



## Curriculum Map – Two Year Rolling Programme

### Lower KS2 - Rolling Programme Year 1

Lower KS2 - Rolling Programme Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Science</b>	<p>Animals (including Humans) (Yr3 and Yr4) BoS: Nourishment, types of nutrition, skeletons and muscles.</p> <p>Identifying differences, similarities or changes <b>End Point: Animal Fact Book</b></p>	<p>Plants (Yr3) BoS: Role of Flowers, Functions of Different Plant Parts, Requirements for Life</p> <p>Setting up simple experiments <b>End Point: Slide Show showing plant growth</b></p> <p>Living Things and Their Habitats (Yr4) BoS: Classification of Animals, Classification of Plants, Habitat Changes</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p>		<p>Rocks (Yr3) BoS: Soil, Fossils, Classifications of Rocks</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions identifying differences, similarities or changes related to simple scientific ideas and processes. <b>End Point: Local Study on rocks (Field trip in collection of data)</b></p>		<p>States of Matter (Yr4) BoS: Solids, Liquids and gases, Changing States of Matter, The Role of the Water Cycle.</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. <b>End Point: Linked to cooking – recipe book</b></p>
<b>Humanities</b>	<b>Europe (CQ)</b>	<b>Ancient Egyptians</b>  (CQ)	<b>Jungles and Deserts</b> (Connected Geography / CQ)	<b>Anglo Saxons</b> (Connected History)	<b>Amazon RainForest</b> (CQ)	<b>Vikings</b> (Connected History)

