



Lytchett Matravers Primary School 2022-23 Curriculum Map



Lytchett Matravers Primary School provides pupils with a curriculum that ensures our children become well-rounded educated citizens. By the time they leave our school, they will have developed a deeper knowledge base, know more, remember more and be able to do more. Please contact the school office if you have any expertise, advice, comments or queries about our school's curriculum map, we would be happy to hear from you.

This is in accordance with Article 28 of the UN Convention of the Rights of a Child: [You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.](#)

Aims and Purpose – What do we want from each of our subjects?

WHAT END POINTS IS THE LMPS CURRICULUM BUILDING TOWARDS?

Science	Here at LMPS we aim to deliver a high-quality science education, providing the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. All pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave and analyse causes. Through building up a body of key foundational knowledge and concepts, we aim to encourage our pupils to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena.
Computing	Computing at LMPS aims to teach pupils how systems work and how to apply this through programming. We also aim to give pupils the opportunity to use information technology to create programs, systems and a range of content. We intend to embed the use of information technology within the teaching of mathematics, science and design and technology. At LMPS we want our pupils to become digitally literate in order to prepare them as active participants in a digital world.
History	Our aim is to help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. We aim to inspire pupils’ curiosity to know more about the past. We encourage the children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. At LMPS, History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
Geography	At LMPS, our geography education is designed to inspire a sense of curiosity and wonder in our children. We hope to encourage them to raise questions about the world they live in and to learn about diverse places, people, resources and natural and human environments that will remain with them forever. We strive for our teaching to equip pupils with knowledge about the Earth’s key physical and human processes and its people. We hope that as our pupils reach the end of Key Stage 1, we have inspired our children to appreciate their local area as well as to understand that we are part of a bigger world where areas have similarities and differences. As pupils progress through Key Stage 2, their knowledge about the world should form a strong foundation for them to widen their understanding of how physical and human processes, landscapes and environments are interconnected. They will learn about how the world will continually change over time and we as humans have parts to play in protecting our planet. At LMPS, we aim to ensure that the children’s geographical knowledge and understanding is supported by skills learnt throughout the key stages including map reading and fieldwork.
RE	At LMPS we believe that RE is an important curriculum area that enhances the children's understanding and acceptance of different religions and cultures. We aim to teach the children about different religions so that they can gain an understanding of important religious festivals and how they are celebrated. We intend to encourage pupils to explore their own beliefs and teach pupils to develop respect for different faiths and beliefs. Through the teaching of RE at LMPS we aim for pupils to build their sense of identity and belonging, which will help them flourish within their communities and as citizens in a diverse society.
Music	At LMPS we aim to engage and inspire pupils to develop both a love of music and their talent as musicians. We aim to develop a critical engagement with music, allowing them to compose, listen to and perform a wide range of musical styles both in individual and group settings.
Art & Design	At LMPS we aim to provide a high-quality art and design education that engages, inspires and challenges pupils. Equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We aim to develop pupils understanding to help them to think critically and gain a more rigorous understanding of art and design. We want our children to know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
Design & Technology	At LMPS we aim to inspire children in Design and Technology using creativity and imagination. Pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values. Children learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world, they explore this further through their mathematics, science, geography, history and art topics to develop a broad range of subject knowledge.
PE	At LMPS, we aim for a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. We ensure we provide opportunities for pupils to become physically confident in a way which supports their health and fitness. At LMPS, we provide opportunities to compete in sport at all ages and through a range of sporting areas. Activities build character and help to embed our Sporting Values which are celebrated across the school.
MFL	At LMPS we teach foreign languages in order to provide an opening to other cultures, fostering pupils’ curiosity and deepening their understanding of the world. We aim to enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. We provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.
PSHE	At LMPS we believe that it’s very important that our pupils get an excellent, broad and well balanced education that will teach them the necessary skills and prepare them for the future. We seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: keeping safe, drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. At LMPS, we use the Jigsaw and mindful approach to PSHE for our pupils. This brings together Personal, Social, Health and Economic education, emotional literacy, social skills and spiritual development.

CULTURAL CAPITAL

At LMPS, we ensure that our curriculum reflects the school's local context by addressing typical gaps in pupil's knowledge. We strive to address social disadvantage by providing a wide range of opportunity and experiences for all of our pupils. The table below details some, not all of the opportunities available to our pupils.

		<u>AUTUMN</u>	<u>SPRING</u>	<u>SUMMER</u>
EYFS		<ul style="list-style-type: none"> • Fire brigade and police visit • Harvest Drive – Poole Foodbank • Stay & Play 	<ul style="list-style-type: none"> • RSPB Bird Watch • Life Education Van • Stay & Play • World Book Day 	<ul style="list-style-type: none"> • Stay & Play
	Educational Visits		<ul style="list-style-type: none"> • Lytchett Library Visit • Farm Visit 	<ul style="list-style-type: none"> • Lytchett Village Exploration
YEAR 1		<ul style="list-style-type: none"> • Harvest Drive – Poole Foodbank • Stay & Play 	<ul style="list-style-type: none"> • Life Education Van • World Book Day • Stay & Play 	<ul style="list-style-type: none"> • Stay & Play
	Educational Visits	<ul style="list-style-type: none"> • Lytchett Village Exploration 	<ul style="list-style-type: none"> • Lytchett Library Visit • Lytchett Village Fieldwork study 	<ul style="list-style-type: none"> • Sandbanks Beach Fieldwork Study & Learning Centre
YEAR 2		<ul style="list-style-type: none"> • Fire Service visit to school – fire safety and burning of the Great Fire of London houses. • Harvest Drive – Poole Foodbank 	<ul style="list-style-type: none"> • Chinese Dragon Performers • Chinese New Year Day & Cookery • Life Education Van • World Book Day 	<ul style="list-style-type: none"> • Stay & Play
	Educational Visits		<ul style="list-style-type: none"> • Lytchett Library Visit • Upton Heath Educational Visit 	<ul style="list-style-type: none"> • Bournemouth Oceanarium - Environment & Sustainability, pollution. • Bournemouth Beach - The Big Clean.
YEAR 3		<ul style="list-style-type: none"> • Harvest Drive – Poole Foodbank • Child of Hope Workshop • Badbury/Spetisbury Rings virtual • Maiden Castle virtual drones 	<ul style="list-style-type: none"> • Life Education Van • World Book Day 	<ul style="list-style-type: none"> • Whole School Production – Gainsford Theatre • Egyptian Exhibition for parents
	Educational Visits	<ul style="list-style-type: none"> • Stonehenge, including Neolithic Workshops 	<ul style="list-style-type: none"> • Etches Collection - Kimmeridge (fossils consolidation of learning) • Lytchett Library Visit 	<ul style="list-style-type: none"> • Ancient Egyptian Drama Day
YEAR 4		<ul style="list-style-type: none"> • Harvest Drive – Poole Foodbank 	<ul style="list-style-type: none"> • Life Education Van • World Book Day 	<ul style="list-style-type: none"> • Whole School Production – Gainsford Theatre
	Educational Visits	<ul style="list-style-type: none"> • Dorchester Roman Museum - Mosaics & Townhouse • RSPB Boat Trip 	<ul style="list-style-type: none"> • Lytchett Library Visit 	<ul style="list-style-type: none"> • Leeson House Day Visit • Wareham Forest Study
YEAR 5		<ul style="list-style-type: none"> • Star Gazing evening with parents • Harvest Drive – Poole Foodbank 	<ul style="list-style-type: none"> • Life Education Van • World Book Day 	<ul style="list-style-type: none"> • Whole School Production – Gainsford Theatre
	Educational Visits	<ul style="list-style-type: none"> • Greek Drama Day 	<ul style="list-style-type: none"> • Lytchett Library Visit 	<ul style="list-style-type: none"> • Lulworth Cove & Durdle Door • Hamworthy Team Building Day - pre-teach Water Safety
YEAR 6		<ul style="list-style-type: none"> • Victorian Drama Day • Victorian Exhibition for parents • Harvest Drive – Poole Foodbank • 	<ul style="list-style-type: none"> • Life Education Van • Workshop with Rev. Partridge • Discussion with local MP • World Book Day 	<ul style="list-style-type: none"> • Whole School Production – Gainsford Theatre
	Educational Visits	<ul style="list-style-type: none"> • Village Study - Lytchett Matravers • Theatre Visit - enhanced transition (LMS) 	<ul style="list-style-type: none"> • National Shakespeare Week Lytchett Library Visit 	<ul style="list-style-type: none"> • PGL - Osmington Bay • Year 6 Swim Safe Day (Beach Safety)

LMPS LONG TERM CURRIULUM MAP

What is on offer for Early Years Foundation Stage?

