

Capenhurst CEP Curriculum Overview – Spring (1) 2022 - Whole school theme – Step Back in Time

English	Week 1 w/c 3 rd Jan	Week 2 w/c 10 th Jan	Week 3 w/c 17 th Jan	Week 4 w/c 24 th Jan	Week 5 w/c 31 st Jan	Week 6 w/c 7 th Feb	Week 7 w/c 14 th Feb
Handwriting	<p>Y1: Sit correctly at a table and hold a pencil comfortably and correctly. Begin to write letters correctly. Write capital letters and numbers 0-9. Know which letters to form in similar ways.</p>						
Year 1	<p><u>Reading</u> Comprehension</p>	<p><u>Reading</u> Comprehension</p>	<p><u>Reading</u> Comprehension</p>	<p><u>Reading</u> Comprehension</p>	<p><u>Reading</u> Comprehension</p>	<p><u>Reading</u> Comprehension</p>	<p><u>Reading</u> Comprehension</p>
	<p><u>Writing (units from The Literacy Company)</u> <u>Key text</u> Nibbles the Book Monster by Emma Yarlett <u>Outcomes</u> Recount: diary GD adding further details about other character's feelings <u>Narrative</u> Wanted poster Sentences to describe how characters might be feeling Writing letters Recount Sequence sentences to form short narratives (link ideas or events by pronouns) <u>Information texts</u> Write an information text about different book monsters</p>						

Labelling a book image
Tips for stopping Nibbles
Key activities
Sentence-level activities
Combine words to make sentences

Spelling

Spell words containing phonemes already taught
Use plural noun suffixes
A, to, of, is, no, love(s), you, his, she was, they were, my the one

Grammar & punctuation

Leave spaces between words
Begin to use capital letters and full stops
Use a capital letter for names of people and the personal pronoun 'I'

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Handwriting	<p>Y2: Write lower-case letters to the correct size. Start to use some of the diagonal and horizontal strokes needed to join letters. Write capital letters (and numbers) correctly, making sure they are clearly bigger than the lower case letters. Leave spaces between my words.</p>						
Year 2	<u>Reading</u> Shared reading Comprehension	<u>Reading</u> Shared reading Comprehension	<u>Reading</u> Shared reading Comprehension	<u>Reading</u> Shared reading Comprehension	<u>Reading</u> Shared reading Comprehension	<u>Reading</u> Shared reading Comprehension	<u>Reading</u> Shared reading Comprehension
	<p><u>Writing (units from The Literacy Company)</u> <u>Key text</u> Nibbles the Book Monster by Emma Yarlett <u>Outcomes</u> Recount: diary GD adding further details about other character's feelings <u>Narrative</u> Wanted poster Sentences to describe how characters might be feeling Writing letters</p>						

Recount

Information texts

. Write an information text about different book monsters

Labelling a book image

Tips for stopping Nibbles

Key activities

Sentence-level activities

Use subordination (because) and coordination (and)

Use expanded noun phrases to describe and specify

Spelling

Add -ly to turn adjectives into adverbs

Poor, door, again, gold(en), last, even, door, who climb(s), eye(s)

Grammar & punctuation

Use consistent past tense

Use punctuation correctly – full stops, capital letters

English	Week 1 w/c 3 rd Jan	Week 2 w/c 10 th Jan	Week 3 w/c 17 th Jan	Week 4 w/c 24 th Jan	Week 5 w/c 31 st Jan	Week 6 w/c 7 th Feb	Week 7 w/c 14 th Feb
Handwriting	Y3: I can use the diagonal and horizontal strokes that are needed to join letters. I can improve the quality of my own handwriting.						
Year 3	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension
	<u>Writing (Pathways to Write)</u> <u>Key text</u> 'Blue John' by Berlie Doherty 'A Bear Grylls Adventure: Cave Challenge' by Bear Grylls <u>Outcome</u> Letters: letter to a caving enthusiast, including an explanation Greater Depth - Include a paragraph of information. <u>Key activities</u> Write a letter from Peer Gynt to his mother describing his adventure in the cave. Descriptive writing of the cave Annotate using past progressive verb Write an explanation of the process of creating rain						

Use subordinating conjunctions to add detail to basic sentences.
 Describe the dance in the cave
 Discuss and understand features of an explanation text
 Explain how the Blue John stone was formed
 Find examples of facts, vocabulary and phrases for their explanations
 Write their explanations

Sentence-level objectives

Build an increasing range of sentence structures
 Use present and past tenses correctly and consistently including the progressive form and the present perfect form

Text-level objectives

Group related ideas into paragraphs

Punctuation objectives

Use punctuation correctly - apostrophes for the possessive (singular)
 Use inverted commas to punctuate direct speech

Spelling

Words with short i
 sound spelt with y
 e.g.
 myth, hymn.

