

Capenhurst CEP Curriculum Overview – Summer (2) 2021 - Whole school theme - Local Area Study (History focus Summer 2)

English	Week 1 w/c 7 th June	Week 2 w/c 14 th June	Week 3 w/c 21 st June	Week 4 w/c 28 th June	Week 5 w/c 5 th July	Week 6 w/c 12 th July	Summer holidays
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>Writing (units from The Literacy Company)</u> <u>Key texts</u> The Owl who was afraid of the dark – Jill Tomlinson Owl Babies – Martin Waddel</p> <p><u>Outcomes</u> <u>Narrative</u> Use role play to explore imaginative ideas based on a theme from reading and write character and story descriptions. <u>Information texts</u> Children create a page for an information book.</p>						

<p><u>Key activities</u> Story writing based on predictions Letter writing Description of scene Character description. Information sheet.</p> <p><u>Sentence-level activities</u> Write short sentences in meaningful contexts. Apply taught digraphs and trigraphs into writing. Use capital letters and full stops accurately. Joining words and joining clauses using and and but.</p>		
<p><u>Spelling</u> Begin to write words with adjacent consonants. Phase 4/5/6 Letters and Sounds tricky words.</p>	<p><u>Spelling</u> Adding the prefix un- without any change to the root word. Unhappy Undo unfair</p>	<p><u>Spelling</u> Use plural noun suffixes –s and –es. Compound words – Football, playground, farmyard.</p>
<p><u>Grammar & punctuation</u> Write simple sentences which can be read by themselves and others. Use of capital letters, full stops question marks and exclamation marks to demarcate sentences.</p>	<p><u>Grammar & punctuation</u> Understand the job of an adjective and are beginning to use them to create simple noun phrases.</p>	<p><u>Grammar & punctuation</u> Recognise verbs as action/ doing words and use them appropriately.</p>

English	Week 1 w/c 7 th June	Week 2 w/c 14 th June	Week 3 w/c 21 st June	Week 4 w/c 28 th June	Week 5 w/c 5 th July	Week 6 w/c 12 th July	Summer holidays
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>Writing (units from The Literacy Company)</u> <u>Key texts</u> The Owl who was afraid of the dark – Jill Tomlinson Owl Babies – Martin Waddel <u>Outcomes</u> <u>Information texts</u> Children create a fact sheet for an information book.						

<p><u>Key activities</u> Story writing based on predictions Letter writing Description of scene Character description Instructions Non-chronological report</p> <p><u>Sentence-level activities</u> Write short sentences in meaningful contexts. Apply taught digraphs and trigraphs into writing. Use capital letters and full stops accurately. Joining words and joining clauses using and, because, when</p>		
<p><u>Spelling</u> Babcock Spelling programme. Apple, muddle, bottle, little, middle, marble, table, kettle, bobble, people,</p>	<p><u>Spelling</u> camel, tunnel, towel, tinsel.</p>	<p><u>Spelling</u> Parcel, angel, squirrel, label</p>
<p><u>Grammar & punctuation</u> Sequence sentences to form short narratives (link ideas or events by pronoun). Use a capital letter for places and days of the week. Punctuate sentences with a capital letter, full stop, question mark or exclamation mark.</p>	<p><u>Grammar & punctuation</u> Recognise verbs as doing words and being words. Begin to use present/ past tenses correctly, including the past progressive form.</p>	<p><u>Grammar & punctuation</u> Recognise regular and irregular verbs. Begin to follow the rules of Standard English, e.g. subject-verb agreement, consistency of tense.</p>

English	Week 1 w/c 7 th June	Week 2 w/c 14 th June	Week 3 w/c 21 st June	Week 4 w/c 28 th June	Week 5 w/c 5 th July	Week 6 w/c 12 th July	Summer holidays
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>Writing (Diary writing and adventure story – Pathways to Write)</u> <u>Key text</u> “Journey” by Aaron Becker (Pathways to Write Unit) Beaver Towers series by Nigel Hinton (class reader) Tilly Mint Tales by Berlie Doherty (class reader) <u>Outcome</u> To write an adventure story based on Journey using the language of Berlie Doherty. (GD – include a new setting route to lead from one place to another). <u>Key activities</u> Identify features of a diary entry. Letter writing						

Setting description using prepositional phrases and accurate use of apostrophes for possession.

Writing a speech sandwich within a scene.

To write a character description in the style of Berlie Doherty.

To write a story based on 'Journey'.

