



Wow Starter: You-tube clip of Live-Aid song - We are the World, we are its children.

Final Event: Dressing up day - in costume from another country - and sampling selection of world foods

Knowledge and Understanding of the World

If you see this message you must have added too many skills. YOU CAN CHANGE THE FONT SIZE and tick the 2 column box to fit more skills in. Please select fewer skills. Alternatively you could create more than one wheel. For example, Wheel Title Part 1, Wheel Title Part 2, if you wish to add lots of skills in 1 area of development.

Personal, Social and Emotional Development

PSED Preparing to play an active role as citizens

- (pa21) Begin to develop negotiating strategies.
- (pa23) Participate in making and changing rules.

PSED Developing confidence and responsibility and making the most of their abilities

- (pc25) Be able to talk about their views on issues that effect themselves and their class.
- (pc26) Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements.

PSED Developing a healthy, safer lifestyle

- (ph14) Follow simple, safe routines to reduce the spread of bacteria/viruses.

PSED Developing good relationships and respecting the differences between people

- (pr25) Understand that their actions affect themselves and others.

RE - Learning From Religion

- (rf21) Reflect on what it means to belong to a faith community.
- (rf23) Identify how commitment to a religion is shown.

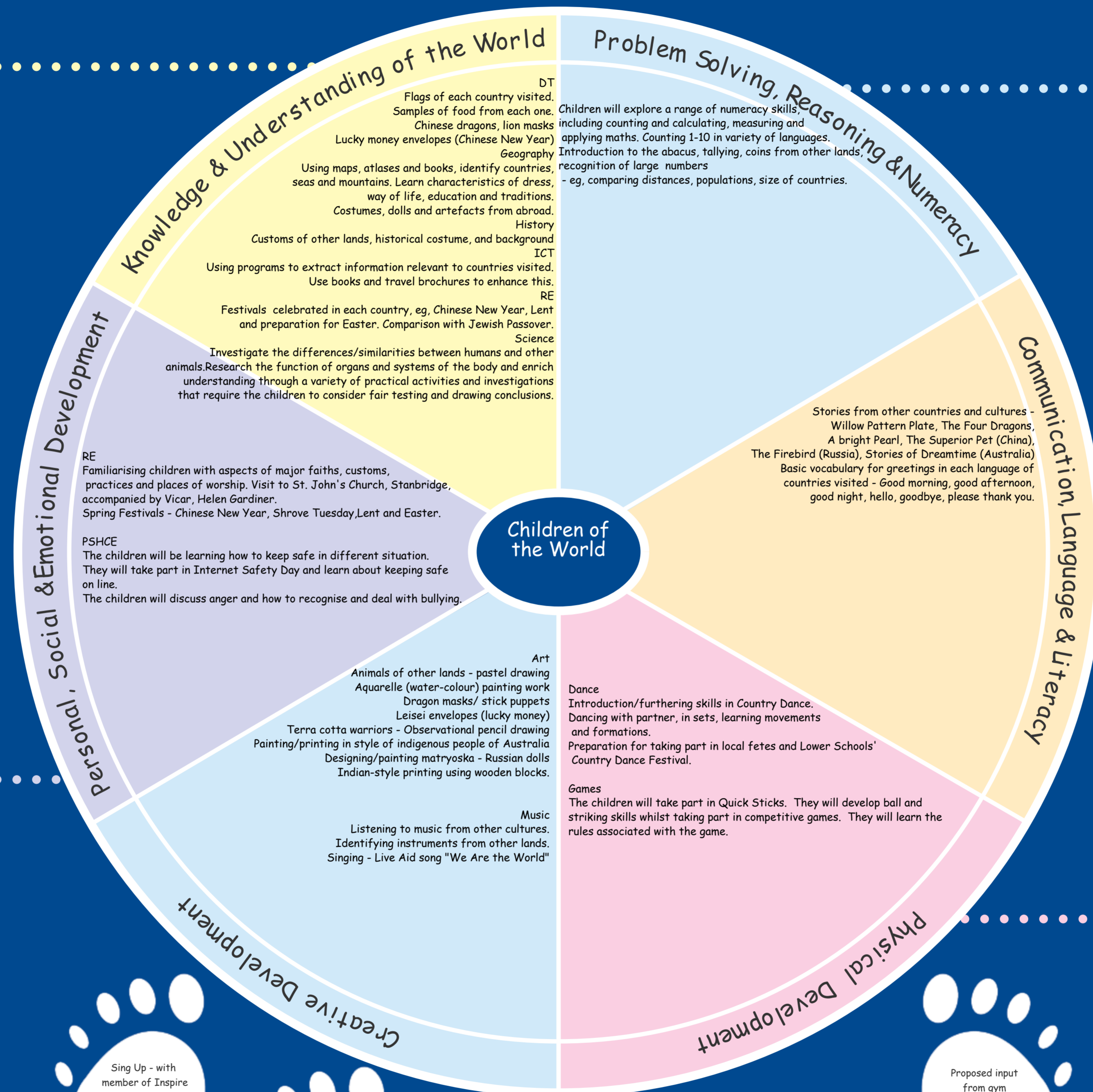
Creative Development

Art

- (ar15) Explore ideas and collect visual and other information for their work.
- (ar16) Investigate and create textures for different purposes.
- (ar18) Adapt and improve their own work.

