

**Braeburn Nanyuki International School - Curriculum IMPACT progression document**

At BNIS by the end of each academic year the majority of children will have made progress in the skills outlined below.

Subject	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
English	<p>Children will use their phonics knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Children will be able to use their phase 3, 4 and 5 sounds to write most words phonetically. They will write simple and compound sentences. They will be able to spell most Yr1 common exception words correctly. They will regularly use capital letters, full stops and finger spaces and sometimes use exclamation marks or question marks when appropriate. The children's handwriting will show correct formation starting and endings in the correct places.</p>	<p>Children will be able to use their phonic knowledge to spell polysyllabic words correctly. They will spell most of the Common Exception words for year 2 correctly in their work. They will know how to add the suffix –ed and –ing onto verbs. They will use commas, full stops, capital letters, exclamation marks, question marks and apostrophes for possession and contraction. They will be able to write coherently in the past tense. They will be able to write sequenced pieces of narrative writing. They will start to extend their sentences with a small range of conjunctions.</p>	<p>Children will be able to plan, write and edit a range of stories and non-fiction text types. In their writing, they will start extending the range of sentences with more than one clause by using a wider range of conjunctions. They will be able to choose appropriate nouns or pronouns for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions. To express time and cause, children will be able to start using fronted adverbials and commas after fronted adverbials. The children will be able to indicate possession by using the possessive apostrophe with plural nouns using and punctuating direct speech.</p>	<p>Children will be confident in discussing and recording their ideas when planning. Increase confidence seen in narrative and non- narrative writing through creating settings, characters and plot, organising sections of writing with paragraphs, varied vocabulary being used for specific purpose, dialogue punctuated correctly and using specific words to express time and cause. Children will have the skills to join more letters correctly. Children will be able to use a dictionary to help check spellings.</p>	<p>Children will be able to write for a range of audiences and purposes, choosing appropriate styles, language and effects to suit the purpose. They will be able to plan, produce and edit their work independently to produce work they are proud of. They will be aware of the grammar and punctuation terms appropriate for their age and able to show them in a variety of contexts. They will be able to use a dictionary and thesaurus to further improve their writing by making appropriate word choices.</p>	<p>Children's reading and writing will be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English. They will be able to reflect their understanding of the audience and purpose of their writing by selecting appropriate vocabulary and grammar. Children will be able to consciously control sentence structure in their writing and understand why sentences are constructed as they are.</p>	<p>Children will be able to demonstrate a good command of the spoken word and participate in discussions, debates and presentations. They will be able to read challenging texts, for both pleasure and information. They will be able to read critically, build vocabulary and grow in understanding of how language presents meaning. Children will develop their writing skills, including the resilience to write at length. They will begin to write formal and academic essays. They will also write imaginative pieces. Children will amend their writing to improve its coherence and overall effectiveness, paying attention to accurate grammar, punctuation and spelling.</p>	<p>Children will be able to demonstrate a strong command of the spoken word and competently participate in discussions, debates and presentations. They will be able to read increasingly challenging texts, for both pleasure and information. They will be able to read critically, build an increasingly wide vocabulary and add to their understanding of how language presents meaning. Children will continue to develop their writing skills, including the resilience to write at length. They will be able to competently write formal and academic essays as well as creative pieces. They will improve in their abilities to amend their writing for coherence and overall effectiveness, paying attention to accurate grammar, punctuation and spelling.</p>