<p>Core Concepts &amp; Substantive Knowledge</p>	<p><b>Geography</b> <b>Place, Space and Scale</b> Identify 7 continents of the world. Identify European Countries and who are our nearest neighbours. Understand the difference between a continent, country and capital city.</p> <p><b>Human Geography</b> Identify human features that support the identity of European countries.</p> <p><b>Physical Geography</b> Compare seas and oceans surrounding Europe.</p> <p>Identify physical features of</p>	<p><b>History</b> <b>Change, continuity &amp; development</b> Explain why the Ancient Egyptians were able to settle near the Nile. What is irrigation and why was it important to the Ancient Egyptians.</p> <p><b>Significance and diversity</b> Explain what makes the Ancient Egyptians significant Why is the Rosetta Stone such an important artefact? Use multiple sources of evidence to explain the social and cultural diversity of ancient Egypt.</p> <p>Why was Tutankhamun's tomb a significant discovery and what historical understanding has been learnt since the find?</p> <p><b>Interpretations</b></p>	<p><b>Geography</b> <b>Place, Space and Scale</b> Understand the difference between a microhabitat, habitat and biome.</p> <p><b>Human Geography</b> Introduce the terminology deforestation (part of rainforest unit)</p> <p><b>Physical Geography</b> Recognise characteristics of climate zones.</p> <p>Investigate the animals and plants that are found in different biomes and recognise how diverse biomes are.</p> <p>Compare key features that</p>	<p><b>Interpretations</b> The abandonment of Britain by the Romans Interpret both primary and secondary sources of evidence</p> <p><b>Cause and consequence</b> Emperor Honorius situation &amp; motives in ad 410</p> <p><b>Change, continuity &amp; development</b> why Anglo-Saxon settlers created village communities in the countryside rather than living in the towns that the Romans had vacated</p> <p><b>Significance and diversity</b> From paganism to Christianity – the conversion of Britain and changes to society and physical structures</p>	<p><b>Place, Space and Scale</b> Know that a rainforest is made up of four layers. Locate Brazil and the Amazon rainforest biome and know its distance from the UK.</p> <p><b>Human Geography</b> Know that impact and reasons for the deforestation of the Amazon rainforest.</p> <p><b>Physical Geography</b> Recognise the changes in the physical environment.</p> <p>Understand where the Amazon River and its tributaries flow</p> <p>Know that the Amazon River carries more water than any other river on Earth</p> <p>Know that the Amazon rainforest is the largest rainforest on Earth.</p> <p>Understand the term biodiversity.</p>	<p><b>Cause and consequence</b> Why was Lidisfarne attacked in 793?</p> <p><b>Significance and diversity</b> Describe why 'Vikings' is not, in fact, the correct name for these people and explain who the attackers really were</p> <p><b>Interpretations</b> What are the likely feelings of the people of the Kingdom of Northumbria? Interpret a range of source evidence to explain why most Viking Norsemen travelled to Britain.</p> <p><b>Chronological understanding</b> Identify and describe the distribution of those areas of Britain settled by Viking Norsemen</p> <p><b>Change, continuity &amp; development</b> Compare and contrast Viking and Saxon homes</p> <p><b>Invasion Settlement</b></p>
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	<p>European countries.</p> <p><b>Interconnections</b> Compare two capital cities within Europe. Recognise that European countries change and some of the reasons why.</p> <p><b>Geographical Skills and Fieldwork</b> Locate European countries using maps, atlases and Digimap/Google Earth</p> <p>Research project</p> <p>Environment Sustainability Management Change Cultural Distance</p> <p><b>End Point: European Travel Guide</b></p>	<p>Compare and contrast Egyptian hieroglyphics to Sumerian cuneiform script.</p> <p>Compare and contrast Egyptian buildings to those from another era.</p> <p>What do ancient tomb paintings tell us about daily life in this time period?</p> <p><b>Chronological understanding</b> Organisation information about famous Egyptian rulers</p> <p><b>Civilisation Monarchy Society Agriculture Slavery</b></p>	<p>impact on climate in the Amazon Basin and the Atacama Desert.</p> <p><b>Interconnections</b></p> <p>Climate data comparison Manaus (Brazil) and Birmingham (UK)</p> <p>The features of Arica in relation to its location within the Atacama Desert (Chile)</p> <p><b>Geographical Skills and Fieldwork</b> Identify climate regions on a map. Use Digimap to locate biomes (new 2021-22)</p> <p>Maps and photographs - Peru, Chile, Brazil</p>	<p><b>Interpretations</b> Evaluate the importance of the Sutton Hoo artefacts</p> <p><b>Change, continuity &amp; development Interpretations</b> Explore origin of Anglo-Saxon place names in their own area or region of England.</p> <p><b>Invasion Settlement Beliefs Monarchy Peasantry</b></p>	<p>Name the five main climate zones: tropical, dry, temperate, continental, polar and recognise that the Amazon rainforest is part of the tropical climate zone.</p> <p><b>Interconnections</b> Name the two commodities that strongly link the Amazon biome with the UK food economy and its environmental impact.</p> <p><b>Geographical Skills and Fieldwork</b> Locate North and South America on a map/globe</p> <p>Locate the Amazon River in South America and where its tributaries flow</p> <p>Locate the tropics to the north and south of the Equator - the Tropic of Cancer to the north and the Tropic of Capricorn to the south – and recognise that the Amazon rainforest is</p>	<p><b>Society Trade</b></p>
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			(political, physical, etc)  Study on Arica  <b>Environment Sustainability Management Change Cultural Distance</b> <b>End Point: Create a biome</b>		located in and around the Tropic of Capricorn  <b>Environment Sustainability Management Change Cultural Distance</b>	
Key Questions	What is Europe? What is Cornwall's place in Europe? Why does it exist? How does it change?	How does language change? How do we communicate?	Why are jungles so wet and deserts so dry? Why are climates around the world so different to the UK? How does climate affect plants and animals living there?	Who were the Anglo-Saxons and how do we know what was important to them?	Why does Boscastle flood more than Porthleven? How is my local environment changing? (Cornish links) What is my impact on environmental change and how can this be altered?	Does the design of a building always tell you about its purpose? How does the environment impact on what the architects design?
Link to Maths	Statistics Time Geometry Money Coordinates	Passing of Time	Statistics		Time Coordinates Statistics	Measure Roman Numerals Geometry Fractions
<b>Disadvantaged Entitlement Experience</b>	Porthleven Treasure Trail  Sharing banquet	Language workshop (visiting tutor or day out)	Eden visit		Litter pick around Porthleven SAS Visit Local beach clean or work with Porthleven	Truro Visit - historical buildings  Parents – Careers day link to famous locals STEM project