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
EYFS	<p style="text-align: center;">My World</p> <p>Starting school My new class New Beginnings My family PSED focus Relationships Feelings What am I good at? To draw a simple map (Map of classroom/home/local area)</p>	<p style="text-align: center;">Changes all Around</p> <p>Season Changes to materials Wellie walk Bonfire night celebrations The Nativity Christmas Lists Letters to Father Christmas</p>	<p style="text-align: center;">Superheroes</p> <p>Chinese New Year To recall key information about a historical event. (Moon landing. Neil Armstrong. Tim Peak.) To find out about significant figures who have been to space and begin to understand that some events happened before they were born. (Moon landing. Neil Armstrong.)</p>	<p style="text-align: center;">Amazing Animals</p> <p>Animals around the world. Farm animals/trip. Where do we live in the UK / world? Early map skills</p>	<p style="text-align: center;">Growing</p> <p>The great outdoors Plants & Flowers Planting beans/seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle What lives in our pond? Life cycles</p>	<p style="text-align: center;">Imagine That</p> <p>Where in the world shall we go? To understand that things happened in the past. (dinosaurs) Fossils To talk about a local historical figure from the past and what they did. (Mary Anning) Reduce, Reuse & Recycle</p>
Key Vocabulary	<i>Senses, unique, individual, feelings, emotions, special, happy, positive, sad, unhappy, worried, fearful, loved, excited, angry, calm, peaceful.</i>	<i>Seasons, summer, winter, autumn, spring, deciduous, evergreen, decomposition, vibrant, colour, change.</i>	<i>Hero, healthy, hygiene, plaque, pedestrian, physical activity, occupation. Space, travel, rocket, satellite, space station</i>	<i>Animals, wild, pet, farm, herbivore, carnivore, omnivore, nocturnal, habitat.</i>	<i>Grow, height, length, measure, seed, soil, plant</i>	<i>Dinosaur, fossil, palaeontologist, herbivore, carnivore, omnivore Space, planets, asteroid, comet, star, supernova, satellite, space station, Pirate, telescope, cannon,</i>
Personal, Social and Emotional Development (PSED)	<p>SCARF: Me and My Relationships</p> <p>All about me What makes me special Me and my special people Who can help me? (self-regulation) Me and my feelings (naming different feelings, thinking about how to feel with 'not so good feelings', know some self-care techniques) Know that some actions and words can hurt others feelings. Handwashing Class charter: Behavioural expectations in the class/boundaries set</p>	<p>SCARF: Valuing Difference</p> <p>I'm special you're special Same and different Same and different families Same and different homes I am caring Kind and caring I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on</p>	<p>SCARF: Keeping myself safe</p> <p>What's safe to go in my body? Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe Oral hygiene: teeth cleaning linked to the dental nurse Healthy eating: Fruit kebabs/making a fruit smoothie SMART rules</p>	<p>SCARF: Rights and responsibilities</p> <p>Looking after my special people: I know that caring relationships are at the heart of happy families Looking after my friends: I know what makes a good friend Being helpful at home and caring for our classroom Caring for our world Looking after money Looking after money (2) Taking care of animals (frogs)</p>	<p>SCARF: Being my best</p> <p>Bouncing back when things go wrong: resilience Yes I can: confidence and resilience Healthy eating (2 weeks) Move your body A good nights sleep Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies)</p>	<p>SCARF: Growing and changing</p> <p>Seasons Life stages, plants, animals, humans Life stages, human life stage, who will I be? Where do babies come from? Getting bigger Me and my body, girls and boys Transition into Year 1 Year 1 readiness</p>

Physical Development (PD) Gross Motor	<ul style="list-style-type: none"> To be able to move confidently in different ways. To know and revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. To be able to listen to instructions and know how to stay safe in PE lessons. To know and be able to travel and balance in different ways, returning to defined space. To be able to move on the spot and around with some awareness of others To be able to experiment with wide range of small equipment learning some degree of control. To be able to name basic tools and explain their safe use in P.E. 	<ul style="list-style-type: none"> To be able to balance and coordinate. safely. To be able to negotiate space effectively. To be able to develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. To be able to develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. To be able to experiment with and develop increasingly complex ways of travelling. To be able to define own space without visible boundaries. To know how to use high apparatus safely. To be able to experiment with wider range of equipment and use with more control. 	<ul style="list-style-type: none"> To be able to Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, To be able to perform a single skills or movement with simple control. To know and be able to discuss some of the changes that occur during exercise. To know good practices regarding health and wellbeing such as eating healthily, exercising regularly, sleep and reasonable amounts of screen time. 	<ul style="list-style-type: none"> To be able to use gymnastics on apparatus to balance, climb & swing. To be able to link at least 2 movements together when performing a small range of skills. To be able to work sensibly with others, taking turns and sharing whilst comparing movements and skills with others. To be able to use equipment properly and move and land safely. To be able to work in a team collaborating and problem solving. (Outdoor area) 	<ul style="list-style-type: none"> To know and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. To be able to develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. (Fielding, striking, tennis cricket) To know and consolidate travelling and balancing skills through building sequences. To be able to experiment with direction and be able to change direction and speed whilst maintaining personal space. To know what constitutes a healthy lifestyle. To be able to use large and small apparatus safely and with some skill. 	<ul style="list-style-type: none"> To know how to participate in sporting events. To know and participate in different athletic races and events. To be able to show good agility, balance and coordination. To be able to run throw and jump. To be able to use a sequence of movements with some changes in level, direction or speed To be able to combine different movements with ease and fluency. To know and use relevant vocabulary when observing changes in self and others when exercising.
Physical Development (PD) Fine Motor	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills.</p> <p>Draw lines and circles using gross motor movements.</p> <p>Hold pencil/paint brush beyond whole hand grasp pencil grip and use a dominant hand.</p> <p>Develop muscle tone to put pencil pressure on paper.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Use tools to effect changes to materials.</p> <p>To know how to make anticlockwise movement and retrace vertical lines.</p> <p>Engage children in structured activities: guide them in what to draw, write or copy.</p> <p>Teach and model correct letter formation.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control.</p> <p>Encourage children to draw freely. Holding Small Items / Button Clothing / zips</p> <p>Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities</p> <p>Hold pencil effectively with comfortable grip.</p> <p>To form recognisable letters most correctly formed.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually.</p> <p>Use one hand consistently for fine motor tasks.</p> <p>Cut along a straight line with scissors.</p> <p>Start to cut along a curved line, like a circle</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Form letters correctly Cut a shape out using scissors.</p> <p>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture.</p> <p>Draw pictures that are recognizable.</p> <p>Build things with smaller linking blocks, such as Duplo or Lego.</p>
SPORTS COACH	<p>Fundamentals: All About Me, Places and Spaces (6)</p>	<p>Multi-skills: Throwing and catching (6)</p>	<p>Attacking and Defending (6)</p>	<p>Gymnastics Unit 2: Traditional Tales</p>	<p>Athletics</p> <p>Sports Day</p>	<p>Multi-skills: Bat and Ball (6)</p>
CLASS TEACHER	<p>Gymnastics Unit 1: Animals and their Habitats</p>	<p>Yoga (6)</p>	<p>Dance Unit 1: Everyday Life</p>	<p>Dance Unit 2: Places</p>	<p>Athletics</p>	<p>Multi-skills: Running and Jumping (6)</p>

**Expressive Art & Design
(EAD)**

- To use colour to portray emotions
- To use ICT to photograph faces and emotions. .
- To use shapes to create a self=portrait.
- Role Play: Home corner – children to provide a picture of their family and have displayed.
- To join in with and remember the words to a range of songs.
- To explore sounds and how they can be changed, tapping out of simple rhythms.
- To listen to music and talk about how it makes them feel.
- To build stories around toys (small world) use available props to support role play
- To build models using construction equipment for a purpose and talk about their models. (Large/small blocks)

- To use different patterns and shapes to create pictures. (Diva Lamps (Diwali); Rangoli Art, Bonfire pictures, Christmas decorations)
- To explore colour mixing.
- To use natural objects to print and create pictures. (Leaf printing, observational drawings of leaves)
- To remember the words to a range of songs. (The Nativity)
- To perform songs and movement to an audience.(The Nativity)
- To use familiar stories in role play.
- To use different techniques for joining materials when constructing. (Construction station – masking tape, glue)
- Role Play: Home Corner – children involved in additions. Percy the Park Keeper family.
- To weigh out and combine ingredients. (D&T Baking Christmas Cookies)

- To use different techniques for joining materials when constructing. (Additions: Split pins, selotape)
- To look at the work of a famous artist and produce a piece of art work using an artists style as a stimulus (Jackson Pollock splatter)
- To use shapes to create a portraits of others. (People who help us)
- To listen to music and think about how it makes them want to move.
- To explore how the pitch of a sound can be changed.
- Role Play: Begin deconstructed with enhancement boxes, focusing on People Who Help Us.
- To use a range of resources to create own props to aid role play.
- To use familiar stories in role play.

- To recognise, create and describe pattern. To make patterns using different colours (Animal patterns)
- To combine media to make a collage
- To use different materials and textures.
- To use different techniques for joining materials when constructing. (Additions: treasury tags)
- Role Play: deconstructed with enhancement boxes, focusing on Safari and Africa, animal lookouts
- To use a range of resources to create own props to aid role play.
- To use familiar stories to influence their own in role play.
- To explore and create a wheel mechanism. (D&T making a Safari/Farm vehicle.)