**Braeburn Nanyuki International School - Curriculum IMPACT progression document**

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Maths	<p>Children will have a deep understanding of number to 10, including the composition of each number. They will know and understand how to Subitise (recognise quantities without counting) up to 5. They will be able to automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Children will be able to verbally count beyond 20, recognising the pattern of the counting system. They will be able to compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Children will also be able to explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Children will be able to count forwards and backwards at least within 100. They will have a good understanding of number bonds within ten and twenty. They will have confidence when working with numbers under 30 and will be able to add and subtract two groups and write number sentences to show this. They will be beginning to understand the concepts of multiplying and dividing through counting in steps, using arrays, sharing and grouping and will be able to use resources to show their reasoning.</p> <p>Children will be able to identify a range of 2D and 3D shapes and recall basic properties (e.g, faces, angles, edges). They will be able to identify coins and measure simple lengths, heights, capacities and volumes.</p>	<p>Children will be able to count to 100 and beyond. They will use place value to add and subtract a 2-digit and a 2-digit number beginning to show exchange and carrying. They know their 2, 5, and 10 times tables. They will be able to name and describe common 2d and 3d shapes. They will be able to show mastery in the way that they use their written methods and understand word problems. They will be confident using bar models and part part whole models.</p> <p>They understand the fractions halves quarters and thirds.</p> <p>They recognise and use coins. They will be able to tell the time to the nearest 15 minutes.</p>	<p>Children will have a secure understanding of place value to 3-digit numbers. They will be able to use the column method confidently to add and subtract 3 numbers. They will have a secure knowledge of the 3, 4 and 8 times tables and will be able to use written methods for multiplication and division.</p>	<p>Children will have a growing confidence with place value, using these skills within both written and mental calculations for all four operations. Children will have developed a better understanding of mathematical reasoning.</p>	<p>Children will learn to extract information from line graphs, tables and timetables, in order to solve problems. Using multiplication knowledge they will find factors and common factors and learn about square and cube number notation. They will calculate the perimeter of rectilinear shapes and find the area of compound shapes. They will improve skills using the four operations including multiplying 4-digit numbers by 2-digit numbers and learning to divide leaving a remainder. The children will learn of the different types of fractions and be able to perform calculations involving them. They will learn how to convert between fractions, decimals and percentages and order them. The children will develop their knowledge of length, mass, capacity, temperature and time, and solve problems using them.</p>	<p>Children will: be fluent in formal written methods for all four operations including long multiplication and division and in working with fractions, decimals and percentages and ratios, and make connections between them.</p> <p>Solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. Beginning to use the language of algebra as a tool for solving a variety of problems</p> <p>Classify shapes with increasingly complex geometric properties and use the vocabulary needed to describe them; and -</p> <p>Read, spell and pronounce mathematical vocabulary correctly</p>	<p>Children will be able to recognise arithmetic and geometric sequences. Substitute values into formulae and expressions including scientific formulae. Understand and use vocabulary of expressions, equations, terms and factors.</p> <p>Manipulate algebraic expressions and equations. Solve linear equations. Use and interpret algebraic notations. Rearrange formula to change the subject. Understand multiplicative relationships between 2 quantities. Solve problems involving direct and inverse proportions. Understand and use relationships between parallel and alternate and corresponding angles. Apply angle facts for polygons. Use integer powers, reciprocals and associated roots. Construct and interpret tables, charts and diagrams. Use a ruler and pair of compasses to construct a perpendicular bisector of a line or bisect a given angle. Solve problems involving percentage increases, decreases and original value in financial maths. Interpret and compare numbers in standard form. Work with positive and negative numbers.</p>	<p>Children will be able to Substitute values into formulae and expressions including scientific formulae. Manipulate algebraic expressions and equations. Solve linear equations. Use and interpret algebraic notations. Rearrange formula to change the subject. Understand multiplicative relationships between 2 quantities. Solve problems involving direct and inverse proportions. Understand and use relationships between parallel and alternate and corresponding angles. Apply angle facts for polygons. Use integer powers, reciprocals and associated roots. Construct and interpret tables, charts and diagrams. Use a ruler and pair of compasses to construct a perpendicular bisector of a line or bisect a given angle. Interpret and compare numbers in standard form.</p>

