



# **Leamington Hastings C of E Academy**

**Knowledge, skills and assessment in  
Year 1 – booklet for parents**

In year 1, children are taught using a cross curricular approach. As children are taught in a mixed age class, there is a two-year rolling program in place. Information below states which topics will be taught in cycle A (school years that start in even numbers in the September e.g., 2022, 2024, 2026), and which information will be taught in cycle B (school years that start in odd numbers in the September e.g., 2021, 2023, 2025).

Cycle A topics	Cycle B topics
Toys	Fire, Fire!
Uncovering the UK	Where in the World?
Our Bodies	Explorations
Discoveries	Here or there?
Our School	On our Doorstep
Rugby Rules!	Let's Go on Safari

In year 1, children are assessed as working within four levels:

- Pre Key Stage – children are not yet accessing the full national curriculum designed for Key Stage One children.
- Working towards the expected standard – children are accessing the national curriculum at the correct stage for their year group but are not yet achieving all skills and knowledge described for expected standard.
- Expected standard – children are achieving within the standard that is expected for their year group.
- Greater depth – children's knowledge and skills exceed the standard expected.

The following pages outline the key skills and knowledge that are taught throughout year 1, detailing what the children need to do to achieve each level. Further in-depth information about each subject can be found on the school website.

Our school learning behaviours help to support and encourage the development of skills that children need to be an effective learner, building on the Characteristics of Effective Learning from reception and nursery. These behaviours run throughout all areas of the curriculum, with our aim being to create lifelong learners who flourish into all that they can be.

Recap Rabbit



Concentrating Crocodile



Effort Elephant



Team Meerkat



Tough Tortoise



Wise Owl



## Reading

Within the reading curriculum, children are taught to:

- recognise graphemes (written representations of sounds)
- read words – both decodable words and tricky words that cannot be decoded
- read words containing suffixes -ing, -ed, -er and -est where there is no change in spelling to the root word, and the prefix un-
- read aloud with prosody (expression and intonation)
- display an understanding of vocabulary

- answer comprehension questions including making retrievals, inferences, predictions, making links between texts and retelling a story

The table below details the knowledge and skills that children need to independently demonstrate within each assessed level.

Pre Key Stage	Working Towards	Expected Standard	Greater Depth
Respond to verbal questions such as where is the ...	Recognise phase 3 digraphs and some phase 5 digraphs *	Recognise many phase 5 graphemes, using phonics as the means to decide words *	Recognise most phase 5 graphemes, using phonics as the means to decode words*
Show anticipation about what is going to happen	Read many phase 3 and 4 tricky words *	Read many phase 5 tricky words *	Read most phase 5 tricky words*
Join in with repeated phrases and actions	Use phonic knowledge as the route to decode words	Read words containing the suffixes -ing, -ed, -er and -est and the prefix -un	Check the text makes sense to them and correct inaccurate reading
Recognise some taught graphemes from reception and year 1*	Read accurately by blending sounds to read words, including polysyllabic words	Read words accurately and speedily by blending graphemes taught in a range of contexts	Read unknown words without overtly segmenting and blending
Read words by blending known graphemes	Read phase 4 books accurately and with prosody	Read phase 5 set 3 books accurately and with prosody	Read phase 5 set 4 books accurately and with prosody
Recount a short sequence of events	Sequence significant events from a story	Answer verbal retrieval and inference questions	Explain what has happened so far in what they have read, recalling the key events
Read some tricky words taught in reception and year 1*	Retell a story	Read contractions (words such as I'll, don't, can't) understanding that the apostrophe represents an omitted letter (s)	Start to respond to questions such as "Find me the word that tells you that...", "Find me the word that describes that..."
	Make a simple prediction		
	Recognise if a book is fiction or non-fiction	Discuss the significance of the title and events	Answer verbal retrieval and inference questions in greater detail

## Writing

Within the writing curriculum, children are taught to:

- compose sentences
- applying their graphemes knowledge to spell both decodable and tricky words
- make use of relevant, adventurous vocabulary
- use a range of punctuation to structure their sentences– capital letters, full stops, exclamation marks and question marks
- form their letters correctly and to sit them correctly on the line
- write coherently, ensuring their sentences make sense
- write for a range of purposes

The table below details the knowledge and skills that children need to independently demonstrate within each assessed level.