Music

- (mu25) Begin to sing in tune with expression.
- (mu27) Explore the ways sounds can be combined and used expressively.



Problem Solving, Reasoning & Numeracy

Communication, Language and Literacy

Physical Development

Acquiring and Developing Skills

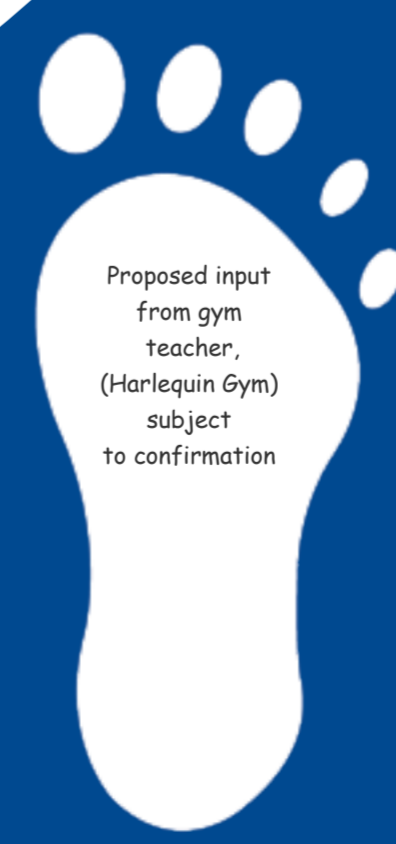
- (ad10) Perform dance actions and skills with increasing control.
- (ad11) Learn skills for attacking and defending in ball games.

Evaluating and Improving Performance

- (ei5) Identify what makes an effective performance.

Knowledge and Understanding of Fitness, Health and Safety

- (fhs4) Understand why it is important to warm up before different activities.
- (fhs5) Understand why it is important to wear suitable clothing.



Essentials for Learning & Life

LITERACY	NUMERACY	ICT CAPABILITY	LEARNING AND THINKING SKILLS	PERSONAL AND EMOTIONAL SKILLS	SOCIAL SKILLS

Children of the World

Overarching Dimensions

Healthy Schools

Global Dimension

Sustainable Development

Community Cohesion

Enterprise

Art & design

KS2

Knowledge, skills and understanding

Exploring and developing ideas

- 1) Pupils should be taught to:
 - c. collect visual and other information [for example, images, materials] to help them develop their ideas, including using a sketchbook.

Investigating and making art, craft and design

- 2) Pupils should be taught to:
 - a. investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work

Evaluating and developing work

- 3) Pupils should be taught to:
 - b. adapt their work according to their views and describe how they might develop it further.

Design & Technology

KS2

Knowledge, skills and understanding

Developing, planning and communicating ideas

- 1) Pupils should be taught to:
 - c. plan what they have to do, suggesting a sequence of actions and alternatives, if needed

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

- 2) Pupils should be taught to:
 - a. select appropriate tools and techniques for making their product
 - c. explore the sensory qualities of materials and how to use materials and processes
 - d. measure, mark out, cut and shape a range of materials, and assemble, join and combine components and materials accurately
 - f. follow safe procedures for food safety and hygiene.

Geography

KS1

Knowledge, skills and understanding

Knowledge and understanding of environmental change and sustainable development

- 5) Pupils should be taught to:
 - a. recognise changes in the environment [for example, traffic pollution in a street]
 - b. recognise how the environment may be improved and sustained [for example, by restricting the number of cars].

KS2

Knowledge, skills and understanding

Geographical enquiry and skills

- 1) In undertaking geographical enquiry, pupils should be taught to:
 - a. ask geographical questions [for example, "What is this landscape like?", "What do I think about it?"]

Geographical enquiry and skills

- 2) In developing geographical skills, pupils should be taught:
 - a. to use appropriate geographical vocabulary [for example, temperature, transport, industry]
 - c. to use atlases and globes, and maps and plans at a range of scales [for example, using contents, keys, grids]

History

KS2

Knowledge, skills and understanding

Knowledge and understanding of events, people and changes in the past

- 2) Pupils should be taught:
 - a. about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past

Historical interpretation

- 3) Pupils should be taught to recognise that the past is represented and interpreted in different ways, and to give reasons for this.