- To use different techniques for joining materials when constructing.(Construction station – split pins, selptape, masking tape, treasury tags, glue)
- To plan and evaluate a construction model, using a range of materials.
- To look at the work of a famous artist and produce a piece of art work using an artists style as a stimulus (Vincent Van Gogh – Sunflowers)
- To use resources to create observational drawings.(Sunflower/plants - observational drawing)
- To use real life objects to create painting and prints. (Printing/painting using food)
- To listen to a piece of music and create movements to it. (Movement of a butterfly)
- Role Play: deconstructed with enhancement boxes – growing.
- To use a range of resources to create own props to aid role play.

- To use different techniques for joining materials when constructing.
- To plan and evaluate a construction model, using a range of materials.
- To be confident in using colour mixing to create work.
- Role Play: deconstructed with enhancement boxes – themed to topic of children’s interests
- To use a range of resources to create own props to aid role play.
- To use clay to mould a sculpture. (D&T clay fossil model)

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"> Knowledge & Understanding of the World (KUW) RE SCIENCE HISTORY GEOGRAPHY </p>	<ul style="list-style-type: none"> To identify their family. To comment on photos of their family; naming who they can see and of what relation they are to them. (Family Tree) To name and describe people who are familiar to them. Show interest in the lives of other people who are familiar to me To recognise that people have different beliefs and celebrate special times in different ways To talk about what they do with their family and places they have been with their family. To identify similarities and make comparisons between other families. To begin to show an interest in different occupations and ways of life To ask questions about aspects of my familiar world such as the place where I live or the natural world (Wellie Walk) To know there are different countries in the world (Explore World Map/Globe. Black History Month) To explore life in Africa and compare with their own (Black History Month - Handa) 	<ul style="list-style-type: none"> To understand the effects of changing seasons on the world around me To talk about the changes they observe in their environment and use all their senses to explore these – Seasons link. (Autumn/Percy) To ask questions about the natural world (Autumn Walk) To start to develop an understanding of growth, decay and changes over time To explore changes of state. (Snow/ice) To compare and contrast character from stories, including figures from the past (Guy Fawkes) To talk about significant events in my own experience (Christmas) To compare events that happen to them compared to the past. To develop understanding of the past through pictures. (Christmas in the past – Peebo Story) To talk about some similarities and differences between celebrations in different cultures (look at different celebrations e.g. Bonfire Night, Diwali, etc.) 	<ul style="list-style-type: none"> To be able to talk about the different jobs that adults do and how they can help us (paramedics/nurses/ doctors/fire fighters/postman/ shop assistant etc). (Visits from PWHU– fire service, school nurse, dentist) To understand the importance of keeping our teeth clean and healthy. (Dentist/dental hygiene) To understand and talk about what foods help keep our body healthy. (Nurse, D&T Baking – healthy snack) To understand the importance of road safety. To recognise that people have different beliefs and explore these (Chinese New Year) To recall key information about a historical event. (Moon landing. Neil Armstrong. Tim Peak.) To find out about significant figures who have been to space and begin to understand that some events happened before they were born. (Moon landing. Neil Armstrong.) 	<ul style="list-style-type: none"> To identify different habitats animals live in. To talk about they have observed about different animals. To talk about what different animals need to survive. To look at Great Britain and Africa on a World Map. To explore symbols and a key on a simple map. To create a simple map using symbols. (Farm) To explore and create a wheel mechanism. (D&T making a Safari/Farm vehicle.) To talk about key features of religious celebrations. (Easter) 	<ul style="list-style-type: none"> To identify and sort thing that are living and things that are not. To identify things that grow. To talk about how they have changed since a baby. To make observations about the life cycle of a butterfly. (Hands on experience – Caterpillar kit) To understand the key features of the life cycle of a butterfly and o frog and talk about how they change. To talk about what a plant needs to grow. To identify the steps needed to plant a seed. (Hands on experience – planting a seed and helping a plant to grow) To understand where different food comes from. To talk about where food grows. 	<ul style="list-style-type: none"> To understand that things happened in the past. (dinosaurs) To talk about a local historical figure from the past and what they did. (Mary Anning) To explore changes of state. (Solid to liquid) To explore our solar system and space travel. To explore different materials and their properties. (Making Pirate ship) To explore which materials sink/float. (Making Pirate ship) To explore which materials are waterproof. (Making Pirate ship) To draw information from a simple map and use symbols to create their own. (Pirates) I can talk about ways in which I can look after the environment.
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"> EYFS RE </p>	<p>Special people Christianity/Judaism</p>	<p>Christmas Christianity</p>	<p>Celebrations Hinduism</p>	<p>Easter Christianity</p>	<p>Stories Christianity, Islam, Hinduism, Sikhism</p>

PE	Ball Skills (6)*	Gymnastics (6)	Sending and Receiving (4)	Sending and Receiving (2)	Invasion (6)	Athletics Sports Day	Net and Wall (6) <i>Fundamentals</i>
	Fundamentals (6)	Team Building (6)	Yoga (6)	Dance (6)	Target Games (6)	Athletics	Striking and Fielding (6) <i>Fundamentals</i>
COMPUTING	Computing systems and networks. Technology around us: To recognise technology in school and using it responsibly.	Creating Media - Digital painting - Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.	Programming A - Moving a robot: Writing short algorithms and programs for floor robots, and predicting program outcomes.	Data and Information. Grouping data.	Creating Media – Sum 1 - Digital writing: Using a computer to create and format text, before comparing to writing non- digitally.	Programming B – Sum 2 - Programming animations: Designing and programming the movement of a character on screen to tell stories.	
MUSIC	<ul style="list-style-type: none"> Follow a leader when singing. Sing songs with an accompaniment. Begin to sing with attention to phrasing and breathe appropriately. Sing with attention to dynamics. Play instruments at the right time. Play percussion instruments with increasing accuracy. Play a drone to a steady beat. Use instruments to compose with guidance. Begin to listen to and respond to one another. Listen to and identify sounds and ideas. Create simple question and answer phrases on tuned percussion. Play games that require longer phrases of improvisation. Begin to compose 3 note melodies to a given stimulus. Compose rhythmic phrases to words and play or sing from memory. 						
RE	Creation Story Christianity	Christmas Christianity	Jesus as a friend Christianity	Easter- Palm Sunday Christianity	Shabbat Judaism	Rosh Hashanah and Yom Kippur Judaism	
PSHE & Safeguarding E-Safety	Me and My Relationships ABC of Body Safety E-Safety: Project Evolve	Valuing Differences Anti-Bullying Week E-Safety: Project Evolve	Keeping Myself Safe Road Safety E-Safety: Project Evolve	Rights and Responsibilities Consent E-Safety: Project Evolve	Being My Best Water Safety E-Safety: Project Evolve	Relationships & Sex Education: Growing and Changing E-Safety: Project Evolve	

LMPS LONG TERM CURRIULUM MAP

What is on offer for Year 2?

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 2						
GEOGRAPHY	<p>FIRE FIRE</p> <p>Events beyond living memory that are significant nationally or globally [the Great Fire of London - September 1066].</p> <p>Visit from the Fire Brigade</p> <p>RECALL & SECURE: London – Capital City Pre-Teach: Chronologically – Time Line.</p>	<p>SUPER HEROES</p> <p>[Florence Nightingale, Mary Seacole] The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Black History Month: Mary Seacole</p>	<p>JOURNEYS</p> <p>Location and Place Name & locate the world's seven continents and five oceans. Compass directions. To name and locate areas of high ground in the UK. To use a map or atlas to locate areas of high ground in the UK</p>	<p>ENTER THE DRAGON</p> <p>Location and Place To understand where China is in the world and to locate China on a world map.</p> <p>Human & physical features Compare local area to a non-European country – China. Learn about the Chinese new year and cultures. Explore food, farming and school life school in China, comparing it to the UK.</p> <p>Use basic geographical vocabulary to refer to: key physical features: seasons and weather in China. key human features: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>SEASIDE HOLIDAYS</p> <p>Changes within living memory. Significant historical events and places in their own locality.</p> <p>Key Historical Components: POVERTY & WEALTH SIMILARITIES & DIFFERENCES CHRONOLOGY</p> <p>LOCAL HISTORY STUDY: SWANAGE BEACH CHANGES IN LIVING MEMORY</p> <p>Historical Enquiry: QUESTIONNING RESEARCHING INTERPRETING ANALYSING</p>	<p>OUR WORLD</p> <p>Location and Place Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Human & physical features Study the topographical features of hot and cold countries: Landforms, rivers, lakes, mountains, volcanoes, hills, valleys, plains etc.</p> <p>Mapping Use world maps, atlases and globes to identify countries, continents and oceans studied across EYFS/key stage 1. To use map skills to locate hot and cold countries. Political Maps - showing boundaries and borders of different countries.</p> <p>Directional skills Compass Directions..</p> <p>Fieldwork Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Visit to Bournemouth Beach - litter impact, The Big Clean.</p> <p>Environment and sustainability Global Warming & pollution of the seas. Adopt an animal (WWF). Understand what global warming is and how it is effecting our world. Study renewable sources of energy.</p> <p>Weather and Climate Identify seasonal and daily weather patterns in the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Study the climate of the British Isles.</p>
HISTORY	<p>Key Historical Components: MONARCHY INVENTION & TECHNOLOGY CAUSE & CONSEQUENCE CONTINUITY & CHANGE CHRONOLOGY</p> <p>SIGNIFICANT INDIVIDUALS: Samuel Peeps Thomas Farriner King Charles II</p> <p>Historical Enquiry: QUESTIONNING RESEARCHING EVALUATING CONCLUDING ORGANISING, COMMUNICATING & PRESENTING</p>	<p>Key Historical Components: WAR & CONFLICT - WW1 GOVERNMENT SIGNIFICANCE CHRONOLOGY</p> <p>SIGNIFICANT INDIVIDUALS: Mary Seole Florence Nightingale</p> <p>Historical Enquiry: QUESTIONNING RESEARCHING</p>	<p>Human & physical features To locate the continent we live in and describe some of the key features (<i>Marshlands & heathlands</i>). Locate key mountain ranges of the world. Understand key features of the continents of the world.</p> <p>Mapping To use an atlas to find places in the UK and around the world. Use a map to find and describe key features of the mountains. Topographical Maps. Making a picture map.</p> <p>Directional skills Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Understand how a journey can be made around the world. To know what a journey line is.</p> <p>Fieldwork Understand what an aerial view is. Observe aerial photographs of the school, local area and around the world. Upton Heath Educational Visit</p> <p>Settlement and land use To describe a mountainous climate. To describe how tourism affects mountain region. Urban/Rural.</p> <p>Weather and climate Describe and explore mountainous climates. RECALL: season and weather. Daily study of weather outside. Map journey of Titanic</p>	<p>Mapping Use Google Maps to explore different places in China. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Tourist maps.</p> <p>Fieldwork Virtual Fieldwork Study of Beijing.</p> <p>Weather and climate Compare the weather in the UK to that in parts of China studied.</p> <p>RECALL Yr1 & Pre-teach KS2: Vocabulary relating to human and physical Geography.</p>	<p>PARENTS SHARING SESSION</p>	<p>RECALL: England key characteristics.</p>