Sentence-level activities

Y3 - Use conjunctions and adverbs to express, time, place and cause; Use a or an according to whether the next word begins with a vowel or consonant; In narratives, create settings, characters and plot; Build a varied and rich vocabulary; Indicate possession by using the possessive apostrophe with singular nouns.

Y4 - Use Standard English forms for verb inflections; Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although; Build a varied and rich vocabulary; Indicate possession by using the possessive apostrophe with plural nouns; Recognise the difference between plural and possessive 's'.

Text-level activities

Diary writing. Letter writing. Setting description. Character description. Scene writing. Adventure story.

Spellings

Homophones and near homophones
e.g. grate, great.

Spellings

Homophones and near homophones
e.g. scent, sent.

Spellings

Prefixes bi- and re-
e.g. bilingual,
rebuild.

Spellings

Words ending in -
gue and -que e.g.
vague, unique.

Spellings

Words with sh spelt
with ch e.g. chef,
chalet.

Spellings

Statutory spellings
challenge words.

English	Week 1 w/c 7 th June	Week 2 w/c 14 th June	Week 3 w/c 21 st June	Week 4 w/c 28 th June	Week 5 w/c 5 th July	Week 6 w/c 12 th July	Summer holidays
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>Writing (Diary writing and adventure story – Pathways to Write)</u> <u>Key text</u> “Journey” by Aaron Becker (Pathways to Write Unit) Beaver Towers series by Nigel Hinton (class reader) Tilly Mint Tales by Berlie Doherty (class reader) <u>Outcome</u> To write an adventure story based on Journey using the language of Berlie Doherty. (GD – include a new setting route to lead from one place to another). <u>Key activities</u> Identify features of a diary entry. Letter writing						

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Sentence-level activities

Y3 - Use conjunctions and adverbs to express, time, place and cause; Use a or an according to whether the next word begins with a vowel or consonant; In narratives, create settings, characters and plot; Build a varied and rich vocabulary; Indicate possession by using the possessive apostrophe with singular nouns.

Y4 - Use Standard English forms for verb inflections; Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although; Build a varied and rich vocabulary; Indicate possession by using the possessive apostrophe with plural nouns; Recognise the difference between plural and possessive 's'.

Text-level activities

Diary writing. Letter writing. Setting description. Character description. Scene writing. Adventure story.

Spellings

Words with s spelt with sc e.g. science, descent.

Spellings

Words with soft c spelt with ce e.g. centre, recent.

Spellings

Words with soft c spelt with ci e.g. circle, decide.

Spellings

Word families based on root words e.g. real, reality.

Spellings

Word families based on root words e.g. sign, signal.

Spellings

Statutory spellings challenge words.

English	Week 1 w/c 7 th June	Week 2 w/c 14 th June	Week 3 w/c 21 st June	Week 4 w/c 28 th June	Week 5 w/c 5 th July	Week 6 w/c 12 th July	Summer holidays
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>Writing (units from The Literacy Company)</u> <u>Key texts</u> The Selfish Giant by Oscar Wilde <u>Outcomes</u> To write a version of The Selfish Giant narrative. <u>Key activities</u> Participate in discussions. Provide reasoned justifications for views. Evaluate author’s language choice. Describe settings, characters and atmosphere. Articulate and justify answers.						

Draw inferences.
 Speak audibly and fluently.
 Participate in role play.
 Build vocabulary.
 Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
 Proof-read for spelling and punctuation errors.

Sentence-level activities

Describe settings, characters and atmosphere.
 Integrate dialogue to convey character and advance the action.
 Extend the range of sentences with more than one clause by using a wider range of conjunctions.

Grammar & Punctuation

Use relative clauses.
 Choose the appropriate register.
 Use commas to clarify meaning and avoid ambiguity.
 Punctuate direct speech correctly.
 Use a wider range of conjunctions.

Spelling

Words with 'ei' and 'ie' in them.

Spelling

Homophones

Spelling

Words ending in 'ibly'.

Spelling

Words ending in 'ably'.

Spelling

Words from Year 5/6 statutory spelling list.

Spelling

Words from Year 5/6 statutory spelling list.

