

Programmes of Study

Key Stage 2 September 2012

Dear Teacher,

The activities listed are matched to some relevant Programmes of Study in KS2 specific to the suggested activities in your Teacher's Lesson Plan.

Some of the activities include printable resources available on the DVD and are highlighted for your reference.

*We hope you enjoy and welcome your feedback.
Good luck!*

SHARE THE NHS EXPLORER CHILDRENS GUIDE BOOK

PSHE AND CITIZENSHIP - Developing confidence and responsibility and making the most of their abilities.

1a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society.

1e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future

PSHE AND CITIZENSHIP - Preparing to play an active role as citizens.

2h. to recognize the role of voluntary, community and pressure groups.

2i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.

PSHE AND CITIZENSHIP - Developing a healthy, safer lifestyle

3a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.

3b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.

3g. school rules about health and safety, basic emergency aid procedures and where to get help.

PSHE AND CITIZENSHIP - Developing good relationships and respecting the differences between people.

4a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view.

4b. to think about the lives of people living in other places and times, and people with different values and customs

4c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships

4d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help

4e. to recognise and challenge stereotypes

4f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

4g. where individuals, families and groups can get help and support.

INTRO ACTIVITY - WATCH THE VIDEO CLIPS

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2a. to research, discuss and debate topical issues, problems and events.

2d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other

2e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences

2h. to recognize the role of voluntary, community and pressure groups.

2i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.

2k. to explore how the media present information

PSHE AND CITIZENSHIP - Developing a healthy, safer lifestyle

3a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices

3b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.

3d. which commonly available substances and drugs are legal and illegal, their effects and risks

3e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable

3f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong

3g. school rules about health and safety, basic emergency aid procedures and where to get help.

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4g. where individuals, families and groups can get help and support.

SCIENCE - Sc2 Life processes and living things: Humans and other animals

Nutrition

2b. about the need for food for activity and growth, and about the importance of an adequate and varied diet for health

SCIENCE - Sc2 Life processes and living things: living things in their environment

Micro-organisms

5f. that micro-organisms are living organisms that are often too small to be seen, and that they may be beneficial or harmful

PHYSICAL EDUCATION - Knowledge and understanding of fitness and health

4c. why physical activity is good for their health and well-being

4d. why wearing appropriate clothing and being hygienic is good for their health and safety.

ICT - Knowledge, skills and understanding - Finding things out

1a. to talk about what information they need and how they can find and use it [for example, searching the internet or a CD-ROM, using printed material, asking people]

HOW TO STAY HEALTHY AND FIT

PSHE AND CITIZENSHIP - Developing confidence and responsibility and making the most of their abilities.

1a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society.

1b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals

1c. to face new challenges positively by collecting information, looking for help, making responsible choices,

1d. to recognize, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.

1e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future and taking actions

PSHE AND CITIZENSHIP - Preparing to play an active role as citizens.

2a. to research, discuss and debate topical issues, problems and events.

2c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities

2e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences

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3a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.

3b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.

3c. about how the body changes as they approach puberty

3d. which commonly available substances and drugs are legal and illegal, their effects and risks

3e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable

3f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong

3g. school rules about health and safety, basic emergency aid procedures and where to get help.

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4a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view.

4b. to think about the lives of people living in other places and times, and people with different values and customs

4d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help

4f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

4g. where individuals, families and groups can get help and support.

SCIENCE - Sc2 Life processes and living things: Humans and other animals

Micro-organisms

5a. about ways in which living things and the environment need protection

5f. that micro-organisms are living organisms that are often too small to be seen, and that they may be beneficial or harmful

SCIENCE - Sc2 Life processes and living things: Humans and other animals

Nutrition

2a. about the functions and care of teeth

2b. about the need for food for activity and growth, and about the importance of an adequate and varied diet for health

SCIENCE - Sc2 Life processes and living things: Humans and other animals

Circulation

2d. about the effect of exercise and rest on the pulse rate

SCIENCE - Sc2 Life processes and living things: Humans and other animals

Health

2g. about the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health.