**Braeburn Nanyuki International School - Curriculum IMPACT progression document**

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Science	<p>Children will be able to identify similarities and differences in relation to places, objects, materials and living things. They are able to discuss the features of their own environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Children will be able to name, label and sort animals, plants and body parts into groups. They will be able to perform simple tests, gather data and discuss what they find out.</p>	<p>Children will be able to experience and observe phenomena, looking more closely at the world around them. They will be curious and ask questions about what they notice. They will be developing their scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things and carrying out simple tests.</p>	<p>Children will be able to label the parts of a plant and have a secure knowledge of what a plant needs to survive. They will undertake observations over a period of time, make predictions, present data and analyse findings as well as explain how water transportation occurs. Children will be able to confidently compare and group together different kinds of rocks and fossils based on their appearance and physical features. To sort, name and identify magnetic and non-magnetic objects. Children will have a deeper understanding of light &amp; shadows, patterns and reflection.</p>	<p>Children have an understanding of different materials and their state of matter. Children have a deeper understanding of animals within their habitat and a food chain. Children will be able to use scientific vocabulary to plan and carry out their own investigations.</p>	<p>Children will compare and test some properties of a range of materials. Children use their knowledge of the solar system to explain regularly experienced natural processes such as day and night and gravity. They will be able to explain similarities and differences between the life cycles of plants, animals and humans using appropriate scientific vocabulary.</p>	<p>Children use their scientific skills and vocabulary to plan, carry out and evaluate appropriate investigations to explore science in the wider world. Children will know the structure and function of plant and animal bodies, explain the concept of variation, natural selection and adaptation to habitats. They will understand the theory of evolution.</p>	<p>Children use their scientific skills and vocabulary to plan, carry out and evaluate appropriate investigations to explore science in the wider world. Children will know the structure and function of plant and animal cells. They will know equation for photosynthesis compare aerobic and anaerobic respirations explain the concept of variation, natural selection and speciation. They will know the atomic structure/model as well as knowing acids, alkalis and the concept of neutralisation. They will understand reactions of acids and metals and use simple equations to represent these reactions.</p>	<p>Children will be able to identify the chemical symbols and formulae of atoms, elements and compounds. Represent chemical reactions using formulae and equations. Know the periodic table in terms of groups and periods. Know properties of metals and non-metals. Know the patterns in reactions with reference to the periodic table. Know energy as a quantity that can be quantified and calculated. Know energy changes in systems. Compare the speed of waves through different media. Know the hearing ranges of humans and animals.</p>

**Braeburn Nanyuki International School - Curriculum IMPACT progression document**

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History	<p>Children will be able to talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Children will be able to understand that the world has changed through time and compare their life now to the lives of people in the past. Children will know some examples of the similarities and differences between the past and now. They will recognise why certain things have changed.</p>	<p>Children will be able to understand that past events can be placed in order on a timeline. They understand that life was very different in the past to how it is now. They will be able to use sources of information to help them understand how it was different.</p>	<p>Children will be able to understand the concept of BC/AD (BCE/CE) and can place events that happened BC on a timeline. They will be able to use artefacts to help them discover facts about the past and compare their lives with different eras.</p>	<p>Children will have a deeper understanding of chronology in different times. They will understand how both the UK and Kenya have been influenced by others from the past. They will be able to explain how people lived during certain times in the past and why things changed.</p>	<p>Children will be confident with the concept of chronology and can place events in order correctly on a timeline. Children will be able to understand how people lived during different periods of history and will be able to compare it to their own using evidence from different sources to compare and evaluate. Children will be able to describe the impact that events in history have had on life today.</p>	<p>Children will be able to confidently place events in chronological order, recognising the time in which an event or era took place, compared to the time they are currently in. Children will be able to understand different aspects of people's lives (jobs, rights, access to technology etc.) during different periods of history and can compare it to their own life and time. They will be able to confidently recall and describe the impact that events in history have had on life today.</p>	<p>Children will be able to analyse a range of sources, examining their origin, authenticity and reliability. They will be able to write a historical argument using evidence to support their ideas. They will understand the role of empathy in historical texts.</p>	<p>Children will be able to write a two sided historical argument that uses evidence and links back to the question. Children will be able to critically assess the significance of historical events and the impact of history on today.</p>