SCIENCE Yr2 Scientific Enquiry:	USE OF EVERYDAY MATERIALS: Identify & compare uses and suitability of materials, squishing, bending, twisting materials RECALL: Seasonal Changes (across year)			ANIMALS INCLUDING HUMANS: Offspring, basic needs for survival, importance of exercise. link to Life Ed Bus		LIVING THINGS & THEIR HABITATS: Comparison, habitats, basic needs and foods for animals.	PLANTS ** Observe & describe how seeds and bulbs grow. Growing needs & conditions.
ART & DESIGN	DESIGN & TECHNOLOGY Cookery: Bread Making (RECALL: hygiene skills from Yr1)		ART & DESIGN Drawing – movie illustrations Artist: Lowry	ART & DESIGN Printing Painting Artist: Bada Sanren (Painting)	DESIGN & TECHNOLOGY Mechanics: Moving Parts: Toys	DESIGN & TECHNOLOGY: Textiles – Hand Puppets (RECALL: Working with different types of materials)	ART & DESIGN Sculptures
PE	Ball Skills (6)*	Gymnastics (6)	Sending and Receiving (4)	Sending and Receiving (2)	Invasion (6)	Athletics Sports Day	Net and Wall (6) <i>Fundamentals</i>
	Fundamentals (6)	Team Building (6)	Yoga (6)	Dance (6)	Target Games (6)	Athletics	Striking and Fielding (6) <i>Fundamentals</i>
MFL	<ul style="list-style-type: none"> - Listen to and join in with simple rhymes and songs - Learn basic greetings - Find out about the lives of people/children in France and make simple comparisons - Begin to learn and remember basic vocabulary - Play simple games to develop listening skills - Develop confidence to speak within the class 						
COMPUTING	Computing systems and networks - Information technology around us: Identifying IT and how its responsible use improves our world in school and beyond.	Creating media - Digital photography: Capturing and changing digital photographs for different purposes.	Programming A - Robot algorithms: Creating and debugging programs, and using logical reasoning to make predictions.	Data and Information - Pictograms: Collecting data in tally charts and using attributes to organise and present data on a computer.	Creating media - Making music: Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	Programming B - Programming quizzes: Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.	
MUSIC	<ul style="list-style-type: none"> • Sing songs with accuracy. Sing with attention to dynamics. Sing partner songs and rounds. • Use voice to explore improvisation with guidance. • Play percussion instruments with increasing accuracy. • Play a simple 3 note ostinato or melody. • Play a simple song from memory. • Begin to play a wind instrument eg recorder or ocarina. • Listen to and identify sounds and ideas with attention to the dimensions of learning. • Listen and respond to each other. Improvise a melody using pentatonic scale to fit above a drone. • Create question and answer phrases on tuned percussion. • Compose three note melodies on tuned percussion and record these ideas. • Compose ostinatos to well- known songs. 						
RE	What did Jesus teach? Christianity	Christmas – Jesus as gift from God Christianity	Passover Judaism OR Prayer at home Islam	Easter – Resurrection Christianity	The Covenant Judaism OR Community and belonging Islam	Rites of passage and good works Judaism OR Hajj Islam	
PSHE & Safeguarding E-Safety	Me and My Relationships ABC of Body Safety E-Safety: Project Evolve	Valuing Differences Anti-Bullying Week E-Safety: Project Evolve	Keeping Myself Safe Road Safety E-Safety: Project Evolve	Rights and Responsibilities Consent E-Safety: Project Evolve	Being My Best Water Safety E-Safety: Project Evolve	Relationships & Sex Education: Growing and Changing E-Safety: Project Evolve	

LMPS LONG TERM CURRIULUM MAP

What is on offer for Year 3?

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 3	TIME TEAM! Changes in Britain from the Stone Age to the Iron Age.		LOCATION, LOCATION		WALK LIKE AN EGYPTIAN	
GEOGRAPHY	STONEHENGE FIELDWORK: Location and Place Identify the location of Stonehenge and study how historians and geographers believe it may have been built.		Location and Place A study of Europe. Locate a range of the world's most significant human (Wonders of the World) & physical features. Name and locate countries in Europe, including Eastern Europe and their capital cities.		Location and Place Geographical study of East Africa Uganda – links with Child of Hope	
HISTORY	Fieldwork Geographical skills and fieldwork. Using fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods. Interpret migration map. Make comparisons.		Human & Physical Features Characteristics of a range of the world's most significant human & physical features - Landforms.		Human & physical features Study the topographical features of Africa and compare it to the UK: Landforms, rivers, lakes, mountains (focus), volcanoes, hills, valleys, plains.	
	EV = STONEHENGE - Amesbury EV = MAIDEN CASTLE - Dorchester RECALL & EMBED: Chronologically secure knowledge of World History – timeline		Mapping Position of the Equator, Northern Hemisphere, and Southern Hemisphere. 4-figure grid references.		Mapping Exploring different types of maps and how to use them. Map out the local village and compare to a village in Africa.	
	Key Historical Components: SETTLEMENT INVASION TRADE INVENTION & TECHNOLOGY SIMILARITIES & DIFFERENCES SIGNIFICANCE CONTINUITY & CHANGE CHRONOLOGY		Directional Skills To use the four compass points to describe the location of the countries and cities of the UK. Identify lines of latitude and longitude and use them to find places on maps, atlases and globes.		Directional skills To explain the position and significance of time zones. To explain the position and significance of the Prime Meridian.	
Archeology Day	THE STONE AGE TO THE BRONZE AGE EVENTS BEYOND LIVING MEMORY LOCAL HISTORY - BADBURY RINGS/SPETISBURY RINGS/MAIDEN CASTLE Historical Enquiry: FIELDWORK STUDY: STONEHENGE QUESTIONING PLANNING ANALYSING RESEARCHING EVALUATING CONCLUDING ORGANISING, COMMUNICATING & PRESENTING		Fieldwork Virtual fieldwork study - Italy. Pre-teach Rome in preparation for Romans in Yr4.		Fieldwork Virtual Fieldwork study - Africa	
	INDUS VALLEY CIVILIZATION: A non-European society that provides contrast with British history. Black History Month: Jessie Owens Pre-Teach: Chronologically secure knowledge of World History in prep for KS2 History Curriculum – timeline recall		Settlement and Land Use Compare features of eastern European landscapes with my own area. Describe the key features of the polar regions and compare them to the UK. Urban/Rural		Environment & Sustainability Drought	
	ORGANISING, COMMUNICATING & PRESENTING		Weather and Climate Compare the climate of Africa with that of my own area.		Settlement and Land Use A study of the Maasi Tribe and life in East Africa, compare to life in Lytchett. Urban/Rural	
	INDUS VALLEY CIVILIZATION: A non-European society that provides contrast with British history. Black History Month: Jessie Owens Pre-Teach: Chronologically secure knowledge of World History in prep for KS2 History Curriculum – timeline recall		Weather and Climate Compare the climate of eastern European regions with that of my own area.		Weather and Climate Compare the climate of Africa with that of my own area.	
	INDUS VALLEY CIVILIZATION: A non-European society that provides contrast with British history. Black History Month: Jessie Owens Pre-Teach: Chronologically secure knowledge of World History in prep for KS2 History Curriculum – timeline recall		Weather and Climate Compare the climate of eastern European regions with that of my own area.		Weather and Climate Compare the climate of Africa with that of my own area.	
SCIENCE Yr3 Scientific Enquiry:	ROCKS: Fossilisation & classification of rocks.	LIGHT: Light & Shadows, reflection, protecting your eyes.	ANIMALS INCLUDING HUMANS Nutrition, skeletons, muscles for support.	FORCES & MAGNETS: Comparing forces on varied surfaces, between objects, magnetic properties RECALL: Exploration from Yr2	PLANTS: Plants, lifecycle & pollination, requirements for growth & water transportation within plants. Pre-Teach: Comparison of plants in a rainforest in prep for Yr4 RAINFORESTS	