PHYSICAL EDUCATION - Knowledge and understanding of fitness and health

4a. how exercise affects the body in the short term

4b. to warm up and prepare appropriately for different activities

4c. why physical activity is good for their health and well-being

4d. why wearing appropriate clothing and being hygienic is good for their health and safety.

DESIGN AND TECHNOLOGY - Working with tools, equipment, materials and components to make quality products

2f. follow safe procedures for food safety and hygiene.

JUNGLE PICNIC - I went to the jungle and took...

PSHE AND CITIZENSHIP - Developing confidence and responsibility and making the most of their abilities.

1a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society.

PSHE AND CITIZENSHIP - Developing a healthy, safer lifestyle

3a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.

CHILDREN'S OWN EXPERIENCES

PSHE AND CITIZENSHIP Developing confidence and responsibility and making the most of their abilities.

1a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society.

1d. to recognize, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.

1e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future

PSHE AND CITIZENSHIP - Preparing to play an active role as citizens.

2h. to recognize the role of voluntary, community and pressure groups.

2i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.

2j. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.

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3a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.

3c. about how the body changes as they approach puberty

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3g. school rules about health and safety, basic emergency aid procedures and where to get help.

PSHE AND CITIZENSHIP - Developing good relationships and respecting the differences between people.

4b. to think about the lives of people living in other places and times, and people with different values and customs

4c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships

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HOW DOES IT FEEL TO BE POORLY? – List Poem

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2c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities

2e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences

SIGN YOUR NAME

PSHE AND CITIZENSHIP - Developing confidence and responsibility and making the most of their abilities.

1b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals

1c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking actions

1e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future

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2a. to research, discuss and debate topical issues, problems and events.

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2i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.

MONKEY'S MISHAP – Never ending story

PSHE AND CITIZENSHIP - Developing confidence and responsibility and making the most of their abilities.

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PSHE AND CITIZENSHIP - Preparing to play an active role as citizens.

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4g. where individuals, families and groups can get help and support.

NAMING PARTS OF THE BODY

SCIENCE - Sc2 Life processes and living things: Humans and other animals

Nutrition

2a. about the functions and care of teeth

SCIENCE - Sc2 Life processes and living things: Humans and other animals

Circulation

2c. that the heart acts as a pump to circulate the blood through vessels around the body, including through the lungs

SCIENCE - Sc2 Life processes and living things: Humans and other animals

Movement

2e. that humans and some other animals have skeletons and muscles to support and protect their bodies and the help them move.

SORT FOODS INTO 5 FOOD GROUPS

PSHE AND CITIZENSHIP - Developing a healthy safer lifestyle

3a what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.

SCIENCE - Sc2 Life processes and living things: Humans and other animals

Nutrition

2b. about the need for food for activity and growth, and about the importance of an adequate and varied diet for health

DESIGN AND TECHNOLOGY - Working with tools, equipment, materials and components to make quality products

2f. follow safe procedures for food safety and hygiene.

HOW TO STAY HEALTHY AND FIT

Other Ideas - TO PROMOTE ACTIVE LIFESTYLE FOR HOME AND SCHOOL

Other Ideas - TO PROMOTE HEALTHY EATING AT HOME AND SCHOOL

COOKING

HOMEWORK

PSHE AND CITIZENSHIP - Developing confidence and responsibility and making the most of their abilities.

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Micro-organisms

5f that micro-organisms are living organisms that are often too small to be seen, and that they may be beneficial or harmful

PHYSICAL EDUCATION

Knowledge and understanding of fitness and health

4 a how exercise affects the body in the short term

4 b to warm up and prepare appropriately for different activities

4 c why physical activity is good for their health and well-being

4 d why wearing appropriate clothing and being hygienic is good for their health and safety

PE LESSON – Get your heart pumping

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3c. about how the body changes as they approach puberty

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DANCE LESSON – Dance your way to fitness

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CREATE A PHOTO DISPLAY

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2a. to research, discuss and debate topical issues, problems and events.

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3g. school rules about health and safety, basic emergency aid procedures and where to get help.

PSHE AND CITIZENSHIP - Developing good relationships and respecting the differences between people.

4c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships

4g. where individuals, families and groups can get help and support.

