

Term/Week	Topic/Lesson content/PFA Strand	EYFS	Knowledge, Skills and Understanding (KSU)					
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term 1 a	Independent living - Personal care and development Personal Safety	With support or independently children will begin to manage their own basic hygiene and personal needs successfully, including dressing for going outdoors and going to the toilet. They will recognise when they need to wash their hands. To understand the dangers of fireworks/bonfire night. Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. They begin to develop an understanding of online safety	Pupils will be able to wash and brush their teeth independently and begin to develop a basic understanding of the importance of their own basic hygiene. To understand the dangers of fireworks/bonfire night. Personal safety in the winter months - changes in daylight hours/weather conditions/suitable clothing etc.	To develop an understanding of the need to have a daily routines e.g. Washing, brushing teeth, toileting Getting dressed appropriately—mornings/PE lessons etc. Reinforce the dangers of fireworks/bonfire night and personal safety in the winter months. To be able to identify a stranger and a safer stranger.	Pupils will be able to follow a daily routine. - Personal appearance. Hair/Nails/clothing/showering etc. They will be able to select appropriate clothing for an activity/time of year. Select essential toiletries/products required for their daily routine. Reinforce the dangers of fireworks/bonfire night and personal safety in the winter months. Stranger danger - what is a stranger/potential dangers/how to get help/avoid them.	Understanding money – paying for a snack in the school café. Pupils to consider different areas of the school and where things/people are located. Be able to move around the school independently for a given purpose. Reinforce the dangers of fireworks/bonfire night and personal safety in the winter months. To identify dangers around the home - kitchen/bathroom/garden. Know how to avoid these dangers.	Transport and road signs. Plan a route to a local shop. Identify the signs and potential hazards. Understanding money – understand items have different values. Visit a local shop and pay for an item. Appropriate interactions with unfamiliar people e.g. Cashier. Reinforce the dangers of fireworks/bonfire night and personal safety in the winter months. Keeping self safe - to be able to identify safe and unsafe activities both inside and outside of the home. Identify ways of avoiding the risks and know where to get help.	Travel training – Moving around the local area safely – use of pavements/how to avoid hazards safely etc. Investigate potential modes of transport to visit local services/attractions. Consider what may be needed when embarking on a journey using public transport – personal items/information that may need to be communicated etc. Reinforce the dangers of fireworks/bonfire night and personal safety in the winter months. First aid in the home – Pupils will learn about basic first aid in the home – using plasters/bandages/learning about what to do in different emergency situations including the recovery position, resuscitation, choking.
Autumn Term 1b	Positive behaviours and positive social interactions	Pupils take part in real world play - kitchens/DIY/cleaning They begin to make choices about what they want to play with and who. They are able to share toys. They work as part of a group or class, and understand and follow the rules (meal times/during lesson activities). They adjust their behaviour to different situations, and take changes of routine in their stride. Children begin to understand what it means to give something to another person The class to produce a Christmas hamper to donate to the local community.	Pupils will be able to talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. Table etiquette – Sitting correctly at the dining table, show some awareness of using a knife and fork. To be able to choose items they would like to eat. Importance of others and giving – Christmas hamper preparation. The class to produce a Christmas hamper to donate to the local community.	Pupils are able to play social games positively together in pairs or small groups. They are able to take turns and follow the rules of the game. Table etiquette – Turn taking, Using a knife and fork, using manners at the table. Importance of others and giving – Christmas hamper preparation. The class to produce a Christmas hamper to donate to the local community.	Reinforce correct table etiquette e.g. Correct use of a knife and fork, turn taking etc. How to set and clear the table. To understand how and why it is important to be able to work as a team. What being part of a team means. Identify situations when team working is important and develop an awareness of how we can support others and why it is important. All pupils to work together to produce a class Christmas hamper to donate to the local community.	Dining hall etiquette – noise levels/conversation topics/turn taking etc/use of cutlery etc. To develop a dining hall etiquette/behaviour statement to be displayed in school. To understand that there are different groups within the community and some groups of people require further support. Community project - All pupils to work together to produce a class Christmas hamper to donate to the local community.	Being a positive role model - To understand how to be a positive role model at the dinner table. To be able to support others with accessing meal times e.g. serving/demonstrate to others how to use cutlery/clear away etc. Research and investigate the local area – shops and services available. Identify possible leisure/community based activities to get involved in. Visit a local shop and buy an item.	To consider appropriate language and behaviours when out and about in the local community. Understand the possible consequences of not behaving appropriately. To visit local shops and amenities and buy an item. Greet the cashier appropriately. Community project - All pupils to work together to produce a class Christmas hamper to donate to the local community.