ART & DESIGN	ART & DESIGN Drawing: Cave Drawings Observational Drawings - Apple RECALL: Sculpture Diva Lamps?		DESIGN & TECHNOLOGY Textiles - Design & Make: Stone-Age Roundhouse		ART & DESIGN Sculptures – East African Art: Masai Clay Models Printing – Andy Warhol		DESIGN & TECHNOLOGY Cookery: Foods around the world & Tea Tasting.		ART & DESIGN Painting – pointillism & Tinga Tinga,		DESIGN & TECHNOLOGY Mechanisms – Pneumatic Sphinx	
DESIGN TECHNOLOGY												
PE	Football (4)*	Gymnastics (6)	Tag Rugby (4)	Swimming (5) <i>Offsite</i>	Golf (6)	Athletics Sports Day	Net and Wall (6) <i>Fundamentals</i>					
	Fundamentals (6)	Invasion Games (6)	Ball Skills (4)	Dance (6)	OAA (6)	Athletics	Striking and Fielding (6) <i>Fundamentals</i>					
MFL	<ul style="list-style-type: none"> - Listen to and join in with simple songs and rhymes - Write simple words and short phrases - Listen to stories and join in with familiar or repeated phrases - Speak with increasing confidence and with some accuracy in pronunciation - Begin to construct simple sentences using familiar words and phrases - Respond to simple questions with a suitable answer 											
COMPUTING	Computing Systems and networks - Connecting computers: Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.	Creating Media - Stop- frame animation: Capturing and editing digital still images to produce a stop- frame animation that tells a story	Programming A - Sequencing sounds: Creating sequences in a block-based programming language to make music.	Data and information - Branching databases: Building and using branching databases to group objects using yes/no questions.	Creating Media - Desktop publishing: Creating documents by modifying text, images, and page layouts for a specified purpose.	Programming B - Events and actions in programs: Writing algorithms and programs that use a range of events to trigger sequences of actions.						
MUSIC	<ul style="list-style-type: none"> • Sing songs with greater accuracy from low A-C. • Begin to sing songs unaccompanied and in tune. • Begin to perform songs with attention to dynamics and phrasing. • Begin to copy back patterns and create own on tuned percussion. • Play a variety of instruments and begin to use them creatively. • Begin to play confidently as an individual. Begin to play as an ensemble. • Express and begin to justify ideas and opinions about music heard or performed. • Begin to identify different instruments heard. • Begin to comment on composer’s intention with reference to the dimensions of music. • Improvise with musical awareness of style, tempo & timing. • Begin to identify improvisation within live and recorded music. • Begin to compose to a given structure. • Compose in a variety of groupings. • Begin to use various methods of notation. 											
RE	Divali Hinduism OR The Amrit Ceremony and the Khalsa Sikhism	Christmas Christianity	Jesus: Miracles Christianity	Easter – Forgiveness Christianity	Hindu Beliefs Hinduism OR Sharing and Community Sikhism	Pilgrimage to the River Ganges Hinduism OR Prayer and Worship Sikhism						
PSHE & Safeguarding E-Safety	Me and My Relationships ABC of Body Safety E-Safety: Project Evolve	Valuing Differences Anti-Bullying Week E-Safety: Project Evolve	Keeping Myself Safe Road Safety E-Safety: Project Evolve	Rights and Responsibilities Consent E-Safety: Project Evolve	Being My Best Water Safety E-Safety: Project Evolve	Relationships & Sex Education: Growing and Changing E-Safety: Project Evolve						

LMPS LONG TERM CURRIULUM MAP

What is on offer for Year 4?

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 4	THE GLADIATOR The Romans The Roman Empire & it's impact on Britain. Soldiers, army, battles. Study of a region in Europe – Rome Virtual Fieldwork, maps, orienteering RECALL & EMBED: Chronologically secure knowledge of British History – timeline EV = DORCHESTER - ROMAN MOSAICS		RAGING RIVERS Location & Place Name and locate the main rivers and seas of the UK; highlighting River Stour. Locate the key rivers of the world. RECALL: River Nile. Human & Physical Features Describe and understand the water cycle. Explore the use of dams and the key features of a river system. Mapping Identify rivers and seas using an atlas or map. EMBED: OS map reading. Directional Skills 4 points of a compass. 4 figure grid references. Fieldwork River Stour - science link. Environment & Sustainability Dams, energy and sustainability. Explore the impact of damming rivers. Settlement & Land Use Explore use of rivers and how they are used across the world. RECALL: River Nile - History RECALL: Egyptians and how we/they use rivers - River Nile. Pre-teach: Coasts Year 5	INVADERS Britain's settlement by Anglo-Saxons and Scotts (Celts). A study of the Invasions of Scotland, including the English Invasion of Scotland in 1385, where King Richard II led his army into Scotland. Key Historical Components: INVASION SETTLEMENT WAR & CONFLICT SIGNIFICANCE CONTINUITY & CHANGE CHRONOLOGY EVENTS BEYOND LIVING MEMORY THE INVASIONS OF SCOTLAND Historical Enquiry: QUESTIONNING INTERPRETING RESEARCHING	RAINFORESTS Location & Place Identify areas of the world containing rainforests. Locational knowledge: South America, environmental regions. Human & Physical Features Describe the key aspects of a tropical climate. Describe and understand the features of the layers of a rainforest. Topography - mountains. Mapping Use maps and atlases to locate rainforests. Fieldwork Virtual Fieldwork Study - Amazon Rainforest Local fieldwork comparison - Wareham Forest Environment & Sustainability Cause and impact - Explore effects humans are having on the rainforests. Global Warming, Deforestation - David Attenborough. How can we save our world? Settlement & Land Use Compare the Amazon rainforest to local Wareham Forest. Trade, industry & food compared to the UK. Urban/Rural Weather & Climate Types of weather, patterns, global variations, conditions for life, cause/effect. Explore climate change. History Link: How rainforests have changed over time. RECALL & EMBED: human & physical characteristics through locational & place knowledge. RESIDENTIAL - Leeson House Fieldwork, maps, orienteering & Scientific Studies. The water cycle. RECALL & EMBED – Plants	
GEOGRAPHY						
HISTORY	Key Historical Components: INVASION TRADE MONARCHY POVERTY & WEALTH EMPIRE SIMILARITIES & DIFFERENCES CAUSE & CONSEQUENCE CHRONOLOGY THE ROMAN EMPIRE EVENTS BEYOND LIVING MEMORY SIGNIFICANT PLACES - ROME & HISTORICAL BUILDINGS SIGNIFICANT INDIVIDUALS: Boudicca, Julius Caesar Historical Enquiry: FIELDWORK STUDY: DORCHESTER MOSAIC QUESTIONNING PLANNING ANALYSING INTERPRETING RESEARCHING EVALUATING CONCLUDING ORGANISING, COMMUNICATING & PRESENTING PARENTS SHARING SESSION Black History Month: Rosa Parks					
SCIENCE Yr4	FOOD, GLORIOUS FOOD ANIMALS INCLUDING HUMANS: Digestive systems. Teeth.	STATES OF MATTER: Comparing groups of materials, solids, liquids or gasses. Observe changes.	SOUND: Sounds as vibrations, how sounds are made, pitch, volumes.	ELECTRICITY: Electricity (circuits & conductors). RECALL: Exploration from Yr2	LIVING THINGS & THEIR HABITATS Classification & how environment can impact living things. Food chains.	
ART & DESIGN	ART & DESIGN Sculptures - Ceramics	DESIGN & TECHNOLOGY Textiles: Money Containers (RECALL: Sewing skills)	ART & DESIGN Printing	DESIGN & TECHNOLOGY Mechanisms: Light Box Circuits (RECALL:)	DESIGN & TECHNOLOGY Cookery: Fair Trade (RECALL: where food comes from and how it is produced)	ART & DESIGN Drawing – Pierre Maxo ART & DESIGN Painting – Water Colours
DESIGN TECHNOLOGY						
PE	Netball (4)* Invasion Games (6)	Gymnastics (6) Hockey (6)	Swimming (5) <i>Offsite</i> Handball (4)	Basketball (5)* Dance (6)	Fitness (5) OAA (6)	Athletics Sports Day Athletics Net and Wall (6) <i>Fundamentals</i> Striking and Fielding (6) <i>Kwick-Cricket</i>