<b>Pre Key Stage</b>	<b>Working Towards</b>	<b>Expected Standard</b>	<b>Greater Depth</b>
Verbally say words or phrases to complete a sentence	Orally compose and then write simple sentences	Sequence sentences to form short narratives, including fiction and non-fiction	Write coherent short narratives, saying true to the given genre
Draw lines and shapes to represent letters	Punctuate some sentences with capital letters, finger spaces and full stops	Consistently punctuate sentences with capital letters, finger spaces and full stops.	Use question marks and exclamation marks accurately
Form some letters correctly	Use phonic knowledge taught* to write in ways that match spoken sounds	Begin to punctuate with question marks and exclamation marks when required	Spell words containing the suffixes -ing, -ed, -er and -est and the prefix -un where no change in the root word is required
Represent some sounds with graphemes *	Spell some phase 4 and 5 tricky words correctly*	Begin to use capital letters for names, the days of the week and for places	Consistently use capital letters for names, the days of the week and for places
Spell words with known graphemes *	Work with an adult to make corrections to writing	Use adjectives and topic related words in writing	Use ambitious, relevant vocabulary within writing
Spell some tricky words correctly*	Form most lower case letters and numbers correctly, starting and finishing in the correct place	Spell words correctly using many phase 5 graphemes*	Spell words correctly using phase 5 spelling patterns *
		Spell many phase 5 tricky words correctly*	Spell most phase 5 tricky words correctly *
Write a caption or sentence with the support of an adult	Sit correctly at a table, holding a pencil comfortably and correctly	Begin to start sentences in different ways	Start sentences in different ways, including the use of pronouns and time adverbials
	Begin to sit writing correctly on the line	Use the conjunctions 'and' and 'because' to join clauses	Use grapheme mats and the working wall to correct spelling choices. Re-read work for meaning and start to correct errors.

\*The document below lists the graphemes and tricky words referenced within reading and writing. Children are taught phases 2 – 4 in reception and 4 – 5 in year 1.



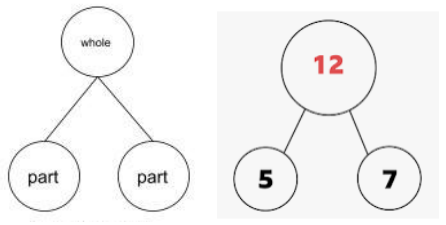
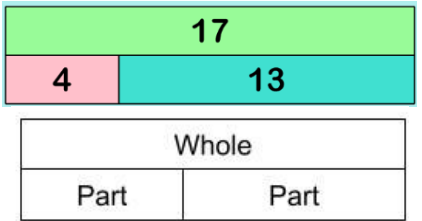
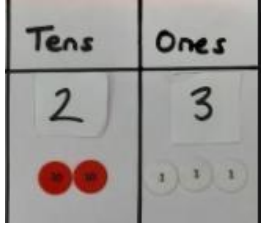
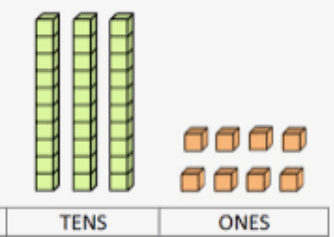

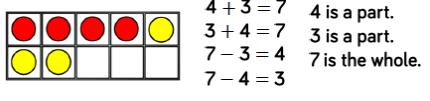
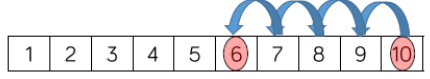