			Recycling - To understand what recycling is To identify different materials that can be recycled	Pupils will conduct a school investigation to find out what types of plastic we use in school – e.g., plastic bags/straws/bottles and create an information source of new ideas of how school can replace plastic and become more		Water - The importance of water as one of the earth's resources. To understand our potential impact on the earth's resources. To understand the issues surrounding the availability of clean water in other countries. Pupils to work together to	Energy - To understand the different energy	Pollution/Transport - Pupils to investigate the impacts of air pollution globally and measures that can be taken to reduce this. They will consider different types of transport and their potential impacts on the environment. They will investigate methods which schools could implement to reduce their impact on air pollution e.g. staff cycle to work scheme etc. Investigate the local roads to school - are

Spring Term 1 a	Our environment	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	To sort different materials – wood/paper/plastic etc. Create an ideas board for how school can become more efficient at recycling.	environmentally friendly.	Marine - Pupils will investigate marine life and how pollution can affect it. They will learn about how marine life can be conserved. Pupils will create an information source to inform about marine life and what we can do to protect it.	create a school survey to identify how efficient we are at using water in school E.g. Do classes use reusable water bottles?/Do the taps self stop? Etc Pupils to present the results to the school and create a handy tips poster to go in each classroom on how to be efficient with our use of water.	sources that are available and their impacts on the planet. To understand the importance of energy efficiency. Conduct a school survey on how energy efficient the school is e.g. does the school have a green energy tariff?/When does the school heating come on etc. To identify ways of school becoming more energy efficient and create an information source to be displayed in classrooms to help save energy.	they cyclist friendly? Write a letter to the council to suggest improvements.
Spring Term 1 b	Healthy Living	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy. How to clean our teeth correctly – Visit from dental service.	Why we need healthy foods. Making positive choices (chocolate/fruit etc) Identifying and choosing healthy snacks How to clean our teeth correctly – Visit from dental service.	To develop some understanding of the importance of three balanced meals per day. To be able to select suitable foods for different meals e.g. Breakfast, lunch, dinner. Taste different healthy meals and talk about the different tastes and nutrition. How to clean our teeth correctly – Visit from dental service.	To understand the term 'healthy weight' and how we can achieve this. Consider different meal options. Create a healthy meal. To understand the importance of looking after our teeth. How to clean our teeth correctly – Visit from dental service.	To understand importance of a healthy mind as well as physical health. To consider and explore different methods of keeping a healthy mind – talking to others/meditation etc.	To consider types of exercise and how it can impact positively on our body and mind. To engage in different types of exercise e.g. yoga/dance etc How to clean our teeth correctly – Visit from dental service.	Managing our health- How to articulate pain/health problems To understand ways of keeping oneself well - immunisations/healthy living/regular check-ups. Where to get help – visit to the doctors surgery. How to clean our teeth correctly – Visit from dental service.
Summer Term 1a	Healthy Diet	Begins to develop an understanding of healthy foods and understands need for variety in food. They can identify a range of healthy food options.	Herbs – Pupils to identify main herbs and why we use them. To plant herbs in the school garden/classrooms To identify and produce suitable dish using chosen herbs.	Spices - Pupils to identify main spices and why we use them in our foods. To identify and produce a suitable dish using spices.	Vegetables Pupils to understand there are different food groups. To understand why vegetables are an important part of our diet. To identify seasonal produce and create a healthy vegetable soup. Vegetables can either be selected from the school garden or from the shops. Pupils should be shown correct knife using skills. To identify which vegetables can be sown in the school garden and pupils to plant seeds ready for harvest later in the year.	Fruit To recap on the different food groups. Identify the different fruit types available and their benefits. To identify seasonal produce and create a healthy fruit salad/smoothie. Fruit can either be selected from the school garden or from the shops. Correct knife skills should be reinforced. To identify which fruit can be sown in the school garden and pupils to plant seeds ready for harvest later in the year.	Healthy Snacks – Pupils to consider types of snacks and which are healthy options and how often they should have snacks. To identify and create a list of required ingredients. Items can either be obtained from the school garden or the local shops. Pupils to create their choice of healthy snacks. Pupils to identify and plant seeds for any ingredients for healthy snacks which can be sown in the school garden and harvested later in the year.	Try something new! - Pupils to explore different foods that they have never tried before. Pupils to create simple dishes containing new ingredients - To identify and create a list of required ingredients. Items can either be obtained from the school garden or the local shops. Pupils to identify and plant seeds for any ingredients for dishes created which can be sown in the school garden and harvested later in the year.
Summer Term 1b	Employment	Pupils can recognise key people in the community e.g. Police officers/ambulance workers/shop assistants/librarians. They will develop some understanding of the term 'job'.	Pupils will explore different jobs. What do you want to be when you grow up? Pupils will take part in real world visits - fire station/farm/library etc.	All about me - pupils will create a personal profile of their likes/dislikes/hobbies/interests. They will consider what ambition is and identify their own ambitions. When I grow up I would like to be....	Pupils will consider their own strengths, interests and qualities. They will investigate different types of careers and what they involve e.g. nurse/fireman etc. They will create an information source of their chosen career to display and share with others. Pupils will engage in visitors to school/outside of school to explore different job roles.	Pupils will explore different places of work in the local area and the skills and qualities needed for each type of job. They will engage in visitors to school/outside of school to explore different job roles.	Pupils will research and discuss education options in the local area. What is a college/university/sixth form. Pupils will take part in local visits to different types of education options. Pupils will research the different types of courses available and what possible career choices they may bring.	Pupils will create an up to date personal profile and consider their ambitions for the future based on their research of different job roles. Pupils will take part in visitors to school and outside of school to explore different job opportunities.