Spelling

Adding suffixes that
 do not double the
 final consonant e.g.
 limited, limiting.

Spelling

Adding suffixes that
 double the final
 consonant e.g.
 forgetting,
 forgotten.

Spelling

Creating negative
 meanings using the
 prefix mis- e.g.
 mislead, mistreat.

Spelling

Creating negative
 meanings using the
 prefix dis- e.g.
 dislike, disappear.

Spelling

Words with a k
 sound spelt with ch
 e.g. scheme, echo.

Spelling

Statutory spelling
 words.

English	Week 1 w/c 3 rd Jan	Week 2 w/c 10 th Jan	Week 3 w/c 17 th Jan	Week 4 w/c 24 th Jan	Week 5 w/c 31 st Jan	Week 6 w/c 7 th Feb	Week 7 w/c 14 th Feb
Handwriting	Y4: I understand which letters are best left unjoined. I can improve the quality of my own handwriting.						
Year 4	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension
	<u>Writing (Pathways to Write)</u> <u>Key text</u> 'Blue John' by Berlie Doherty 'A Bear Grylls Adventure: Cave Challenge' by Bear Grylls <u>Outcome</u> Letters: letter to a caving enthusiast, including an explanation Greater Depth - Include a paragraph of information. <u>Key activities</u> Write a letter from Peer Gynt to his mother describing his adventure in the cave. Descriptive writing of the cave Annotate using past progressive verb Write an explanation of the process of creating rain						

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Sentence-level objectives

Build an increasing range of sentence structures
 Use a variety of verb forms correctly and consistently including the progressive and the present perfect forms

Text-level objectives

Build a varied and rich vocabulary
 Use paragraphs to organise information and ideas around a theme

Punctuation objectives

The grammatical difference between plural and possessive 's'

<p><u>Spelling</u> Homophones and near homophones e.g. aloud, allowed.</p>	<p><u>Spelling</u> Homophones and near homophones e.g. threw, through.</p>	<p><u>Spelling</u> Nouns ending in the suffix -ation e.g. sensation, location.</p>	<p><u>Spelling</u> Nouns ending in the suffix -ation e.g. creation, radiation.</p>	<p><u>Spelling</u> Adding the prefix sub- e.g. submerge, subway.</p>	<p><u>Spelling</u> Words with a k sound spelt with ch e.g. scheme, echo.</p>	<p><u>Spelling</u> Statutory spelling words.</p>
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Handwriting	Y5: I can write legibly, fluently and with increasing speed. I can choose to write in pen or pencil, depending on the task.						
Year 5	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension
	<u>Writing (units from The Literacy Company)</u> <u>Key text</u> The Darkest Dark by Chris Hadfield <u>Writing outcome</u> To write a formal biography of Chris Hadfield. <u>Greater depth writing outcome</u> To write a formal biography about Chris Hadfield including an extra section of informal first person. <u>Key activities</u> Make predictions. Write relative clauses with an omitted pronoun. Write a recount using a variety of verb forms. Punctuate bullet points correctly. Write sentences with parenthesis.						

Practise writing direct quotes.
Write complex sentences.
Plan and write a biography.

Sentence-level objectives

Variety of verb forms used correctly and consistently including the present perfect form.
Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4).

Text-level objectives

Link ideas across paragraphs using adverbials.
Link ideas using tense choices.

Punctuation objectives

Use brackets, dashes or commas to indicate parenthesis.

<u>Spelling</u> Ancient Egypt topic words.	<u>Spelling</u> Ancient Egypt topic words.	<u>Spelling</u> Words ending in 'ence'.	<u>Spelling</u> Words ending in 'ance'.	<u>Spelling</u> Words with the letter string 'sign'.	<u>Spelling</u> Statutory words from Year 5 / 6 list.	<u>Spelling</u> Statutory words from Year 5 / 6 list.
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English	Week 1 w/c 3 rd Jan	Week 2 w/c 10 th Jan	Week 3 w/c 17 th Jan	Week 4 w/c 24 th Jan	Week 5 w/c 31 st Jan	Week 6 w/c 7 th Feb	Week 7 w/c 14 th Feb
Handwriting	Y6: I can write legibly, fluently and with increasing speed, deciding whether or not to join specific letters.						
Year 6	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension
	<u>Writing (units from The Literacy Company)</u> <u>Key text</u> The Darkest Dark by Chris Hadfield <u>Writing outcome</u> To write a formal biography of Chris Hadfield. <u>Greater depth writing outcome</u> To write a formal biography about Chris Hadfield including an extra section of informal first person. <u>Key activities</u> Make predictions. Write relative clauses with an omitted pronoun. Write a recount using a variety of verb forms. Punctuate bullet points correctly.						