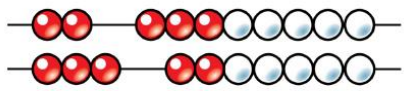
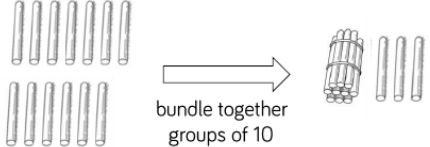
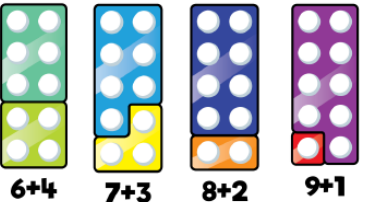
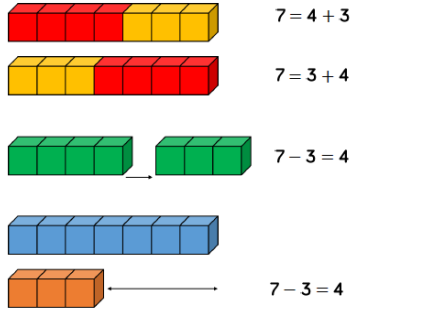
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## Maths

Within the maths curriculum, children are taught mathematical skills through the following areas of maths:

- place value – the partitioning and construction of a number into tens and ones e.g.  $24 = 20 + 4$
- addition of numbers to 20 using part whole models, base 10 and the number line
- subtraction of numbers from 20 using part whole models, base 10 and the number line
- number bonds (pairs of numbers) to 10 and 20
- multiplication using arrays
- division using arrays
- fractions – whole,  $\frac{1}{2}$  and  $\frac{1}{4}$
- time – telling the time for o'clock and half past on an analogue clock
- measures, reading a scale and using non-standard units (weight, capacity and length)
- position and direction
- shape – naming common shapes and starting to describe their properties
- statistics

Children are taught to use part whole models, bar models and pictorial representations to explain their thinking. A range of resources such as place value counters, base 10, tens frames and rekenreks are used. Examples of some of the manipulatives and representations used can be seen in the table below:

<p>Part whole models</p> 	<p>Bar model</p> 	<p>Place value counters and charts</p> 
<p>Base 10</p> 	<p>Rekenreks</p> 	<p>Tens frames</p> 
<p>Number tracks</p> <p><math>10 - 4 = 6</math></p> 	<p>Number lines</p> <p><math>5 + 3 = 8</math></p> 	<p>Bead strings</p> 
<p>Straws</p> <p><math>7 + 6 = 13</math></p> 	<p>Numicon</p> 	<p>Cubes</p> 

The table below details the key knowledge and skills that children need to independently demonstrate within each assessed level.

<b>Pre Key Stage</b>	<b>Working Towards</b>	<b>Expected Standard</b>	<b>Greater Depth</b>
Distinguish between one and lots	Find 1 more and 1 less than a number to 20	Partition and construct numbers to 50 and beyond in tens and ones	Partition and construct any number to 100 in tens and ones
Count using one to one correspondence	Partition and construct numbers to 20 in tens and ones	Compare numbers to 20 using $<$ $>$ and $=$ signs	Compare numbers to 100 using $<$ $>$ and $=$ signs
Identify the big and small object when given a choice of two	Begin to recognise number bond families to 10	Recognise and solve problems using number bond families to 10	Recognise and solve problems using number bond families to 20
Sort objects according to a stated characteristic	Count on and back in ones when adding and subtracting to and from 10	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs to 20	Add and subtract two digit numbers that do not bridge the tens barrier
Say the number names to 5, and then 10, in the correct order	Count forwards and backwards in ones to 30, and begin to count in tens to 100	Count forwards in multiples of 2, 5 and 10 from 0 and use this to solve problems	Count forwards and backwards in multiples of 2, 5 and 10 from 0 and use this to solve problems
Construct and solve problems using number bond families to 5	Recognise odd and even numbers with the use of equipment	Use repeated addition and arrays to solve simple questions involving multiplication and grouping and sharing to solve simple questions involving division	Solve one step problems using repeated addition, grouping, sharing and arrays
Understand that the last number counted represents the total number in the count	Name some common 2D and 3D shapes	Recognise and name common 2D and 3D shapes, knowing that they can be represented in different ways	Name and describe properties of common 2D and 3D shapes
Add and subtract some single digit numbers to 10	Recognise, find and name half as equal parts of an object, shape and quantity to 10	Recognise, find and name a half and quarter as equal parts of an object, shape and quantity	Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$
Understand that the number of objects remains the same when rearranged provided nothing has been added or taken away	Select the correct coin to pay for items to 10p	Recognise and know the value of different coins and notes	Use coins to represent amounts to 20p
Recognise some common 2D shapes	Use the language of measurement to make comparisons between at least two objects	Use measuring equipment to measure weight, length, height and capacity	Apply knowledge of addition and subtraction when solving problems involving weight, length, height and capacity