MFL	<ul style="list-style-type: none"> - Describe things and actions using simple sentence starters - Add a simple adjective to describe an noun e.g. colour - Join in actively with songs, rhymes and stories - Broaden vocabulary and understand new words that are introduced - Begin to understand and show awareness of masculine, feminine and neuter forms in written format. - Develop pronunciation and intonation so that others can identify words and phrases that are being spoken. 					
COMPUTING	Computing systems and networks - The internet: Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.	Creating Media - Audio editing: Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	Programming A - Repetition in shapes: Using a text- based programming language to explore count- controlled loops when drawing shapes.	Data And information - Recognising how and why data is collected over time, before using data loggers to carry out an investigation.	Creating Media - Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.	Programming B - Repetition in games: Using a block- based programming language to explore count- controlled and infinite loops when creating a game.
MUSIC	<ul style="list-style-type: none"> • Sing songs with greater accuracy from low A – D. • Sing songs unaccompanied and in tune. • Begin to perform songs with attention to dynamics, phrasing and tempo. • Copy back patterns and create own on tuned percussion. • Play a variety of instruments accurately and creatively. • Play confidently as an individual. • Play as an ensemble. • Take up tuition on an instrument. • Express and justify ideas and opinions about music heard or performed. • Identify different instruments. • Comment on composer’s intention with reference to the dimensions of music. • Improvise with musical awareness of style, tempo & timing. • Begin to identify improvisation within live and recorded music. • Compose to a given structure. Compose in a variety of groupings. • Use various methods of notation, including staff notation. • Compose using the dimensions of music at an appropriate level. 					
RE	Beliefs and Practices Judaism OR Buddha’s Teachings Buddhism	Christmas Christianity	Passover Judaism OR The 8 fold path Buddhism	Easter Christianity	Rites of Passage Judaism	Prayer and Worship Christianity
PSHE & Safeguarding E-Safety	Me and My Relationships ABC of Body Safety E-Safety: Project Evolve	Valuing Differences Anti-Bullying Week E-Safety: Project Evolve	Keeping Myself Safe Road Safety E-Safety: Project Evolve	Rights and Responsibilities Consent E-Safety: Project Evolve	Being My Best Water Safety E-Safety: Project Evolve	Relationships & Sex Education: Growing and Changing E-Safety: Project Evolve

LMPS LONG TERM CURRIULUM MAP

What is on offer for Year 5?

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 5	<p>GROOVY GREEKS Ancient Greece. A study of Greek life and achievements and their influence on the Western world. Olympic Games – PE link. Greek Day. RECALL & EMBED: Chronologically secure knowledge of World History – timeline</p> <p>Key Historical Components: MONARCHY POVERTY & WEALTH GOVERNMENT RELIGION SIMILARITIES & DIFFERENCES CAUSE & CONSEQUENCE CHRONOLOGY CONTINUITY & CHANGE ANCIENT GREECE EVENTS BEYOND LIVING MEMORY SIGNIFICANT PLACES - ATHENS SIGNIFICANT PEOPLE- ARCHIMEDES & PLATO, HIDDEN FIGURES</p> <p>Historical Enquiry: QUESTIONING ANALYSING INTERPRETING RESEARCHING</p> <p>Greek Day Black History Month: Martin Luther King</p>	<p>BLUE PLANET</p> <p>Location & Place Locate the words oceans and key areas of pollution/ renewable energy.</p> <p>Human & Physical Features Explore trade, industry, energy, food and farming. Dangers to our environment, global warnings and education. Natural Disasters.</p> <p>Mapping Locate key polluted areas on a world map.</p> <p>Environment & Sustainability Observe sea levels and how they are changing. Causes and impacts of water pollution. Plastic pollution. Explore how electricity is generated and distributed. Renewable energy. Present findings on how climate change/ global warming is effecting our oceans and what actions we can take.</p> <p>Settlement & Land Use Services, overfishing, energy, transport.</p> <p>Weather & Climate Climate change, cause and effect</p> <p>Pre-teach: Natural Disasters Yr6</p>	<p>SETTLERS The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor. Extend to the eve of the Battle of Hastings - 1066. RECALL & EMBED: Anglo Saxons Yr4.</p> <p>MAYAN CIVILIZATION: A non-European society that provides contrast with British history.</p> <p>GEOGRAPHY LINK: Settlement & Land Use. Use maps to identify settlements developed by invaders.</p> <p>Key Historical Components: SETTLEMENT WAR & CONFLICT SIGNIFICANCE CAUSE & CONSEQUENCE CHRONOLOGY CONTINUITY & CHANGE VIKING & ANGLO-SAXON RULE EARLY CIVILIZATION: MAYAN CONTRASTING NON-EUROPEAN SOCIETY EVENTS BEYOND LIVING MEMORY</p> <p>Historical Enquiry: QUESTIONING RESEARCHING INTERPRETING EVALUATING CONCLUDING</p> <p>ORGANISING, COMMUNICATING & PRESENTING</p>		<p>ST LUCIA</p> <p>Location and Place Locate and compare countries in Europe, America and the Caribbean. Identify global locations, oceans, seas, continents.</p> <p>Human & Physical Features Identify human and physical features of St Lucia and compare these to the UK. (food, farming, housing, landforms)</p> <p>Mapping Identify cities in the UK and countries in the Caribbean on a map. Use a key, eight compass points and four or six-figure grid references to describe features and locate places on an Ordnance Survey map. Making maps and exploring varied types of maps.</p> <p>Directional Skills Explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere. Plan a journey using the eight compass points and four or six-figure grid references. Re-visit time zones.</p> <p>Fieldwork Virtual - St Lucia</p> <p>Environment & Sustainability Fair Trade</p> <p>Settlement & Land Use Urban/Rural. Compare features of St. Lucia to the UK (settlement and land use, tourism)</p> <p>Weather & Climate Explore climate, seasons and weather patterns of St. Lucia. RECALL: continents, oceans.</p>	<p>CHANGING COASTS</p> <p>Location & Place Human & Physical Features Explore how coastal features are formed. Coastal features of the UK.</p> <p>Mapping Directional Skills Fieldwork Jurassic Coast - Lulworth Cove Explore how and why landscapes change over time.</p> <p>Environment & Sustainability Predict how human and physical factors might change the landscape in the future. Erosion & global warming review.</p> <p>Settlement & Land Use Describe how land use has changed overtime. Explore leisure, retail, tourism and housing,</p> <p>Weather & Climate Explore how water and weather can change the landscape. Patterns, cause and effect, climate change impact.</p> <p>EMBED: The water cycle and Rivers Yr4</p> <p>Significant historical places in their own locality. Key Historical Components: CHRONOLOGY LOCAL HISTORY EVENTS BEYOND 1066 Historical Enquiry: RESEARCHING ORGANISING, COMMUNICATING & PRESENTING</p>
GEOGRAPHY						
HISTORY						
PARENTS SHARING SESSION						
SCIENCE Yr5	<p>FORCES: Gravity, air/water resistance, motion & mechanical devices. RECALL: YR3 FORCES & MAGNETS</p>	<p>EARTH & SPACE: Earth, Sun & Moon, Gravity Star Gazing Evening. RECALL: YR3 LIGHT</p> <p>STARGAZING EVENING Hidden Figures: Significant Historical Individuals</p>	<p>PROPERTIES & CHANGES OF MATERIALS: Classification, dissolving & solutions.</p>	<p>PROPERTIES & CHANGES OF MATERIALS Reversible & irreversible changes.</p>	<p>LIVING THINGS & THEIR HABITATS: Lifecycles of plants, insects, birds, reproduction in plants and animals.</p>	<p>ANIMALS INCLUDING HUMANS: Changes that develop with old age – Sex Ed Link.</p>