English	Week 1 w/c 7 th June	Week 2 w/c 14 th June	Week 3 w/c 21 st June	Week 4 w/c 28 th June	Week 5 w/c 5 th July	Week 6 w/c 12 th July	Summer holidays
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>Writing (units from The Literacy Company)</u> <u>Key texts</u> The Selfish Giant by Oscar Wilde <u>Outcomes</u> To write a story with a flashback from another character's point of view. <u>Key activities</u> Participate in discussions. Provide reasoned justifications for views. Evaluate author's language choice. Describe settings, characters and atmosphere. Choose the appropriate register.						

Distinguish between the language of speech and writing.
 Recognise vocabulary and structures for formal speech and writing.
 Draw inferences.
 Speak audibly and fluently.
 Participate in role play.
 Build vocabulary.
 Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
 Proof-read for spelling and punctuation errors.

Sentence-level activities

Describe settings, characters and atmosphere.
 Integrate dialogue to convey character and advance the action.
 Extend the range of sentences with more than one clause by using a wider range of conjunctions.

Grammar & Punctuation

Punctuate direct speech correctly.
 Use passive verbs.
 Recognise and use subjunctive form accurately.
 Use semi-colons to mark boundaries between independent clauses.
 Recognise and use expanded noun phrases to add more information.
 Punctuate bullet points consistently.

Spelling

Words with the suffix '-ent'.

Spelling

Words with the suffix '-ency'.

Spelling

Homophones

Spelling

Homophones.

Spelling

Words from the Year 5/6 statutory spelling list.

Spelling

Words from the Year 5/6 statutory spelling list.

Maths		Week 1 w/c 7 th June	Week 2 w/c 14 th June	Week 3 w/c 21 st June	Week 4 w/c 28 th June	Week 5 w/c 5 th July	Week 6 w/c 12 th July	Summer holidays
Class 2	Y1	<p>Please see White Rose lesson by lesson overview for Y1/2: https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/10/Year-1-and-2-Lesson-by-Lesson-Autumn-Spring.pdf</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: https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/10/Year-3-and-4-Lesson-by-Lesson-Autumn-Spring.pdf</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: 3NF – 2 Recall of multiplication tables 4NF – 1 Recall of multiplication tables; 4NF – 2 Division problems with remainders</p>						
Class 4	Y5	<p>Please see White Rose lesson by lesson overview for Y5/6: https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/10/Year-5-and-6-Lesson-by-Lesson-Autumn-Spring.pdf</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 – Local Area Study (History focus in Summer 2)							
Foundation subjects	Week 1 w/c 7 th June History	Week 2 w/c 14 th June History	Week 3 w/c 21 st June Science	Week 4 w/c 28 th June Science	Week 5 w/c 5 th July Geography	Week 6 w/c 12 th July Art	Summer holidays
Year 1/2	<p>Significant historical event/person from the locality E.g. Thomas Telford & canals</p> <p>A wealth of resources from https://canalrivertrust.org.uk/explorers/learning-bundles</p> <p><i>Why are canals important to Ellesmere Port?</i></p> <p><u>Chronological Understanding</u> I can match objects to people of different ages. I can sequence 3 or 4 artefacts (e.g. bridges) from different periods of time. (review of work from last half term)</p> <p><u>Range and depth</u> I can recognise why people did things and what happened as a result.</p> <p><u>Interpretations</u> I can compare pictures or photographs of people or events in the past. (E.g. how is a canal used)</p> <p><u>Historical enquiry</u></p>	<p>Y2 POS – Animals including humans I can gather and record data to help in answering questions. I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p>	<p>Y2 POS – Animals including humans I can identify and classify. I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Local area study Revision of: <u>Locational knowledge</u> I can name, locate and identify characteristics of the four countries of the United Kingdom, their capital cities and the surrounding seas. I can name and locate the world's seven continents. I can name and locate the world's five oceans. <u>Geographical skills & fieldwork</u> I can find where I live on a map, in an</p>	<p>3D work/Sculpture I can cut, roll and coil materials such as clay, dough and plasticine. I can add texture to my work using a range of tools. I can make a range of artefacts from clay pots to figurative representations of chosen items. I can make sensible comments about the work of a sculptor/pottery maker.</p>		