					environmental group to enhance the village	School Camp
<b>RE</b>	Unit 2.1 What do Christians learn from the creation story?	Unit L2.2 What is it like for someone to follow God?	Unit L2.3 What is the 'Trinity' and why is it important for Christians?	Unit L2.4 What kind of world did Jesus want?	Unit L2.5 Why do Christians call the day Jesus died 'Good Friday'?	Unit L2.6 For Christians, what was the impact of Pentecost?
<b>PE</b>	<u>Netball</u> Dribbling Pass/receive Pass/receive while moving How to defend How to attack <b>End Point: LKS2 Tournament</b>	<u>Hockey</u> Pass in 3x ways Footwork Dodging & accelerating Netball shot Game & positioning <b>End Point: House Team round-robin tournament</b>	<u>Gymnastics – Flight</u> Take off & land Different jumps Linking sequence Safe rolls Create a sequence Evaluate my sequence <b>End Point: Sequence to parents</b>	<u>Touch Rugby</u> Accurate passing Pass backwards Best way to attack Best way to defend Linking attack & defend <b>End Point: LKS2 Tournament</b>	<u>Dance - Machines</u> Machine movement Partner sequence Duet with canon and unison Dynamics & body percussion Practise & perform <b>End Point: Record dance sequences</b>	<u>Football</u> Travelling with a ball Pass & receive P & R within a game Tackle & keeping possession Play as a team Tactics for defending & attacking <b>End Point: Children vs parents match</b>
<b>Music</b>	Understanding of Music	Christmas Concert	Listening to Music and recalling sounds	Reading Music	Creating Music and performing	Cornish Music
<b>Art &amp; Design Design &amp; Technology Cooking &amp; Nutrition</b>	Landscape and Landmarks  European Food	Language through Art Aboriginal Art	Roman Artifacts		Observation Drawing Design an eco-message (big art, campaign poster, t-shirt, etc) Sustainable/ Seasonal Food – Eco footprint considerations and discussions	Create images of buildings Sculpt or design a building Cooking (States of Matter link)

<b>ICT</b>	Internet Safety Touch Typing	Using language software to build language booklet	Using Online Maps Comparing maps and data		Recording environmental sound walks  Coding	Virtual Tours of buildings
<b>MFL</b>	<b>LANGUAGE ANGELS: EARLY LANGUAGE UNITS: Puedo... I can.</b>  In this unit the children will learn to:  Recognise some common Spanish verbs/activities.  Use these verbs to convey meaning in English by matching them to their appropriate picture.  Use these verbs in the infinitive with puedo...		<b>LANGUAGE ANGELS: EARLY LANGUAGE UNITS: Las Frutas. Fruits.</b>  First five fruits introduced in the singular form  Next five fruits introduced in the singular form  Changing our Spanish fruit nouns from the singular form to the plural form  Introduction of a positive opinion using "Me gustan..." (I like...)  Introduction of a negative opinion using "No me gustan..." (I do not like...)  End of unit assessments		<b>LANGUAGE ANGELS: EARLY LANGUAGE UNITS: Phonics lesson 1</b>  Learn a total of 20 essential Spanish sound patterns / phonemes so that pupils will improve their Spanish pronunciation and also be able to read with improved accuracy in Spanish.	
<b>PSHE</b>	Internet Safety	Personal Safety	Mental wellbeing	Friendships	SRE Focus	DRE Focus
<b>SMSC Boxall Links</b>	Gives Purpose Attention  GoGivers – Our Rules, Respect, Rules, Climate Change	Participates Constructively	Connects up Experiences	Shows insightful involvement	Engages Cognitively with peers	Manages Change