ICT - Developing ideas and making things happen

2a. how to develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate [for example, desktop publishing, multimedia presentations]

ICT - Exchanging and sharing information

3a. how to share and exchange information in a variety of forms, including e-mail [for example, displays, posters, animations, musical compositions]

3b. to be sensitive to the needs of the audience and think carefully about the content and quality when communicating information [for example, work for presentation to other pupils, writing for parents, publishing on the internet].

ICT - Reviewing, modifying and evaluating work as it progresses

4a. review what they and others have done to help them develop their ideas

4b. describe and talk about the effectiveness of their work with ICT, comparing it with other methods and considering the effect it has on others [for example, the impact made by a desktop-published newsletter or poster]

4c. talk about how they could improve future work.

“READ ALL ABOUT IT!”

PSHE AND CITIZENSHIP - Developing confidence and responsibility and making the most of their abilities.

1a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society.

1b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals

1c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking actions

1e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future

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4e. to recognise and challenge stereotypes

4f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

4g. where individuals, families and groups can get help and support.

ICT - Knowledge, skills and understanding – Finding things out

1a. to talk about what information they need and how they can find and use it [for example, searching the internet or a CD-ROM, using printed material, asking people]

1b. how to prepare information for development using ICT, including selecting suitable sources, finding information, classifying it and checking it for accuracy [for example, finding information from books or newspapers, creating a class database, classifying by characteristics and purposes, checking the spelling of names is consistent]

1c. to interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.

ICT - Developing ideas and making things happen

2a. how to develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate [for example, desktop publishing, multimedia presentations]

ICT - Exchanging and sharing information

3a. how to share and exchange information in a variety of forms, including e-mail [for example, displays, posters, animations, musical compositions]

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4a. review what they and others have done to help them develop their ideas

4b. describe and talk about the effectiveness of their work with ICT, comparing it with other methods and considering the effect it has on others [for example, the impact made by a desktop-published newsletter or poster]

4c. talk about how they could improve future work.

INTERVIEW A HEALTH CARE PROFESSIONAL

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1a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society.

1b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals

1c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking actions

1d. to recognize, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.

1e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future

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3f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong

3g. school rules about health and safety, basic emergency aid procedures and where to get help.

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4a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view.

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4g. where individuals, families and groups can get help and support.

ICT - Knowledge, skills and understanding - Finding things out

1a. to talk about what information they need and how they can find and use it [for example, searching the internet or a CD-ROM, using printed material, asking people]

1b. how to prepare information for development using ICT, including selecting suitable sources, finding information, classifying it and checking it for accuracy [for example, finding information from books or newspapers, creating a class database, classifying by characteristics and purposes, checking the spelling of names is consistent]

1c. to interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.

ICT - Developing ideas and making things happen

2a. how to develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate [for example, desktop publishing, multimedia presentations]

2b. how to create, test, improve and refine sequences of instructions to make things happen and to monitor events and respond to them [for example, monitoring changes in temperature, detecting light levels and turning on a light]

ICT - Exchanging and sharing information

3a. how to share and exchange information in a variety of forms, including e-mail [for example, displays, posters, animations, musical compositions]

3b. to be sensitive to the needs of the audience and think carefully about the content and quality when communicating information [for example, work for presentation to other pupils, writing for parents, publishing on the internet].

ICT - Reviewing, modifying and evaluating work as it progresses

4a. review what they and others have done to help them develop their ideas

4b. describe and talk about the effectiveness of their work with ICT, comparing it with other methods and considering the effect it has on others [for example, the impact made by a desktop-published newsletter or poster]

4c. talk about how they could improve future work.

CREATE A “MONKEY’S MISHAP” COMIC STRIP

PSHE AND CITIZENSHIP - Developing confidence and responsibility and making the most of their abilities.

1a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society.

1d. to recognize, as they approach puberty, how people’s emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.

1e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future

PSHE AND CITIZENSHIP - Preparing to play an active role as citizens

2c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities

2d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other

2e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences

2h. to recognize the role of voluntary, community and pressure groups.

2i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.

PSHE AND CITIZENSHIP - Developing a healthy, safer lifestyle

3a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.

3b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.

3c. about how the body changes as they approach puberty

3d. which commonly available substances and drugs are legal and illegal, their effects and risks

3e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable

3f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong

3g. school rules about health and safety, basic emergency aid procedures and where to get help.