	Tell the time to the hour and draw the hands on an analogue clock	Tell the time to the hour and half past and draw the hands on an analogue clock	Solve problems such as 1 hour later and earlier
	Describe position, direction and movement using whole and half turns	Describe position, direction and movement using whole, half and quarter turns	Use the terms clockwise and anticlockwise when describing the direction of whole, half, quarter and three quarter turns
	Use equipment such as multilink to represent simple categories of data	Construct simple pictograms and block diagrams counting in ones	Read scales marked in divisions of 2, 5 or 10

### **Other subjects**

Children continue to be assessed as working towards, at the expected standard or at greater depth in the subjects listed on the remaining pages.

Working towards – children have not yet demonstrated the skills and knowledge required for expected standard.

Expected standard – children have learnt and retained most of the skills and knowledge listed within the subject.

Greater depth – children have learnt and retained most of the skills and knowledge listed within the subject and are able to apply this in a range of contexts.

As children at Leamington Hastings C of E Academy are taught in mixed age classes, there is a two year cycle in place for foundation subjects. Information below states which information will be taught in cycle A when the children are in year 1 (school years that start in even numbers in the September e.g., 2022, 2024, 2026), and which information will be taught in cycle B when the children are in year 2 (school years that start in odd numbers in the September e.g., 2021, 2023, 2025).

### **Religious Education**

All children in school take part in a weekly R.E. lesson, using a blend of Understanding Christianity and the Local Authority Syllabus. Children learn about the following units of work:

Cycle A	Cycle B
What does it mean to belong to a faith community?	What do Christians believe God is like?
Why was Jesus special to Christians?	What does Christmas matter to Christians?
What makes some places sacred?	Who is a Jewish/Muslim and what do they believe?
Why is Easter a very important part of the big story of the bible?	Why does Easter Matter to Christians?
Why is our world so amazing?	What is the good news that Jesus brings?
Why do Christians believe Jesus' teachings make people think hard about the right way to live? What can we learn from sacred books?	How should we care for others and the world, and why does it matter

There are also half termly opportunities to learn about a range of faiths and religions across the school as part of our 'passport to world views' days.