ART & DESIGN	DESIGN & TECHNOLOGY Cookery: Greek Food (RECALL: basic principles of healthy diet)		ART & DESIGN Painting – Peter Thorpe		DESIGN & TECHNOLOGY Textiles: Designing & Making a bag from recycled materials.	ART & DESIGN Printing Sculptures – brooches	DESIGN & TECHNOLOGY Mechanics: CAM Toys (RECALL: materials, tools & mechanisms) <i>Painting – Llewelyn Xavier</i>	ART & DESIGN Drawing – Georgia O’Keeffe
PE	Netball (2)	Swimming Offsite (5)	Gymnastics (6)	Netball (2)*	Tag Rugby (4)*	Golf (6)	Athletics Sports Day	Net and Wall (6) <i>Tennis</i>
	Invasion Games (6)	OAA (6)	Football (4)	Dance (6) HAKA	Yoga (5)	Athletics	Striking and Fielding (6) <i>Rounders</i>	
MFL	<ul style="list-style-type: none"> - Use a dictionary to find vocabulary including word gender. - Read and begin to understand written text - Speak in sentences using familiar vocabulary, phrases and basic language structure - Engage in conversations. Ask and respond to questions - Share and present ideas orally to their peers and younger year groups. - Identify and use the masculine, feminine and neuter forms and begin to apply these in simple sentences. - Begin to use high frequency verbs to build sentences. - Use and apply basic grammar to sentences. - Write phrases and sentences from memory. 							
COMPUTING	Computing systems and networks - Sharing information: Identifying and exploring how information is shared between digital systems.	Creating Media - Video editing: Planning, capturing, and editing video to produce a short film.	Programming A - Selection in physical computing:	Data and Information - Flat-file databases: Using a database to order data and create charts to answer questions.	Creating media - Vector drawing: Creating images in a drawing program by using layers and groups of objects.	Programming B - Selection in quizzes: Exploring selection in programming to design and code an interactive quiz.		
MUSIC	<ul style="list-style-type: none"> • Begin to use voices to compose melodies and explore effects. • Begin to sing songs in two-part harmony. • Perform songs with attention to dynamics, phrasing, articulation and tempo. • Take up tuition on an instrument. Use instruments learned in tuition in class lessons. • Play confidently as an individual and as an ensemble. Begin to play in simple harmony. • Express and justify ideas and opinions about music heard or performed. • Identify different instruments and begin to identify different timbres. • Comment on composer’s intention with reference to the dimensions of music. • Improvise with awareness of musical dimensions. • Identify improvisation within live and recorded music. Eg Jazz. • Compose to a given musical structure eg ABA. • Begin to read and record using staff notation. • Use various methods of notation confidently and clearly. • Compose using the dimensions of music at an appropriate level. 							
RE	Belief into Action Sikhism OR Prayer and Worship Hinduism	Christmas Christianity	Beliefs and moral values Sikhism OR Hindu Beliefs Hinduism	Easter Christianity	Prayer and Worship Sikhism OR Beliefs and moral values Hinduism	Beliefs and Practices Christianity		
PSHE & Safeguarding E-Safety	Me and My Relationships ABC of Body Safety E-Safety: Project Evolve	Valuing Differences Anti-Bullying Week E-Safety: Project Evolve	Keeping Myself Safe Road Safety E-Safety: Project Evolve	Rights and Responsibilities Consent E-Safety: Project Evolve	Being My Best Water Safety E-Safety: Project Evolve	Relationships & Sex Education: Growing and Changing E-Safety: Project Evolve		

LMPS LONG TERM CURRIULUM MAP

What is on offer for Year 6?

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 6	<p>VICTORIANS & THE INDUSTRIAL REVOLUTION</p> <p>A study of an aspect or them in British history that extends pupil's knowledge beyond 1066.</p> <p>RECALL & SECURE: Chronologically secure knowledge of British History – timeline.</p> <p>Key Historical Components:</p> <p>POVERTY & WEALTH TRADE INVENTION& TECHNOLOGY GOVERNMENT</p> <p>SIGNIFICANCE, CAUSE & CONSEQUENCE, CHRONOLOGY CONTINUITY & CHANGE</p> <p>EVENTS BEYOND LIVING MEMORY CONTRASTING NON-EUROPEAN SOCIETY EVENTS BEYOND 1066</p> <p>SIGNIFICANT INDIVIDUALS: Queen Victoria, Charles Dickens.</p> <p>Historical Enquiry:</p> <p>QUESTIONNING, ANALYSING, INTERPRETING, RESEARCHING</p> <p>VICTORIAN EVENING</p> <p>A local history study during the World War 1 period.</p> <p>Key Historical Components:</p> <p>WAR & CONFLICT - WW1 WW1 CHRISTMAS PRODUCTION</p> <p>Black History Month: Nelson Mandela</p> <p>LOCAL HISTORY: PLAGUE (1347-1351) AND MOVEMENT OF THE VILAGE</p> <p>Fieldwork Local Fieldwork study - Lytchett Village movement.</p> <p>Industrial Revolution Geographical Impact</p> <p>Location and Place Locating key locations of the Industrial Revolution and recapping cities of the UK.</p> <p>Human & Physical Features Discussing the importance of river and exploring the history of trade during the Industrial Revolution, which led to the expansion of cities. Explore how the landscape changed throughout the time of the Industrial Revolution.</p> <p>Mapping Review types of maps. Use a key, eight compass points and four or six-figure grid references to describe features and locate places on an Ordnance Survey map. Names and locate key cities and rivers linked to the Industrial Revolution.</p> <p>Directional Skills Recognising patterns for movement during the Industrial Revolution.</p> <p>Settlement & Land Use Draw conclusions and develop informed reasons for the changes in settlement populations, in relation to land use and trade. Colonise in different countries around the world.</p>		<p>Monarch Madness</p> <p>A study of an aspect or them in British history that extends pupil's knowledge beyond 1066.</p> <p>RECALL & SECURE: Chronologically secure knowledge of World History in prep for KS2 History Curriculum – timeline.</p> <p>Key Historical Components:</p> <p>GOVERNMENT - MP Visit, Modern Democracy POVERTY & WEALTH TRADE INVASION MONARCHY RELIGION WAR & CONFLICT</p> <p>SIGNIFICANCE CAUSE & CONSEQUENCE CHRONOLOGY</p> <p>EVENTS BEYOND LIVING MEMORY EVENTS BEYOND 1066</p> <p>SIGNIFICANT INDIVIDUALS: Henry VIII, Queen Elizabeth I, Queen Elizabeth II,</p> <p>Historical Enquiry:</p> <p>QUESTIONNING ANALYSING INTERPRETING RESEARCHING CONCLUDING</p> <p>ORGANISING, COMMUNICATING & PRESENTING</p>		<p>NATURAL DISASTERS</p> <p>Location & Place Key areas of natural disasters around the world.</p> <p>Human & Physical Features Volcanoes, earthquakes, tsunamis, tornadoes. Explain the impact of the Chernobyl nuclear disaster</p> <p>Directional Skills Explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere. Plan a journey using the eight compass points and four or six-figure grid references. Re-visit time zones.</p> <p>Environment & Sustainability Global Warming - taking action.</p> <p>Settlement & Land Use Explore the settlement and land use of areas prone to natural disasters.</p> <p>Weather & Climate Regional and global variations, Patterns, Conditions, Causes and Effects, Climate Change</p>	<p>LIVING IN AMERICA</p> <p>Location and Place Identify the countries of North and South America, compare to UK and Lytchett. Describe the location and characteristics of a range of places across the Americas, comparing these to the UK.</p> <p>Human & Physical Features Identify similarities and differences in the human and physical geography of my local area, comparing them to a region of North America. Study landforms.</p> <p>Mapping Review types of maps. Use a key, eight compass points and four or six-figure grid references to describe features and locate places on an Ordnance Survey map. Names and locate ancient and new wonders of the world using map knowledge.</p> <p>Fieldwork Describe the characteristics and significance of a natural wonder of the Americas. Virtual Fieldwork study.</p> <p>Environment & Sustainability Explore fair trade, housing, energy food and farming.</p> <p>Weather & Climate Study the climates and biomes of different regions across the Americas. Explore regional and global variations and patterns.</p> <p>MODERN HISTORY THROUGH THE DECADES</p> <p>Transition, moving on and up to secondary education.</p> <p>Key Historical Components:</p> <p>GOVERNMENT SIMILARITIES & DIFFERENCES CAUSE & CONSEQUENCE CONTINUITY & CHANGE CHRONOLOGY BATTLE OF BRITAIN EVENTS BEYOND 1066 CHANGES IN LIVING MEMORY</p> <p>Historical Enquiry:</p> <p>QUESTIONNING EVALUATING ORGANISING, COMMUNICATING & PRESENTING</p>
GEOGRAPHY						
HISTORY						
PARENTS SHARING SESSION						