Write sentences with parenthesis.
Write sentences with colons and synonyms.
Practise writing reported speech.
Use the subjunctive correctly.
Plan and write a biography.

Sentence-level objectives

Recognise vocabulary and structures for formal speech and writing, including subjunctive forms.
Variety of verb forms used correctly and consistently including the present perfect form.

Text-level objectives

Use a wider range of devices to build cohesion (synonyms).

Punctuation objectives

Use colons or dashes to mark boundaries between independent clauses.

<u>Spelling</u> Ancient Egypt topic words.	<u>Spelling</u> Ancient Egypt topic words.	<u>Spelling</u> Words ending in 'ous'.	<u>Spelling</u> Words with silent letters in them.	<u>Spelling</u> Homophones and near-homophones.	<u>Spelling</u> Year 5 / 6 statutory words.	<u>Spelling</u> Year 5 / 6 statutory words.
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Maths		Week 1 w/c 3 rd Jan	Week 2 w/c 10 th Jan	Week 3 w/c 17 th Jan	Week 4 w/c 24 th Jan	Week 5 w/c 31 st Jan	Week 6 w/c 7 th Feb	Week 7 w/c 14 th Feb
Class 2	Y1	<p>Please see White Rose lesson by lesson overview for Y1/2: PowerPoint Presentation (kxcdn.com)</p> <p>Links to the Schemes of Learning can be found towards the bottom of the following page: https://whiterosemaths.com/resources/mixed-age-resources/</p>						
	Y2							
Class 3	Y3	<p>Please see White Rose lesson by lesson overview for Y3/4: PowerPoint Presentation (kxcdn.com)</p> <p>Links to the Schemes of Learning can be found towards the bottom of the following page: https://whiterosemaths.com/resources/mixed-age-resources/</p>						
	Y4							
		<p>NB. Every Monday of this half term the children in Class 3 will be taught times tables and related facts (including reasoning and problem solving activities to cover the following NC objectives: Y3 - recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Y4 - recall multiplication and division facts for multiplication tables up to 12 × 12</p>						
Class 4	Y5	<p>Please see White Rose lesson by lesson overview for Y5/6: PowerPoint Presentation (kxcdn.com)</p> <p>Links to the Schemes of Learning can be found towards the bottom of the following page: https://whiterosemaths.com/resources/mixed-age-resources/</p>						
	Y6							

Whole school theme – Step Back in Time								
Foundation subjects	Week 1 w/c 3 rd Jan	Week 2 w/c 10 th Jan	Week 3 w/c 17 th Jan	Week 4 w/c 24 th Jan	Week 5 w/c 31 st Jan	Week 6 w/c 7 th Feb	Week 7 w/c 14 th Feb	
Year 1/2	<p>Music</p> <p><u>Performing</u> I can make loud and quiet sounds with my voice and with instruments.</p> <p><u>Composing</u> I can sequence sounds to form a beginning, middle and end.</p> <p><u>Appraising</u> I can listen to orchestral music and express an opinion about what I have heard.</p>	<p>Geography</p> <p><i>UK Towns & Villages</i></p> <p><u>Locational knowledge</u> I can name, locate and identify characteristics of the four countries of the United Kingdom. I can name the capital cities of the United Kingdom. I can tell someone my address. I can say what I like about my locality.</p> <p><u>Place knowledge</u> I can describe some of the physical features of my locality using words and pictures.</p>	<p>History</p> <p><i>Kings & Queens Changes in Royal family life over time</i></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Why are Kings and Queens important?</p> <p><u>Chronological Understanding</u> I can sequence 3 or 4 artefacts from different periods of time.</p> <p><u>Range and depth</u> I can know and recount episodes from stories about the past. I can recognise why people did things, why events happened and what happened as a result.</p> <p><u>Interpretations</u> I can compare pictures or photographs of people or events in the past.</p> <p><u>Historical enquiry</u> I can find answers to simple questions about</p>		<p>Computing</p> <p>Data Retrieving and Organising</p> <p>I can find information on a website. I can click links in a website. I can print a web page to use as a resource.</p>	<p>Science</p> <p>Y1 POS - Everyday materials</p> <p>I can distinguish between an object and the material from which it is made. I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. I can describe the simple physical properties of a variety of everyday materials. I can compare and group together a variety of everyday materials on the basis of their simple physical properties</p>		