## Science

Children are taught to work scientifically by:
<ul style="list-style-type: none"><li>• asking simple questions and recognising that they can be answered in different ways</li></ul>
<ul style="list-style-type: none"><li>• observing closely, using simple equipment</li></ul>
<ul style="list-style-type: none"><li>• performing simple tests</li></ul>
<ul style="list-style-type: none"><li>• identifying and classifying using their observations and ideas to suggest answers to questions</li></ul>
<ul style="list-style-type: none"><li>• gathering and recording data to help in answering questions.</li></ul>
Plants – <i>Cycle A - Autumn 2 and Summer 1 and Cycle B – Autumn 2 and Summer 1</i>
<ul style="list-style-type: none"><li>• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li></ul>
<ul style="list-style-type: none"><li>• identify and describe the basic structure of a variety of common flowering plants, including trees</li></ul>
<ul style="list-style-type: none"><li>• observe and describe how seeds and bulbs grow into mature plants</li></ul>
<ul style="list-style-type: none"><li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li></ul>
Animals, including humans – <i>Cycle A - Spring 1, Spring 2 and Cycle B Spring 1, Spring 2.</i>
<ul style="list-style-type: none"><li>• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li></ul>
<ul style="list-style-type: none"><li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li></ul>
<ul style="list-style-type: none"><li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li></ul>
<ul style="list-style-type: none"><li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li></ul>
<ul style="list-style-type: none"><li>• notice that animals, including humans, have offspring which grow into adults</li></ul>
<ul style="list-style-type: none"><li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li></ul>
<ul style="list-style-type: none"><li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li></ul>
Living things and their habitats: <i>Cycle A – Spring 2 and Cycle B – Summer 2</i>
<ul style="list-style-type: none"><li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li></ul>
<ul style="list-style-type: none"><li>• identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li></ul>
<ul style="list-style-type: none"><li>• identify and name a variety of plants and animals in their habitats, including microhabitats</li></ul>
<ul style="list-style-type: none"><li>• describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li></ul>
Everyday materials: <i>Cycle A Autumn 1, Summer 2 and Cycle B – Autumn 1</i>
<ul style="list-style-type: none"><li>• distinguish between an object and the material from which it is made</li></ul>
<ul style="list-style-type: none"><li>• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li></ul>
<ul style="list-style-type: none"><li>• describe the simple physical properties of a variety of everyday materials</li></ul>
<ul style="list-style-type: none"><li>• compare and group together a variety of everyday materials on the basis of their simple physical properties</li></ul>
<ul style="list-style-type: none"><li>• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li></ul>
Seasonal changes:
<ul style="list-style-type: none"><li>• observe changes across the four seasons</li></ul>
<ul style="list-style-type: none"><li>• observe and describe weather associated with the seasons and how day length varies</li></ul>

## Art and Design

Art and design engages, inspires and challenges children, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design, along with learning about the works of famous artists.

Art skills and knowledge:
to use a range of materials creatively to design and make products <i>Cycle B – Autumn 1 – natural materials.</i>
to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. <i>Cycle A – Autumn 1, Spring 2, Summer 2, Cycle B – Spring and Summer 2.</i>
to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <i>Cycle A – Autumn 1, Spring 2 and Summer 2, Cycle B – Spring 2 and Summer 2.</i>
about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <i>Cycle A – Autumn 1 – Paul Klee, Spring 2 – Frieda Kahlo, Summer 2 – Lisa McKenna and Queenie McKenzie. Cycle B – Autumn 1 – Andy Goldsworthy, Spring 2 – Hannah Hoch, Summer 2 – Danny Eastwood.</i>

## Design and Technology

Through a variety of creative and practical activities, children are taught the knowledge, understanding and skills needed to engage in the process of designing and making in a range of contexts.

Design
<ul style="list-style-type: none"><li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li><li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li></ul>
Make
<ul style="list-style-type: none"><li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li><li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li></ul>
Evaluate
<ul style="list-style-type: none"><li>explore and evaluate a range of existing products</li><li>evaluate their ideas and products against design criteria</li></ul>
Develop technical knowledge:
<ul style="list-style-type: none"><li>build structures, exploring how they can be made stronger, stiffer and more stable</li><li>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</li></ul>

## Music

Through the music curriculum, children have the opportunity to sing, perform and compose.