**Braeburn Nanyuki International School - Curriculum IMPACT progression document**

<p align="center">Geography</p>	<p>Children will have explored the natural world around them, making observations. They will know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Children will be able to understand some important processes and changes in the natural world around them. Children will be able to explain some similarities and differences between life in Kenya/UK and life in other countries, drawing on knowledge from personal experiences, stories, non-fiction texts and (when appropriate) maps.</p>	<p>Children will be able to name the 7 continents and UK countries, name some famous landmarks in UK/Kenya and compare how Kenya is the same or different to another country. They will be able to use their observational skills to draw a simple map, identifying the human and physical features. They will be able to talk about the different types of weather in different countries.</p>	<p>Children will be able to discuss the different climate zones. To sort human and physical features found in particular a region. They will be able to understand how globes and maps represent the world and create their own. They will be able to use the 4 compass directions and to identify some OS Map symbols.</p>	<p>Children will have an understanding of countries (both in UK/Kenyan). They will have a knowledge of rainforests, including their location, climate and animals. They will be able to name mountains across Kenya. They will be able to carry out fieldwork through the use of maps and four figure grid points.</p>	<p>Children will be able to use an atlas to locate continents, countries and the physical features with confidence.</p>	<p>Children will be aware of the cities/states and varied human and physical features across South America. They will have used maps and read information from them and be able to plot their own maps using a variety of symbols. They will be able to use fieldwork to explore areas. They will be able to use four and six figure grid references and understand how contour lines are used.</p>	<p>Children will be able to use a wide vocabulary of geographical terms to explain their understanding of countries around the world, making comparisons of many features including climate, population and lifestyles. They will be able to explain plate tectonics, including: the formation of volcanoes, earthquakes and tsunamis They will be able to comment on the impact of humans on the environment.</p>	<p>Children will understand longitude and latitude and its impact on climate. Children will be able to identify different types of Geography such as political and developmental. They will be able to link these to current affairs. Children will gain confidence in writing in greater depth.</p>	<p>Children will be able to write geographically in an in depth, structured format. Children will be able to write fluently about case studies. Children will have a strong awareness about the world around them.</p>
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**Braeburn Nanyuki International School - Curriculum IMPACT progression document**