			<p>the past. <u>Organisation & Communication</u> I can present information in a range of ways.</p>		
Year 3/4	<p>Music <u>Performing</u> I can perform with a group of my peers – singing or playing – using voices and instruments. <u>Composing</u> I can sequence my compositions and record them using notations and/or symbols. <u>Appraising</u> I can identify the purposes of different pieces of music, e.g., a lullaby, a celebration such as a wedding, music in films etc.</p>	<p>Geography Modern Europe <u>Locational knowledge</u> I can locate and name a number of countries in the Northern Hemisphere e.g. Russia, Norway, Sweden, Finland and the countries of the EU. <u>Place knowledge</u> I can understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a region in Europe. <u>Geographical skills & fieldwork</u> I can locate in an atlas and on a map the countries which make up Scandinavia</p>	<p>History Liverpool Changes over time e.g. fashion, buildings, trade etc.</p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality, including changes in social history.</p> <p>How has Liverpool changed since 1900?</p> <p><u>Chronological Understanding</u> I can place events from 1900 to the present day on a timeline. I can sequence several events or artefacts. I can use terms related to the period and begin to date events. <u>Range and depth</u> I can compare with our life today. I can find out about everyday lives of people in the time studied (then and now). I can look for links and effects in the time studied. I can offer a reasonable explanation for some events. I can understand why people may have wanted to do something. <u>Organisation & Communication</u> I can recall, select and organise historical</p>	<p>Computing Data Retrieving and Organising I can capture images using a variety of electronic devices. I can choose images and download into a file. I can copy graphics from a range of sources and paste into a desktop publishing program.</p>	<p>Science Y3 POS - Animals, including humans I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>

		as well as the countries of the European Union.	information. I can communicate my knowledge and understanding.		
Year 5/6	<p>Music <u>Performing</u> I can perform from notations – standard or my own symbols – with confidence and accuracy.</p> <p><u>Composing</u> I can choose the most appropriate dynamic, e.g., tempo for a piece of music to give a desired effect.</p> <p><u>Appraising</u> I can analyse the different features within a piece of music, e.g., its structure, impact on the listener etc.</p>	<p>Geography <i>Ancient Egypt & the River Nile</i> <u>Locational knowledge</u> I can name and locate many of the world’s major rivers on maps. I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic Circle and Antarctica. <u>Place knowledge</u> I can understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a region in Africa. <u>Human & Physical geography</u> I can explain why people are attracted</p>	<p>History <i>Ancient Egypt</i></p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p> <p>What did the Ancient Egyptians invent? What is their legacy?</p> <p><u>Chronological Understanding</u> I can know and sequence key events of the Egyptians. I can make comparisons between different times in the past. I can use relevant dates and terms. <u>Range and depth</u> I can find out beliefs, behaviour and characteristics of the Ancient Egyptians. I can compare beliefs and behaviour with another time studied. I can know key dates, characters and events of the Ancient Egyptians. <u>Interpretations</u> I can compare accounts of events from different sources – fact or fiction. I can link sources and work out how conclusions were arrived at.</p>	<p>Computing Using the Internet I can use a search engine using keyword searches. I can use complex searches using such as ‘+’ ‘OR’ ”Find the phrase in inverted commas”.</p>	<p>Science Y6 POS - Electricity I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. I can use recognised symbols when representing a simple circuit in a diagram</p>