	<p>I can find answers to simple questions about the past using sources.</p> <p><u>Organisation & Communication</u></p> <p>I can present information in a range of ways.</p>			<p>atlas and on a globe.</p> <p>I can use a map to find where Capenhurst is.</p>		
Year 3/4	<p>Romans inc. local history</p> <p><i>How did the Romans influence Chester?</i></p> <p><u>Chronological Understanding</u></p> <p>I can place events from the Roman period on a timeline. (review from last half term)</p> <p><u>Range and depth</u></p> <p>I can compare with our life today. I can identify reasons for and results of people's actions.</p> <p>I can offer a reasonable explanation for some events.</p> <p>I can understand why people may have wanted to do something.</p> <p>I can recognise how Chester has been influenced by the Romans.</p> <p><u>Interpretations</u></p> <p>I can distinguish between different sources – compare different versions of the same story.</p> <p>I can identify and give reasons for different ways in which the past is represented.</p> <p>I can look at the evidence available (Grosvenor Museum Resource Box).</p> <p>I can begin to evaluate the usefulness of different sources.</p>	<p>Y4 POS – Sound</p> <p>I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>I can identify how sounds are made, associating some of them with something vibrating.</p> <p>I can recognise that vibrations from sounds travel through a medium to the ear.</p>	<p>Y4 POS – Sound</p> <p>I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>I can find patterns between the pitch of a sound and features of the object that produced it.</p> <p>I can find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>I can recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Local area study</p> <p><u>Place knowledge</u></p> <p>I can describe how Capenhurst is similar and different to Liverpool in relation to its key human and physical features.</p> <p><u>Human & physical geography</u></p> <p>I can talk about the key human and physical similarities and differences between Capenhurst and Liverpool using the correct geographical vocabulary.</p> <p>I can share my findings in a report linked to any historical aspect of the location and to a standard of written English in line with</p>	<p>3D work/Sculpture</p> <p>I can begin to sculpt clay and other mouldable materials.</p> <p>I can make additions to my work to enhance the texture and shape.</p> <p>I can combine materials and processes to make a 3D form.</p> <p>I can begin to make critical observations about the work of a sculptor/potter and include some of their techniques in my own work.</p>	

	<p>I can look at representations of the period e.g. museum. <u>Historical enquiry</u> I can use a range of sources to find out about a period. I can use evidence to build up a picture of a past event. I can use the library and internet for research. I can select and record information relevant to the study. I can ask relevant questions. <u>Organisation & Communication</u> I can recall, select and organise historical information. I can communicate my knowledge and understanding.</p>			that produced in English lessons.		
Year 5/6	<p>Vikings Including local history/place names etc. <i>Did the Vikings and Anglo Saxons get on?</i> <u>Chronological Understanding</u> I can know and sequence key events of the time studied. (review of last half term) <u>Range and depth</u> I can study different aspects of different people – differences between men and women. I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and</p>	<p>Y5 POS - Animals including humans. I can describe the changes as humans develop to old age. This will cover all life changes, including puberty – Hamilton have a clearly structured unit for this strand.</p>	<p>Y5 POS - Animals including humans. I can describe the changes as humans develop to old age. This will cover all life changes, including puberty – Hamilton have a clearly structured unit for this strand.</p>	<p>Local area study <u>Place knowledge</u> I can describe how some places are similar and others are different in relation to their human and physical features e.g. a rural county like Cheshire vs a densely populated county like Greater Manchester. <u>Geographical skills &</u></p>	<p>3D work/Sculpture I can confidently sculpt clay and other mouldable materials. I can create 3D forms on different scales. I can include visual and tactile elements in my work. I can begin to explore free-form sculpture. I can make critical observations about</p>	

	<p>feelings.</p> <p><u>Interpretations</u> I can offer some reasons for different versions of events. I can confidently use books and the internet for research.</p> <p><u>Historical enquiry</u> I can use books and the internet for research with increasing confidence. I can recognise primary and secondary sources.</p> <p><u>Organisation & Communication</u> I can select and organise information to produce structured work, making appropriate use of dates and terms.</p>			<p><u>fieldwork</u> I can collect information about a place and use it in a report linked to any historical aspect of the location and to a high standard of written English.</p>	<p>the work of a sculptor/potter and include their techniques in my own work.</p>	
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Whole school theme – Local Area Study (History focus in Summer 2)							
EYFS	Week 1 w/c 7 th June	Week 2 w/c 14 th June	Week 3 w/c 21 st June	Week 4 w/c 28 th June	Week 5 w/c 5 th July	Week 6 w/c 12 th July	Summer holidays
PSED	I can understand that making mistakes is normal and helps us to learn.	I can have a go at and complete a series of different challenges.	I can keep trying when something is difficult.	I understand that I can do anything if I work hard and don't give up.	I can keep going to complete an activity.	I can express how we feel about change.	
CLL	<p>I can maintain concentration in large and small groups.</p> <p>I can listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions</p> <p>I can answer 'how' and 'why' questions about their experiences and in response to stories or events</p>						
PD	<p>I can handle equipment and tools effectively, including pencils for writing</p> <p><u>EYFS - Striking and Fielding Games/Preparation for Sports Day</u></p> <p>I can stay within a safe boundary when moving. I can move in a variety of ways safely.</p> <p>I can throw and catch a bean bag on my own and with a partner, demonstrating good coordination. I can show control for striking a balloon with my hand. I can kick a ball into space.</p> <p>I can use new equipment safely and understand how to use it correctly.</p> <p>I can manage space safely, showing an awareness of others in the classroom, village hall, field and on the playground.</p>						
Literacy	Phonics revision of phases 3 and 4 Nonsense poems	Phonics revision of phases 3 and 4 Nonsense poems	Phonics revision of phases 3 and 4 Information texts	Phonics revision of phases 3 and 4 Information texts	Phonics revision of phases 3 and 4 Action poems	Phonics revision of phases 3 and 4 Action poems	