Music skills and knowledge
<ul style="list-style-type: none"><li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li><li>play tuned and untuned instruments musically</li><li>play untuned instruments musically</li><li>listen with concentration and understanding to a range of high-quality live and recorded music</li><li>experiment with, create, select and combine sounds using the inter-related dimensions of music</li></ul>

## History

Children develop an awareness of the past, using common words and phrases relating to the passing of time. They know that the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They use a wide vocabulary of everyday historical terms within their units of work, asking and answering questions and using a range of historical sources.

Changes within living memory:
<i>Cycle A - Autumn 1, Cycle B – Autumn 1 and Spring 2</i>
<ul style="list-style-type: none"><li>aspects of change in national life</li></ul>
Changes beyond living memory:
<i>Cycle A – Autumn 1, Autumn 2, Spring 1, Spring 2, Cycle B – Autumn 1, Autumn 2, Spring 1,</i>
The lives of significant individuals in the past who have contributed to national and international achievements:
<i>Cycle A – Spring 1 – Florence Nightingale, Spring 2 – Mary Anning, Cycle B – Autumn 1 – Guy Fawkes, Spring 1 – Christopher Columbus, Spring 2 – Neil Armstrong, Summer 2 – Nelson Mandela.</i>
Significant historical events, people and places in their own locality:
<i>Cycle A – Autumn 2, Cycle B – Autumn 1,</i>

## Geography

Children develop geographical skills through first hand information:
<ul style="list-style-type: none"><li>collecting, analysing and communicating with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li><li>interpreting sources of geographical information, including maps, diagrams, globes and aerial photographs</li><li>communicating geographical information in a variety of ways, including through maps, drawings and writing</li></ul>
Locational Knowledge: <i>Cycle A – Autumn 2, Summer 1, Summer 2, Cycle B – Autumn 2, Summer 1 Summer 2</i>
<ul style="list-style-type: none"><li>name and locate the world's seven continents and five oceans</li><li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li></ul>
Place knowledge: <i>Cycle A – Summer 1, Summer 2, Cycle B – Summer 1, Summer 2.</i>
<ul style="list-style-type: none"><li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. <i>Cycle A – Summer 1 – Our School (Leamington Hastings CofE Academy), Summer 2 – Rugby, Cycle B – Summer 1 – Southam, Summer 2 – Kenya.</i></li></ul>
Human and physical geography: <i>Cycle A – Autumn 1, Summer 1, Summer 2, Cycle B – Autumn1, Summer 1, Summer 2.</i>
<ul style="list-style-type: none"><li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li><li>use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li><li>use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop</li></ul>
Geographical skills and fieldwork: <i>Cycle A – Autumn 1, Summer 1, Summer 2, Cycle B – Autumn1, Summer 1, Summer 2.</i>
<ul style="list-style-type: none"><li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans</li><li>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li></ul>

- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

## **P.E.**

Children develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They have opportunities to engage in competitive (both against self and against others) and co-operative physical activities, in a range of situations.

P.E. knowledge and skills
<ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>
<ul style="list-style-type: none"> <li>• participate in team games, developing simple tactics for attacking and defending</li> </ul>
<ul style="list-style-type: none"> <li>• perform dances using simple movement patterns</li> </ul>

Children are taught these through half termly P.E. units focussing on:

Agility, balance and coordination	Ball skills – throwing, catching and striking	Target and invasion games, including throwing, catching, running, jumping and skipping
Dance	Gymnastics	Athletics

## **Computing**

The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Children are also taught how to keep themselves safe when using technology.

Computing skills and knowledge
<ul style="list-style-type: none"> <li>• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> </ul>
<ul style="list-style-type: none"> <li>• create and debug simple programs</li> </ul>
<ul style="list-style-type: none"> <li>• use logical reasoning to predict the behaviour of simple programs</li> </ul>
<ul style="list-style-type: none"> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>
<ul style="list-style-type: none"> <li>• recognise common uses of information technology beyond school</li> </ul>
<ul style="list-style-type: none"> <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>

All children can access unsafe content online, it is vitally important that we work together to keep them safe.

