to perform in front of an audience and appreciate the importance of constructive feedback in learning how to improve.</p> <p>To engage in creative collaboration, learning how to work as a team and the importance of individual contributions to a collective effort.</p> <p>To improve communication and language skills so that our pupils can communicate effectively with others with confidence.</p>	<p>Whole Class Assembly          Whole year group assembly          KS2 Production          Hymn and Singing Practice          Concerts</p> <p><u>Activities Programme</u>          Drama          Debate and Current Affairs</p> <p><u>Extra-Curricular Activities</u>          As published termly</p>

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<b>VOLUNTEERING AND MEMBERSHIP</b>	<p>To understand the moral imperative to serve others in order to promote a better and fairer society, developing a lifelong commitment to charity and service.</p> <p>To develop leadership skills and understand the importance of taking responsibility for others both as a leader and as a member of an organisation.</p> <p>To develop the resilience and the confidence to lead and to serve those who are in need.</p>	<p>School Council Representatives Helping Hands Reading Leaders CC Champions Eco-Warriors Nursing Home Visits</p>
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STRAND	CURRICULUM INTENT	CONTENT SUMMARY
<b>WORLD OF WORK</b>	<p>To understand the world of work by experiencing a wide range of interactions with institutions and people from different careers.</p> <p>To develop an understanding of ones' own interests and aptitudes, how these could be used in the world of work and for this to lead to career planning which connects current endeavour in school to future outcomes.</p> <p>To develop high ambitions and expectations for the future, along with good career management and employability skills, influenced by independent careers advice and guidance.</p>	<p>Careers Week activities and assembly Jobs People Do Speakers and Visits What Jigsaw PSHE Big Question: <i>How might you achieve your dream job?</i></p>

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IPSUM - know  
thyself (PSHE)**

To develop the knowledge, skills and attributes needed to manage the critical opportunities, challenges and responsibilities that young people will face as they grow up and in adulthood.

To understand how to keep oneself safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media and to know how to keep oneself healthy, both emotionally and physically.

To prepare positively for life in modern Britain, promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

There is a whole school approach to teaching PSHE, SMSC and British Values at Polam Hall School and a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health.

The six Puzzles (units) are taught across the school and the learning deepens and broadens every year.

**Intended outcomes**

As a result of our PSHE programme of learning, pupils will:

- develop their knowledge and understanding of citizenship and economic wellbeing, rights and responsibilities, and aspects of law.

**Autumn 1: Being in my world**

***Focus word: identity***

**What would your 'dream school' look, sound and feel like?**

- Setting personal goals
- Self-identity and worth
- Positivity in challenges
- Rules, rights and responsibilities Rewards and consequences
- Responsible choices
- Seeing things from others' perspectives

**Autumn 2: Celebrating difference**

***Focus word: tolerance***

**Is conflict a normal part of relationships and how can the 'solve it together' technique solve a disagreement between two people?**

- 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

**Spring 1: Healthy me - mens sana in corpore sano** (a healthy mind in a healthy body)

***Focus word: respect***

**How does exercise affect your body?**

- 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

**Spring 2: Dreams and goals**

***Focus word: aspirations***

**How might you achieve your dream job?**



- understand the importance of healthy lifestyles and their physical and mental wellbeing, and develop skills and strategies to raise confidence and self-esteem
- know and understand the importance of staying safe
- be able to recognise the characteristics of healthy and unhealthy relationships
- understand why and how their body will develop and change as they grow up.

- 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

**Summer 1: Relationships**

***Focus word: integrity***

**What makes a good friend?**

- 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

**Summer 2: Changing me**

***Focus word: resilience***

**Can you identify changes as we grow up?**

- How babies grow
- Understanding a baby's needs
- Outside body changes
- Inside body changes
- Family stereotypes
- Challenging my ideas
- Preparing for transition