PSHE AND CITIZENSHIP - Developing good relationships and respecting the differences between people.

4a. that their actions affect themselves and others, to care about other people’s feelings and to try to see things from their point of view.

4d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help

4e. to recognise and challenge stereotypes

4f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

4g. where individuals, families and groups can get help and support.

SCIENCE- Sc2 Life processes and living things: Humans and other animals

Nutrition

2a. about the functions and care of teeth

SCIENCE - Sc2 Life processes and living things: Humans and other animals

Circulation

2c. that the heart acts as a pump to circulate the blood through vessels around the body, including through the lungs

2d. about the effect of exercise and rest on the pulse rate

SCIENCE - Sc2 Life processes and living things: Humans and other animals

Movement

2e. that humans and some other animals have skeletons and muscles to support and protect their bodies and the help them move.

SCIENCE - Sc2 Life processes and living things: Humans and other animals

Growth and reproduction

2f. about the main stages of the human life cycle

SCIENCE - Sc2 Life processes and living things: Humans and other animals

Health

2g. about the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health.

WHAT'S HAPPENED TO YOU?

PSHE AND CITIZENSHIP - Developing confidence and responsibility and making the most of their abilities.

1a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society.

1e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future

PSHE AND CITIZENSHIP - Developing a healthy, safer lifestyle

3a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.

3b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.

3c. about how the body changes as they approach puberty

3d. which commonly available substances and drugs are legal and illegal, their effects and risks

3f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong

3g. school rules about health and safety, basic emergency aid procedures and where to get help.

PSHE AND CITIZENSHIP - Developing good relationships and respecting the differences between people.

4a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view.

4d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help

4e. to recognise and challenge stereotypes

4f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

4g. where individuals, families and groups can get help and support.

A PICTURE PAINTS A THOUSAND WORDS

PSHE AND CITIZENSHIP - Developing confidence and responsibility and making the most of their abilities.

1e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future

PSHE AND CITIZENSHIP - Preparing to play an active role as citizens.

2h. to recognize the role of voluntary, community and pressure groups.

PSHE AND CITIZENSHIP - Developing a healthy, safer lifestyle

3g. school rules about health and safety, basic emergency aid procedures and where to get help.

PSHE AND CITIZENSHIP - Developing good relationships and respecting the differences between people.

4g. where individuals, families and groups can get help and support.

DOCTOR! DOCTOR! ROLE PLAY WITH MONKEY

PSHE AND CITIZENSHIP - Developing confidence and responsibility and making the most of their abilities.

1a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society.

1b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals

1c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking actions

1d. to recognize, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.

1e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future

PSHE AND CITIZENSHIP - Preparing to play an active role as citizens.

2c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities

2e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences

2h. to recognize the role of voluntary, community and pressure groups.

PSHE AND CITIZENSHIP - Developing a healthy, safer lifestyle

3a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.

3b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.

3c. about how the body changes as they approach puberty

3d. which commonly available substances and drugs are legal and illegal, their effects and risks

3e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable

3f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong

3g. school rules about health and safety, basic emergency aid procedures and where to get help.

PSHE AND CITIZENSHIP - Developing good relationships and respecting the differences between people.

4a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view.

4c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships

4d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help

4e. to recognise and challenge stereotypes

4f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

4g. where individuals, families and groups can get help and support.

SORTING SCENARIO CARDS

PSHE AND CITIZENSHIP - Developing confidence and responsibility and making the most of their abilities.

1a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society.

1c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking actions

1e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future

PSHE AND CITIZENSHIP - Preparing to play an active role as citizens.

2a. to research, discuss and debate topical issues, problems and events.

2c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities

2d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other

2e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences

PSHE AND CITIZENSHIP - Developing a healthy, safer lifestyle

3a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.

3b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.

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3e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable

3f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong

3g. school rules about health and safety, basic emergency aid procedures and where to get help.

PSHE AND CITIZENSHIP - Developing good relationships and respecting the differences between people.

4a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view.

4b. to think about the lives of people living in other places and times, and people with different values and customs

4d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help

4e. to recognise and challenge stereotypes

4f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

4g. where individuals, families and groups can get help and support.