# Being Safe Online



- Only use a computer when an adult is nearby.
- Tell an adult straight away if you see something that upsets you.
- Never talk to anyone online without an adult with you.
- Never send anyone your picture.
- Never tell anyone personal information about yourself, like your address or school name.
- Never tell anyone your password.

## Buddy's 'Use Your Tablet Safely' Song (Sung to the tune of Frère Jacques)

Ask your grown up,  
Ask your grown up,  
Ask for help!  
Ask for help!

Use your tablet safely,  
Use your tablet safely,  
Woof, Woof, Woof!  
Woof, Woof, Woof!



### P.S.H.E.

Children are taught P.S.H.E. through the Jigsaw and Protective Behaviours schemes of work.

Being me in my world	
<i>Cycle A – Autumn 1</i>	<i>Cycle B – Autumn 1</i>
Feeling special and safe	Rights and responsibilities
Being part of a class	Rewards and consequences
Rights and responsibilities	Safe and fair learning environment
Rewards and feeling proud	Valuing contributions
Consequences	Choices
Owning the learning charter	Recognising feelings

Celebrating differences	
<i>Cycle A – Autumn 2</i>	<i>Cycle B – Autumn 2</i>
Similarities and differences	Assumptions and stereotypes about gender
Understanding bullying and knowing how to deal with it	Understanding bullying
Making new friends	Standing up for self and others
Celebrating the differences in everyone	Making new friends
	Gender diversity
	Celebrating difference and remaining friends

### Dreams and goals

<i>Cycle A – Spring 1</i>	<i>Cycle B – Spring 2</i>
Setting goals	Achieving realistic goals
Identifying successes and achievements	Perseverance
Learning styles	Learning strengths
Working well and celebrating achievement with a partner	Learning with others
Tackling new challenges	Group co-operation
Identifying and overcoming obstacles	Contributing to and sharing success
Feelings of success	

### Healthy me

<i>Cycle A – Spring 2</i>	<i>Cycle B – Spring 2</i>
Keeping myself healthy	Motivation
Healthier lifestyle choices	Healthier choices
Keeping clean	Relaxation
Being safe	Healthy eating and nutrition
Medicine safety / safety with household items	Healthier snacks and sharing food
Road safety	
Linking health and happiness	

### Relationships

<i>Cycle A – Summer 1</i>	<i>Cycle B – Summer 1</i>
Belonging to a family	Different types of family
Making friends / being a good friend	Physical contact boundaries
Physical contact preferences	Friendship and conflict
People who help us	Secrets
Qualities as a friend and person	Trust and appreciation
Self-acknowledgement	Expressing appreciation for special relationships
Being a good friend to myself	
Celebrating special relationships	

### Changing me

<i>Cycle A – Summer 2</i>	<i>Cycle B – Summer 2</i>
Lifecycles – animal and human	Life cycles in nature
Changes in me	Growing from young to old
Changes since being a baby	Increasing independence
Differences between female and male bodies (correct terminology)	Difference in female and male bodies (correct terminology)
Linking growing and learning	Assertiveness
Coping with change	Preparing for transition
Transition	

Warwickshire Protective Behaviours	
<i>Cycle A</i>	<i>Cycle B</i>
Feelings, including we all have the right to feel safe all the time	Feelings, rights and responsibilities, including we all have the right to feel safe all the time
Unsafe feelings and body awareness, including early warning signs	Unsafe feelings, problem solving, including early warning signs
Body privacy and secrets	Body awareness and personal space, including we can talk with someone about anything, even if it feels awful or small
Telling / networks, including we can talk with someone about anything, even if it feels awful or small and network hands	Networks and using them, including network hands

We teach emotions and self-regulation through 'The Zones of Regulation'. We teach the children that all emotions are valid, and we all feel these emotions at times; no emotion is a 'bad' emotion.

## The ZONES of Regulation™

			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Relaxed	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control