## Lower KS2 - Rolling Programme Year 2

<b>Science</b>	<p>Electricity (Yr4) BoS: Simple Series Electric Circuits, Creation and Uses of Electricity, Electrical Safety</p> <p>Using results to draw simple conclusions, identify where electricity is used.</p> <p><b>End Point: Create a working circuit, e.g lighthouse or doorbell</b></p>	<p>Sound (Yr4) BoS: Volume, Pitch, How Sounds are Made</p> <p>Using straightforward scientific evidence to answer questions or to support their findings</p> <p><b>End Point: Create a water xylophone to demonstrate pitch</b></p>	<p>Forces and Magnets (Yr3) BoS: Magnets, Forces, Magnetic Fields</p> <p>Asking relevant questions and using different types of scientific enquiries</p> <p><b>End Point: Park visit to investigate friction</b></p>	<p>Living Things and Their Habitats (Yr4) Classification of Animals, Classification of Plants, Habitat Changes</p> <p>Setting up simple practical enquiries, comparative and fair tests gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p><b>End Point: Build a bug hotel/microhabitat</b></p>	<p>Light (Yr3) BoS: Light – Key Terms, Protection From Light, Transparent, Translucent and Opaque</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p><b>End Point: Create a sundial</b></p>	
<b>Humanities</b>	<b>Megacities</b> (CQ)	<b>From Stone to Steel</b> (Connected History)	<b>Coasts</b>	<b>Roman Empire</b> (Connected History)	<b>Local Environment</b> (Connected Geography)	<b>Local Cornish History</b> (Sense of Place – Lost your Tongue and the Pilchard Industry)
Focus Subject & Key Skills	<p><b>Place, Time and Scale</b> Understand how physical and human changes over time impact on the growth of a city.</p>	<p><b>Change, continuity &amp; development</b> Key changes that occurred in Britain towards the end of the Neolithic period</p> <p>Describe the process of smelting bronze from copper and tin</p>	<p><b>Place, Space and Scale</b> Compare local beaches with different coastal areas around the UK. Impact of coastal erosion over time.</p>	<p>How did the arrival of the Romans change Britain?</p> <p><b>Chronological understanding</b> Sequence the expansion of the Roman Empire</p>	<p><b>Place, Space and Scale</b> Local changes over time Tourism growth - why? Global impact on local scale - water pollution,</p> <p><b>Human Geography</b> Explain changes that have occurred linked</p>	<p><b>Chronological understanding</b> <b>Significance and diversity</b> Sequence significant events in Cornish History and locate Dolly's life.</p> <p><b>Cause &amp; Consequence</b> <b>Change, continuity &amp; development</b></p>