SCIENCE Yr6 Scientific Enquiry: Maths	ELECTRICITY: Investigating brightness, volume etc, compare functions of components. RECALL: Year 4		LIGHT: Light travels, shadows, the eye. RECALL: YR3 LIGHT RECALL: Earth & Space Yr5		LIVING THINGS & THEIR HABITATS: Classification including microorganisms, plants & animals.		ANIMALS INCLUDING HUMANS: Circulatory system, drugs & alcohol – link to Life Ed Bus		EVOLUTION & INHERITANCE: Fossils, adaptation. RECALL: Yr3 Rocks		EVOLUTION & INHERITANCE: Lifecycles of plants & animals, Offspring – Sex Ed Link RECALL: YR3/4 PLANTS	
ART & DESIGN	ART & DESIGN Painting Printing		DESIGN & TECHNOLOGY Mechanics Structural Investigation: Victorian Suspension Bridges		ART & DESIGN Drawing		DESIGN & TECHNOLOGY Cookery: Bake Off & Costings.		ART & DESIGN Sculptures		DESIGN & TECHNOLOGY Textiles: Production Link	
PE	Netball (4)*	Gymnastics (6)	Football (4)*	Basketball (5)*	Fitness (5)	Athletics Sports Day		Net and Wall (6) Volleyball				
	Invasion Games (6)	Hockey (4)	Handball (4)	Dance (6) <i>Through the Decades</i>	Dodgeball (4)	Athletics		Striking and Fielding (6) Cricket				
MFL	<ul style="list-style-type: none"> - Read carefully and show understanding of words, phrases and simple writing - Prepare and present ideas and information orally to a range of audiences. - Speak accurately in sentences using familiar vocabulary and phrases. - Develop accurate pronunciation and intonation - Use dictionaries to find vocabulary and check spelling, gender as well as to help read French text. - Use and apply basic grammar to sentences. - Understand the use of masculine, feminine and neuter forms and apply these more accurately both orally and in writing - Use high frequency verbs to build sentences (in the present tense) - Write sentences from memory to create a short piece of text. 											
COMPUTING	Computing Systems and networks - Internet communication: Recognising how the WWW can be used to communicate and be searched to find information.	Creating media - Internet communication: Recognising how the WWW can be used to communicate and be searched to find information.	Programming A - Variables in games: Exploring variables when designing and coding a game.	Data and information - Introduction to spreadsheets: Answering questions by using spreadsheets to organise and calculate data.	Creating Media - 3D modelling: Planning, developing, and evaluating 3D computer models of physical objects.	Programming B - Sensing: Designing and coding a project that captures inputs from a physical device.						
MUSIC	<ul style="list-style-type: none"> • Use voices to compose melodies and explore effects. Sing songs in two-part harmony. • Perform songs with attention to dynamics, phrasing, articulation and tempo. • Play all percussion with correct technique and clear sound. • Use instruments learned in tuition in class lessons. Play confidently as an individual and as an ensemble. Play in simple harmony. • Listen to and identify different genres. Identify different instruments and identify different timbres. • Comment on composer's intention with reference to the dimensions of music. • Improvise with awareness of musical dimensions and within different genres eg African drumming, samba, beat boxing. Identify improvisation within live and recorded music. Eg Jazz. • Compose to a given musical structure eg ABA. Read and record using simple staff notation. Use various methods of notation confidently and clearly. Compose using the dimensions of music effectively at an appropriate level. 											
PSHE & Safeguarding E-Safety	Me and My Relationships ABC of Body Safety E-Safety: Project Evolve	Valuing Differences Anti-Bullying Week E-Safety: Project Evolve	Keeping Myself Safe Road Safety E-Safety: Project Evolve	Rights and Responsibilities Consent E-Safety: Project Evolve	Being My Best Water Safety E-Safety: Project Evolve	Relationships & Sex Education: Growing and Changing E-Safety: Project Evolve EV: PGL: Osmington Bay						
RE	Bagdad: A non-European society that provides contrast with British history. Beliefs and Practices Islam	Christmas Christianity	Beliefs and Meaning Christianity	Easter Christianity	Beliefs and Moral Values Islam							

E-Safety - Whole School Curriculum Map

At LMPS we believe that children have the right to enjoy childhood online, to access safe online spaces, and to benefit from all the opportunities that a connected world can bring to them, appropriate to their age and stage. As they grow older, it is crucial that they learn to balance the benefits offered by technology with critical awareness of their own and other's online behaviour and develop effective strategies for staying safe and making a positive contribution online.

Our Curriculum Offer: We aim for our curriculum offer to empower, build resilience, effect positive cultural change and promote the development of safe and appropriate long term behaviours centred around all of our children and the wider school community. In order to provide an individualised curriculum, we use SWGfL's excellent resources and their 'Project Evolve' knowledge map system. By using these resources we ensure that we are targeting the digital learning needs of all our children by assessing their prior and current knowledge and then using specific and tailored resources to deepen children's knowledge and understanding based on the curriculum areas below:



Self-image and identity

This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.



Online relationships

This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.



Online reputation

This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.



Online bullying

This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.



Managing online information

This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.



Health, well-being and lifestyle

This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.



Privacy and security

This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.



Copyright and ownership

This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

<p>EYFS: <i>Using Technology Safely and Respectfully:</i></p> <ul style="list-style-type: none"> I can recognise that information can stay online and could be copied. I can identify rules that help keep us safe and healthy in and beyond the home when using technology. <p><i>Keeping Personal Information Private:</i></p> <ul style="list-style-type: none"> I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe the people I can trust and can share this with and can explain why I can trust them. <p><i>Online Bullying:</i></p> <ul style="list-style-type: none"> I can describe ways that some people can be unkind online and offer examples of how this can make others feel. I can talk about how someone can/would get help about being bullied online or offline. 	<p>Year 1: <i>Using Technology Safely and Respectfully:</i></p> <ul style="list-style-type: none"> I can explain how information put online about me can last for a long time. I can explain how other people's identity online can be different to their identity in real life. I can explain why it is important to be considerate and kind to people online. I know who to talk to if I think someone has made a mistake about putting something online. I can explain rules to keep us safe when we are using technology both in and beyond the home and can give some simple examples. <p><i>Keeping Personal Information Private:</i></p> <ul style="list-style-type: none"> I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school). I can describe what information I should not put online without asking a trusted adult first. <p><i>Online Bullying:</i></p> <ul style="list-style-type: none"> I can describe ways that some people can be unkind online and offer examples of how this can make others feel. I can talk about how someone can/would get help about being bullied online or offline. 	<p>Year 2: <i>Using Technology Safely and Respectfully:</i></p> <ul style="list-style-type: none"> I can describe ways in which people might make themselves look different online. I can explain simple guidance for using technology in different environments and settings and can say how those rules/guides can help me. I can describe how online information about me could be seen by others. <p><i>Keeping Personal Information Private:</i></p> <ul style="list-style-type: none"> I can recognise all examples of information that is personal to me (e.g. where I live, my family's names, where I go to school). I can describe and explain some rules for keeping my information private. <p><i>Online Bullying:</i></p> <ul style="list-style-type: none"> I can give examples of bullying behaviour and how it could look online. I understand how bullying can make someone feel. I can talk about how someone can/would get help about being bullied online or offline. 	
<p>Year 3: <i>Using Technology Safely, Respectfully and Responsibly:</i></p> <ul style="list-style-type: none"> I can explain how I can represent myself in different ways online. I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media). I can explain some risks of communicating online with others I don't know well. I can explain why I should be careful who I trust online and what information I can trust them with. I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life. I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos). I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult. <p><i>Recognise Acceptable/Unacceptable Behaviour (including online bullying):</i></p> <ul style="list-style-type: none"> I can explain what bullying is and can describe how people may bully others. I can describe rules about how to behave online and how I follow them. <p><i>Reporting Concerns:</i></p> <ul style="list-style-type: none"> I can identify some simple ways to report concerns both in school and at home about online bullying or anything else that upsets, worries or concerns me. I can explain how to block and report abusive users. 	<p>Year 4: <i>Using Technology Safely, Respectfully and Responsibly:</i></p> <ul style="list-style-type: none"> I can explain how my online identity can be different to the identity I present in 'real life'. Knowing this, I can describe the right decisions about how I interact with others and how others perceive me. I can describe strategies for safe and fun experiences in a range of online social environments. I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online'. I can explain how using technology can distract me from other things I might do or should be doing. I can identify times or situations when I might need to limit the amount of time I use technology. I can suggest strategies to help me limit this time. I can describe strategies for keeping my personal information private, depending on context. <p><i>Recognise Acceptable/Unacceptable Behaviour (including online bullying):</i></p> <ul style="list-style-type: none"> I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). I can identify some online technologies where bullying might take place. <p><i>Reporting Concerns:</i></p> <ul style="list-style-type: none"> I can identify a range of simple ways to report concerns both in school and at home about online bullying or anything else that upsets, worries or concerns me. I can explain how to block and report abusive users. 	<p>Year 5: <i>Using Technology Safely, Respectfully and Responsibly:</i></p> <ul style="list-style-type: none"> I can explain how identity online can be copied, modified or altered. I can demonstrate responsible choices about my online identity, depending on context. I can show I understand my responsibilities for the well-being of others in my online social group. I can describe ways technology can affect healthy sleep and can describe some of the issues. I can describe some strategies, tips or advice to promote healthy sleep with regards to technology. I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing. <p><i>Recognise Acceptable/Unacceptable Behaviour (including online bullying):</i></p> <ul style="list-style-type: none"> I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation). I can recognise when someone is upset, hurt or angry online. <p><i>Reporting Concerns:</i></p> <ul style="list-style-type: none"> I can identify a range of ways to report concerns both in school and at home about online bullying or anything else that upsets, worries or concerns me. I can explain how to block and report abusive users. 	<p>Year 6: <i>Using Technology Safely, Respectfully and Responsibly:</i></p> <ul style="list-style-type: none"> I can give examples of how the internet and social media can be used for positive self-promotion. I can explain how people can curate and experiment with their identity online and the positives and negatives aspects of this. I can explain how impulsive and rash communications online may cause problems (e.g. gaming, content produced in live streaming). I can explain how and why people who I communicate with online may try to influence others negatively. I can assess and action different strategies to limit the impact of technology on my health (e.g. night- shift mode, regular breaks, correct posture, sleep, diet and exercise). I can explain the importance of self- regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents). I can describe simple ways to increase privacy on apps and services that provide privacy settings. I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). <p><i>Recognise Acceptable/Unacceptable Behaviour (including online bullying):</i></p> <ul style="list-style-type: none"> I can explain how I am developing an online reputation, which will allow other people to form an opinion of me. I can describe some simple ways that help build a positive online reputation. I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me. <p><i>Reporting Concerns:</i></p> <ul style="list-style-type: none"> I can confidently identify a range of ways to report concerns both in school and at home about online bullying or anything else that upsets, worries or concerns me. I can explain how to block and report abusive users.