Historical enquiry

- 4) Pupils should be taught:
 - a. how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources [for example, documents, printed sources, CD-ROMS, databases, pictures and photographs, music, artefacts, historic buildings and visits to museums, galleries and sites]

ICT

KS2

Knowledge, skills and understanding

Finding things out

- 1) Pupils should be taught:
 - a. 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]
 - c. to interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.

Music

KS2

Knowledge, skills and understanding

Controlling sounds through singing and playing - performing skills

- 1) Pupils should be taught to:
 - a. sing songs, in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression
 - c. practise, rehearse and present performances with an awareness of the audience.

Physical Education

KS2

Knowledge, skills and understanding

Acquiring and developing skills

- 1) Pupils should be taught to:
 - b. perform actions and skills with more consistent control and quality.

Evaluating and improving performance

- 3) Pupils should be taught to:
 - a. identify what makes a performance effective

Knowledge and understanding of fitness and health

- 4) Pupils should be taught:
 - b. to warm up and prepare appropriately for different activities
 - d. why wearing appropriate clothing and being hygienic is good for their health and safety.

Breadth of study

- 5) During the key stage, pupils should be taught the Knowledge, skills and understanding through five areas of activity:
 - a. dance activities
 - b. games activities

Games activities

- 7) Pupils should be taught to:
 - b. use skills and tactics and apply basic principles suitable for attacking and defending

PSHE

KS1

Knowledge, skills and understanding

Preparing to play an active role as citizens

- 2) Pupils should be taught:
- to recognise choices they can make, and recognise the difference between right and wrong

KS 2

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

- 1) Pupils should be taught:
- to talk and write about their opinions, and explain their views, on issues that affect themselves and society
 - to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals

Preparing to play an active role as citizens

- 2) Pupils should be taught:
- Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

Developing a healthy, safer lifestyle

- 3) Pupils should be taught:
- that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread

Developing good relationships and respecting the differences between people

- 4) Pupils should be taught:
- that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view

Religious Education

KS1

Knowledge, skills and understanding

Learning about religion

- 1) Pupils should be taught to:
- identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives
 - explore how religious beliefs and ideas can be expressed through the arts and communicate their responses

KS2

Knowledge, skills and understanding

Learning from religion

- 1) Pupils should be taught to:
- reflect on what it means to belong to a faith community, communicating their own and others' responses
 - respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways

Science

KS2

SC1

Knowledge, skills and understanding

Ideas and evidence in science

- 1) Pupils should be taught:
- that science is about thinking creatively to try to explain how living and non-living things work, and to establish links between causes and effects [for example, Jenner's vaccination work]
 - that it is important to test ideas using evidence from observation and measurement.

Investigative skills

- 2) Pupils should be taught to:
- ask questions that can be investigated scientifically and decide how to find answers
 - consider what sources of information, including first-hand experience and a range of other sources, they will use to answer questions
 - think about what might happen or try things out when deciding what to do, what kind of evidence to collect, and what equipment and materials to use
 - make a fair test or comparison by changing one factor and observing or measuring the effect while keeping other factors the same
 - make systematic observations and measurements, including the use of ICT for datalogging
 - use a wide range of methods, including diagrams, drawings, tables, bar charts, line graphs and ICT, to communicate data in an appropriate and systematic manner
 - make comparisons and identify simple patterns or associations in their own observations and measurements or other data
 - use observations, measurements or other data to draw conclusions
 - decide whether these conclusions agree with any prediction made and/or whether they enable further predictions to be made
 - use their scientific knowledge and understanding to explain observations, measurements or other data or conclusions
 - review their work and the work of others and describe its significance and limitations.

SC1

Breadth of study

2) During the key stage, pupils should be taught to:

- use appropriate scientific language and terms, including SI units of measurement [for example, metre, newton], to communicate ideas and explain the behaviour of living things, materials, phenomena and processes

SC2

Knowledge, skills and understanding

Life processes

- 1) Pupils should be taught:
- that the life processes common to humans and other animals include nutrition, movement, growth and reproduction

Humans and other animals

- 2) Pupils should be taught:
- about the functions and care of teeth
 - about the need for food for activity and growth, and about the importance of an adequate and varied diet for health
 - about the effect of exercise and rest on pulse rate
 - about the main stages of the human life cycle
 - about the importance of exercise for good health.

Living things in their environment

- 5) Pupils should be taught:
- about the different plants and animals found in different habitats
 - how animals and plants in two different habitats are suited to their environment