<p>Identify how and why megacities occurred.</p> <p><b>Human Geography</b> Understand the impact of population density on a megacity.</p> <p><b>Physical Geography</b> Recognise how physical features can inhibit or support the growth of megacities.</p> <p><b>Interconnections</b> Compare megacities and how some grow while others remain constant. (E.g. New York and Tokyo) Understand push and pull factors that encourage migration.</p> <p><b>Geographical Skills and Fieldwork</b></p>	<p>that heralded the end of the Stone Age in Britain;</p> <p>Identify and describe the common features of the archaeological remains of Iron Age hill forts found around Britain today;</p> <p>Describe the main features of an Iron Age roundhouse and identify and suggest reasons for the purpose of artefacts found within them;</p> <p><b>Interpretations</b> Identify and describe the likely use of a range of Bronze Age artefacts and explain why these items demonstrate progress</p> <p>Identify, describe and offer reasons for the likely use of artefacts discovered in the grave of the Amesbury Archer;</p> <p>Explain why archaeologists think</p>	<p><b>Human Geography</b> Explore different strategies used for coastal management.</p> <p>Understand that the changes on land use in coastal areas could impact beaches.</p> <p><b>Physical Geography</b> Understand how coasts are formed including erosion and deposition.</p> <p>Recognise physical features associated with coastal erosion.</p> <p>Identify different types of beaches.</p> <p><b>Interconnections</b> Recognise how coasts are changing linked</p>	<p><b>Change, continuity &amp; development</b> Understand the term Empire. How far did the Roman Empire extend at the time of the invasion of Britain?</p> <p><b>Cause and consequence</b> What motivated Emperor Claudius to invade and occupy Britain</p> <p><b>Interpretations &amp; Cause and consequence</b> Boudicca evidence studies Comparisons of armies Distinguishing between historical evidence, legends and folklore.</p> <p><b>Change, continuity &amp; development</b> Life in Roman Britain Hadrian's Wall Gladiatorial Games</p> <p><b>Empire</b></p>	<p>directly to human features and activity.</p> <p><b>Physical Geography</b> Explain changes to the physical features of our local environment</p> <p><b>Interconnections</b> Identify reasons why environments change as a result of human activity and physical events.</p> <p><b>Geographical Skills and Fieldwork</b> Digimap - over time, population growth, human impact, physical features changes, etc.</p> <p>Visit Porthleven - observe changes in physical and human features</p> <p>Measure impact of pollution - street or beach clean.</p> <p>Visit from SAS?</p> <p><b>Environment Sustainability Management Change</b></p>	<p>Explain the job roles in the 18<sup>th</sup> Century Pilchard industry in Porthleven.</p> <p>Identify places of work in the 18<sup>th</sup> century fishing industry in Porthleven and how the buildings are used, have changed over time.</p> <p>Compare fishing, fish processing from the 18<sup>th</sup> Century with present day, and identify reasons for changes.</p> <p><b>Significance and diversity</b> Explore the job and lifestyle of a fishjowster and why the roles were mostly women</p> <p><b>Interpretations</b> Use a variety of primary and secondary sources of evidence to interpret and describe Dolly as a person</p> <p><b>Society Industry Trade</b></p>
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	<p>Locate megacities on a map (inc. Digimap or Google Earth). Internet resources to investigate patterns.</p> <p><b>Environment Sustainability Management Change Cultural Distance</b></p> <p><b>End Point: Poster/ Holiday Brochure on a Mega City</b></p>	<p>that the Amesbury Archer was given the richest burial known in Bronze Age Britain;</p> <p>Interpret a range of evidence to generate reasons, and then explain, why Iron Age Britain was often a violent time;</p> <p><b>Significance</b> Explain through synthesising a number of reasons the possible purpose of the stone monuments at Merrivale and across Cornwall;</p> <p><b>Chronological understanding</b> Sequence events and artefacts on a timeline</p> <p><b>Society Conflict</b> Agriculture Beliefs Monuments</p> <p><b>End Point: Visit - Iron Age workshop</b></p>	<p>to environmental changes - climate, pollution. Advantages and disadvantages of coastal management. Recognise the impact on tourism to the local community.</p> <p><b>Geographical Skills and Fieldwork</b></p> <p>Trip to coast (Praa)</p> <p>Locate coasts using maps, Digimap and Google Earth.</p> <p><b>Environment Sustainability Management Change Cultural Distance</b></p>	<p><b>Invasion Settlement Society Occupation Trade Transportation</b></p>	<p>Cultural Distance</p>	
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<p>Key Questions</p>	<p>What is a geographer? What are megacities and where are they located? (LK) (GS)</p> <p>Who were the first two megacities? Identify why they became megacities. (PK) (H+P)</p> <p>How and why did NYC and Tokyo change and what was the impact on their megacity status? (PK) (H+P)</p> <p>How many megacities are there in Europe? (LK) (GS)</p> <p>What are the advantages and disadvantages of megacities? (PK)</p> <p>Assessment – Describe a megacity. Identify one megacity and discuss what you</p>	<p>Why did the Stone Age come to an end ?</p> <p>Why was the Amesbury Archer so important?</p> <p>Why did Bronze Age people build monuments and who was buried in the cist at Merrivale?</p> <p>How do artefacts help us understand the changes of the lives of people in Iron Age Briton?</p> <p>How can we recognise Iron Age hill forts today and what might hill forts have looked like when they were first built?</p> <p>How do we know that life wasn't always very peaceful in the Iron Age?</p> <p>What were stagers and how did Iron Age people use them?</p> <p>Why have so many wonderful Iron Age artefacts been found underwater?</p>		<p>How did the arrival of the Romans change Britain?</p> <p>Why did Emperor Claudius invade Britain?</p> <p>Why did the Romans almost lose control of Britain?</p> <p>Why was it so important to Claudia Severa that her friend Sulpicia Lepidina came to visit her?</p> <p>Why were Claudia and Sulpicia living at Vindolanda?</p> <p>How do we know so much about the towns the Romans built in Britain?</p> <p>Why did the Romans organise gladiatorial games?</p>	<p>How does a location become a tourist attraction? How does this continue over time? Why are some areas more popular than others? Do they really add to the value of the local region?</p>	
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	have learned about this city.					
Links to Maths	Comparative data	Measure Geometry/Direction	Capacity Roman Numerals Passing of time Money			Passing of Time Weight Length Geometry
<b>Disadvantaged Entitlement Experience</b>	<i>Build a junk model megacity as a class.</i>  <i>Tour Guides for the new Reception in School</i>  <i>Surf Day</i>	<i>Cinema visit</i>	<i>Visit to park – forces</i>	<i>Building sailing boats to use</i>  <i>Visit a fishing boat or visit from a fisherman</i>	<i>Visit to Penrose – wildlife study</i>  <i>Local tourist attractions</i>	<i>Tate Museum</i> <i>Local artist visit</i> <i>Art auction/open day</i> <i>Parents career day</i> <i>School camp</i> <i>Surf Day</i>
<b>RE</b>	Unit L2.7 What do Hindus believe that God is like?	Unit L2.8 What does it mean to be a Hindu in Britain today?	Unit L2.9 How do festivals and worship show what matters to a Muslim?	Unit L2.10 How do festivals and family life show what matters to Jews?	Unit L2.11 How and why do people mark the significant events of life?	Unit L2.12 How and why do people try to make the world a better place?
<b>PE</b>	<u>Athletics</u> Speed technique in sprints Shuttle relay Combine jumping & landing Coordination in different jumps Throwing for distance & height Accuracy in throwing <b>End Point: House Team round-robin tournament</b>	<u>Tennis</u> Serving a ball Returning a ball Rallying Points & scoring <b>End Point: Class matches</b>	<u>Dance – Shake, wake, roll</u> Stories through dance Pair sequence Rock and roll moves Practise & perform <b>End Point: Record dance sequences</b>	<u>Gym – Symmetry</u> Shapes & balances Link – jump, roll & balance Create travelling movements Explore rolls & jumps Create a sequence Evaluate sequences <b>End Point: Invite parents to watch sequences</b>	<u>Yoga</u> tbc <b>End Point:</b>	<u>Cricket</u> Roll & throw with accuracy Strike with accuracy Strike a bowled ball Intercept as a fielder Effective areas to hit and score Play as a team together <b>End Point: Children vs parents match</b>