	<p>to live by rivers. I can explain why many cities of the world are situated by rivers.</p> <p><u>Geographical skills & fieldwork</u></p> <p>I can use the 8 points of a compass. I can use maps, aerial photos and digital/computer mapping to locate countries and describe features studied.</p>	<p>I can be aware that different evidence will lead to different conclusions. I can confidently use books and the internet for research.</p> <p><u>Historical enquiry</u></p> <p>I can use evidence to build up a picture of a past event. I can use books and the internet for research with increasing confidence. I can bring knowledge gathered from several sources together in a fluent account.</p> <p><u>Organisation & Communication</u></p> <p>I can select and organise information to produce structured work, making appropriate use of dates and terms.</p>		
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Whole school theme – Step Back in Time							
EYFS	Week 1 w/c 3 rd Jan	Week 2 w/c 10 th Jan	Week 3 w/c 17 th Jan	Week 4 w/c 24 th Jan	Week 5 w/c 31 st Jan	Week 6 w/c 7 th Feb	Week 7 w/c 14 th Feb
PSED	I can suggest special things I like to do with special people.	I can understand that all families are important and special and that others people’s families can look different to my family.	I can begin to explain how someone is feeling based on their expression or behaviour.	I can demonstrate appropriate ways to show care and affection for others.	I can show love to others when they need help and can respond to the needs of others.	I can be thankful for the people who help us at school.	I can reflect on how I show love for others.
CLL	I can listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.						
PD	Gymnastics <u>Actions</u> I can travel safely and confidently in different ways. I can perform large and small shapes with control and coordination. I can rock backwards and forwards with control. <u>Routine</u> I can link basic gymnastic shapes (star/pencil/tuck) with control and accuracy. <u>Apparatus</u> I can manage space safely, showing an awareness of the mats. I can control my large and small shapes so I can stay on the mat. <u>Pair / Group work</u> I can repeat teacher actions with accuracy as a whole group						
Literacy	Phonics assessment	<i>Winter Days and Nights – Hamilton Trust</i> Phase 3	<i>Winter Days and Nights – Hamilton Trust</i> Phase 3	<i>Winter Days and Nights – Hamilton Trust</i> Phase 3	<i>The Naughty Bus – Jan and Jerry Oka</i> Phase 3	<i>The Naughty Bus – Jan and Jerry Oka</i> Phase 3	<i>The Naughty Bus – Jan and Jerry Oka</i> Phase 3

Maths	White Rose – Alive in 5!		White Rose – Growing 6, 7, 8		White Rose – comparing measures	
UTW/EAD	<p>Music</p> <p><u>Performing</u> I can expand my repertoire of songs and tunes and perform to larger groups of people.</p> <p><u>Composing</u> I can explore the different sounds of different instruments.</p> <p><u>Appraising</u> I can explain why have used different instruments to make different sounds.</p>	<p>Geography</p> <p>I can talk about Winter and its features. I can talk about Spring and its features. I can talk about buildings and features that I pass on my way to school. I know my school is in a village and how it is different from a town.</p>	<p>History</p> <p>I can comment on images of familiar situations in the past. I can compare and contrast characters from stories, including figures from the past. I can talk about the lives of people around them and in society.</p>	<p>People, Cultures and Communities</p> <p>Which festivals and traditions can I talk about? I can talk about cultures and traditions from different countries. I can understand that people have different beliefs to my own.</p>	<p>Computing</p> <p>I can complete a simple, age-appropriate program on a computer. I can select and use technology for particular purposes.</p>	<p>Science</p> <p>How things are made? I can talk about the materials that different items are made from. I can explain how items are put together. I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>

PSHE	<p align="center">'Too Much Selfie isn't Healthy (I love others)' https://church.heartsmart.school/sign-in (and select 300+ lessons) C2 – follow Y2, there is a lesson for each week to cover the identified objective. C3 – follow Y4, there is a lesson for each week to cover the identified objective. C4 – follow Y6, there is a lesson for each week to cover the identified objective.</p>						
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EYFS	I can suggest special things I like to do with special people.	I can understand that all families are important and special and that others people's families can look different to my family.	I can begin to explain how someone is feeling based on their expression or behaviour.	I can demonstrate appropriate ways to show care and affection for others.	I can show love to others when they need help and can respond to the needs of others.	I can be thankful for the people who help us at school.	I can reflect on how I show love for others.
Year 1/2	I can suggest ways to show love for others.	I can demonstrate loving others.	I can be more aware of my surroundings and the people around me.	I can look for opportunities to do something kind for others.	I can recognise and appreciate the important work that people in my community do.	I can consider ways that we are all different and similar.	I can understand that the rules I follow online to keep safe are similar to the rules I follow in real life. I can reflect on how I show love for others.

Year 3/4	I can suggest ways to show love for others.	I can demonstrate loving others.	I can be more aware of my surroundings and the people around me by noticing differences.	I can suggest how someone is feeling based on their facial expressions and body language.	I can appreciate the unseen heroes of my community.	I can recognise that I sometimes need help from others.	I can suggest ways to use mobile phones and tablets responsibly. I can reflect on how I show love for others
Year 5/6	I can suggest ways to show love for others.	I can demonstrate loving others.	I can acknowledge that there are ways we are different and ways we are the same.	I can be a good listener.	I can consider the generations that have gone before me and how they have overcome challenges that children benefit from today.	I can suggest ways to be a good friend.	I can list the benefits and dangers of social media. I can reflect on how I show love for others.