SCIENCE - Sc2 life processes and living things. Humans and other animals

2f. pupils should be taught about the main stages of the human life cycle.

SCIENCE - Sc2 Life processes and living things: Humans and other animals

Micro-organisms

5f. that micro-organisms are living organisms that are often too small to be seen, and that they may be beneficial or harmful

DESIGN AND TECHNOLOGY

Working with tools, equipment, materials and components to make quality products

2f. follow safe procedures for food safety and hygiene.

PROMOTE AN ACTIVE LIFESTYLE

PROMOTE HEALTHY EATING AT HOME

HOMEWORK IN THE GARDEN

PSHE AND CITIZENSHIP - Developing confidence and responsibility and making the most of their abilities.

1a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society.

1b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals

1c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking actions

PSHE AND CITIZENSHIP - Preparing to play an active role as citizens.

2h. to recognize the role of voluntary, community and pressure groups.

PSHE AND CITIZENSHIP - Developing a healthy safer lifestyle

3a what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.

3b that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread

3e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable

3g school rules about health and safety, basic emergency first aid procedures and where to get help.

PSHE AND CITIZENSHIP - Developing good relationships and respecting the differences between people.

4a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view.

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4e. to recognise and challenge stereotypes

4f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

SCIENCE - Sc2 Life processes and living things: Humans and other animals

Nutrition

2b about the need for food for activity and growth, and about the importance of an adequate and varied diet for health

SCIENCE - Sc2 Life processes and living things: Humans and other animals

Circulation

2c that the heart acts as a pump to circulate the blood through vessels around the body, including through the lungs

2d about the effect of exercise and rest on the pulse rate

2g about the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health

SCIENCE - Sc2 Life processes and living things: Humans and other animals

Micro-organisms

5f that micro-organisms are living organisms that are often too small to be seen, and that they may be beneficial or harmful

PHYSICAL EDUCATION

Knowledge and understanding of fitness and health

4 a how exercise affects the body in the short term

4 b to warm up and prepare appropriately for different activities

4 c why physical activity is good for their health and well-being

4 d why wearing appropriate clothing and being hygienic is good for their health and safety

MAKE YOUR OWN FILM

PSHE AND CITIZENSHIP - Developing confidence and responsibility and making the most of their abilities.

1a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society.

1b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals

1c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking actions

1d. to recognize, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.

1e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future

PSHE AND CITIZENSHIP - Preparing to play an active role as citizens.

2a. to research, discuss and debate topical issues, problems and events.

2k. to explore how the media present information

PSHE AND CITIZENSHIP - Developing a healthy, safer lifestyle

3a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.

3c. about how the body changes as they approach puberty

3d. which commonly available substances and drugs are legal and illegal, their effects and risks

3e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable

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4f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

4g. where individuals, families and groups can get help and support.

ICT - Knowledge, skills and understanding - Finding things out

1a. to talk about what information they need and how they can find and use it [for example, searching the internet or a CD-ROM, using printed material, asking people]

1b. how to prepare information for development using ICT, including selecting suitable sources, finding information, classifying it and checking it for accuracy [for example, finding information from books or newspapers, creating a class database, classifying by characteristics and purposes, checking the spelling of names is consistent]

1c. to interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.

ICT - Developing ideas and making things happen

2a. how to develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate [for example, desktop publishing, multimedia presentations]

2b. how to create, test, improve and refine sequences of instructions to make things happen and to monitor events and respond to them [for example, monitoring changes in temperature, detecting light levels and turning on a light]

ICT - Exchanging and sharing information

3a. how to share and exchange information in a variety of forms, including e-mail [for example, displays, posters, animations, musical compositions]

3b. to be sensitive to the needs of the audience and think carefully about the content and quality when communicating information [for example, work for presentation to other pupils, writing for parents, publishing on the internet].

ICT - Reviewing, modifying and evaluating work as it progresses

4a. review what they and others have done to help them develop their ideas

4b. describe and talk about the effectiveness of their work with ICT, comparing it with other methods and considering the effect it has on others [for example, the impact made by a desktop-published newsletter or poster]

4c. talk about how they could improve future work.