<b>Music</b>	History of music – globally	Christmas Concert	Listening to Music and recalling sounds	Reading Music	Creating Music and performing	Cornish Music
<b>Art and Design</b>	Building structures Healthy Eating Eatwell Plate Using circuits in designs	Make a banana keyboard	Using Levers (force)	Design a sailing boat	Paper Mache landscape based on unit	Famous Artists
<b>Technology</b>						
<b>ICT</b>	Internet Safety. History of the Internet	Control  Design and electronic device/challenge with a purpose	PowerPoint Timeline of Transport.	Presenting Data Using bar charts. Creating Tables	Coding Create and insect-based game.	Audio Report – linked to poetry/ART
<b>MFL</b>	<p>LANGUAGE ANGELS: EARLY LANGUAGE UNITS: Yo Aprendo Español-'I'm Learning Spanish'. Core Vocabulary and Phonetics.</p> <p>Introduction to Spain &amp; Spanish speaking countries Asking &amp; saying how you feel Asking &amp; saying your name Numbers 1 to 10 &amp; colours introduction</p> <p>Consolidation of colours plus fun worksheet activities End of unit assessments</p>	<p>LANGUAGE ANGELS: EARLY LANGUAGE UNITS: Los Animales.- Animals.</p> <p>Introduce first 5 animals (noun and article) Introduce next 5 animals Consolidation of all 10 animal nouns with related article Focus on the spelling animal nouns and use of the correct article Introduction of 'soy...' End of unit assessments</p>	<p>LANGUAGE ANGELS: EARLY LANGUAGE UNITS: Los Instrumentos. Musical Instruments</p> <p><b>In this unit the children will learn how to:</b></p> <p><b>Name ten instruments in Spanish.</b></p> <p><b>Match all the new Spanish words to the appropriate picture.</b></p> <p><b>Remember the words for at least five instruments and their correct gender in Spanish, unaided.</b></p> <p><b>To say that they play an instrument, of their choice correctly in Spanish.</b></p>			

<b>PSHE</b>	Internet Safety	Personal Safety	Mental wellbeing	Friendships	SRE Focus	DRE Focus
<b>SMSC Boxall Links</b>	Gives Purpose Attention	Participates Constructively	Connects up Experiences	Shows insightful involvement	Engages Cognitively with peers	Manages Change