Maths	Counting on: 1 more/1 less	Clever counting	Doubling and halving	Fractions	Number games	Telling the time	
UTW	I can identify key places in my locality – the school, the church, the library, clubs that I attend.	I can show an interest in an atlas, globe or map.	The living world - plants, humans and animals.	The living world - plants, humans and animals	I can talk about significant events in my own life and that of my family. I can put events from my own life in time order.	Art focus this week – see below.	
EAD	<p>3D/Sculpture I can construct and build with a variety of resources. I can experiment with dough and other mouldable materials.</p> <p>Printing I can print with sponges, vegetables and fruit. I can experiment with colours to create a finished piece.</p> <p>Music <u>Performing</u> I can sing a wide range of songs and perform them confidently. <u>Composing</u> I can make music in a variety of ways and experiment with ways of changing my music. <u>Appraising</u> I can talk about the music I have made. I can talk about the music my peers have made.</p>						

<p style="text-align: center;">'No Way Through' isn't True (I can do it!) https://church.heartsmart.school/sign-in (and select 300+ lessons) C2 – follow Y1, there is a lesson for each week to cover the identified objective. C3 – follow Y3, there is a lesson for each week to cover the identified objective. C4 – follow Y5, there is a lesson for each week to cover the identified objective. There are specific Y4 and Y6 lessons to be covered also.</p>							
PSHE	Week 1 w/c 7 th June	Week 2 w/c 14 th June	Week 3 w/c 21 st June	Week 4 w/c 28 th June	Week 5 w/c 5 th July	Week 6 w/c 12 th July	Summer holidays
EYFS	I can understand that making mistakes is normal and helps us to learn.	I can have a go at and complete a series of different challenges.	I can keep trying when something is difficult.	I understand that I can do anything if I work hard and don't give up.	I can keep going to complete an activity.	I can express how we feel about change.	
Year 1/2	I can describe situations where I get stuck and can suggest ways to persevere when I am stuck. I can keep trying when things are difficult.	I can learn to differentiate between secrets I should and shouldn't keep. I can understand what to do if someone asks me to keep a secret that makes me feel uncomfortable.	I can suggest ways I can have impact in my class, family and community.	I can identify dreams in my heart.	I can think about change, loss and the associated feelings.	I can recall a time when I was stuck but found a way through.	

Year 3/4	I can describe situations where I get stuck and can suggest ways to persevere when I am stuck.	I can identify areas of my life where I am doing well as well as areas of my life where there have been setbacks. I can understand the importance of getting back up when I fail and trying again.	I can demonstrate basic first aid skills.	I can consider the impact that my attitude can have with achieving my dreams.	I can describe ways to manage change well.	I can recall a time when I was stuck but found a way through.	
Year 5/6	I can describe situations where I get stuck and can suggest ways to persevere when I am stuck. I can understand that there is always a way through seemingly impossible situations.	I can celebrate internal success.	I can describe some of the tools that can help me live life full of hope.	I can describe the key facts about puberty and the changing adolescent body, particularly from 9 – 11 (Year 4, lesson 6). I can explain key facts about the menstrual cycle (Year 5, lesson 5).	I can describe the changes in the brain as I go through adolescence. (Year 6, lesson 6)	I can describe ways to look after my health and wellbeing as I grow up. I can recall a time when I was stuck but found a way through. I can suggest strategies to deal with times when I am stuck.	