PE	<p>Children will be able to display the use of their fine and gross motor skills through balance, travelling (running, hopping, galloping...) and object handling (catching, throwing, holding...)</p> <p>They will also be able to demonstrate strength, balance and coordination and are able to negotiate space successfully when playing.</p>	<p>Children will be able to perform basic locomotor skills like running, jumping, hopping and skipping in a more refined manner, demonstrating creativity and individuality. They will also be able to describe their own and others' movements using simple-specific vocabulary. They will enjoy and understand the benefits of physical activity; demonstrating the ability to work individually and in group activities.</p>	<p>Children will be able to link together a variety of movement skills demonstrating an understanding of dynamics, space and environment. They will also understand teamwork and the concept of individual roles in a team and taking responsibility in such roles. They will be able to identify which body parts are being used during physical activity and how it contributes to overall movement.</p>	<p>Children will have developed collaboration skills and understand fair play and goal achieving in team activities. They will be able to move with greater control and coordination exhibiting different intensities, speeds and dynamics. They will also be able to understand success criteria in movement and games and identify the areas that need improvement.</p>	<p>Children will be able to perform coordinated and refined object control of equipment and apparatus (bats and rackets and balls) in a range of game and sporting contexts (batting, catching and throwing), displaying an understanding of simple rules and be able to apply tactics of attack and defence. They are able to display creativity through compositions, being able to take the lead in group activities as well as understanding their limits and capacities and when to engage the help of others in the same.</p>	<p>Children will have developed even further their understanding of attacking and defending when playing invasion games. Their understanding of teamwork will be deeper through appreciation and respect for the contribution of team members and identification of strengths and show the ability to work on their weaknesses. They will understand the importance of warm-up and cool-down before and after physical activity.</p>	<p>Children will understand the components of a healthy diet and the importance of being physically active. They will be able to use sport and movement specific terms in their vocabulary and actively apply rules, tactics and strategies in games. They will be able to apply skills learnt throughout KS1 and KS2 to competitive match situations and employ help-seeking strategies at appropriate moments.</p>	<p>Children will be able to successfully understand and handle competitive situations actively applying their skills, strategies and cognition at once. They will display effective communication in game scenarios. They will display the ability to actively work on improving their personal bests.</p>	<p>Children will be able to undertake physical activity responsibility and safety through appropriate training and preparation, assessing and managing risk. They will also be able to plan and coordinate a range of sporting and physical activities. They can offer constructive and specific feedback to others on strengths and goals.</p>
MfL	<p>Children will know that Kiswahili is spoken here in Kenya. Children will be able to say some basic Kiswahili words mainly learnt through songs.</p>	<p>In Kiswahili children will be able to say some key words, greetings, and numbers. Children will understand that Kiswahili is a language spoken here in Kenya and other countries in East Africa.</p>	<p>In Kiswahili children will be able to link key words and start to create short phrases.</p>	<p>In Kiswahili children will be able to recall key vocabulary and phrases to share information linking to their lives.</p> <p>In French children will be able to say and write a range of key words and short phrases.</p>	<p>In Kiswahili children will have built a bank of key vocabulary about themselves so that they can create sentences and conversations to share information with others.</p> <p>In French children will be able to link keywords to create longer phrases. They will understand different tenses.</p>	<p>In Kiswahili children will be confident to communicate a range of Kiswahili words and phrases orally and in written form to share and describe information about themselves, and a variety of food and drink.</p> <p>In French children will be able to create longer and more complex sentences using a wider vocabulary.</p>	<p>In Kiswahili children will be confident to use a range of Kiswahili words and phrases accurately to communicate key information orally or in written form.</p> <p>In French children will be able to engage in longer conversations asking &amp; answering questions with accuracy.</p>	<p>In Kiswahili children will be able to read short passages of text and write sentences using 1st, 2nd and 3rd pronouns.</p> <p>In French children will be able to quickly and easily use and give a variety of positive and negative opinions as well as including a justification for their opinion.</p>	<p>In Kiswahili children will be confident to read longer, more authentic excerpts of a passage and write longer sentences including nouns, verbs and adjectives.</p> <p>In French children will be able to manipulate language and know that language is transferable from topic to topic. They will be able to express more personalised ideas and meanings.</p>

**Braeburn Nanyuki International School - Curriculum IMPACT progression document**

Art	<p>Children will be able to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children will be able to share their creations, explaining the process they have used. Children will be able to make use of props and materials when role playing characters in narratives and stories.</p>	<p>Children will be able to develop a wide range of art. Children will be able to use different techniques of colour, pattern, texture, line, shape, form and space to create their work.</p>	<p>Children will be able to use a range of colours mixed correctly. Children will understand what sketching is. Children will be able to produce their own artwork inspired by famous artists. They will be able to create 3D designs that have clear purpose and thought.</p>	<p>Children will be able to give their opinions on a variety of artist's works. Children will be able to use pencil effectively to create light and shade.</p>	<p>Children will be able to analyse their own artwork and artist's work. They will be able to experiment with a range of media and mediums to create work based on their topics.</p>	<p>Children will be able to express themselves creatively with influences from great artists using a variety of different skills. Children create sketchbooks to record their observations and use them to review and revisit ideas.</p>	<p>Children will be able to use a wide range of media and materials to demonstrate their knowledge and skills of different styles.</p>	<p>Children will have developed an appreciation of a wide variety of artists' work. They will know some of the world's most famous art galleries. Children will have gained an understanding of how drawing can be used in industries such as Architecture.</p>	<p>Children will have first hand experiences working with professional artists including Potters.</p>
Music	<p>Children will be able to sing a range of well-known nursery rhymes and songs. Children will be able to perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Children will have a love of music. They will be able to recognise different musical dimensions e.g. tempo, timbre and rhythm. They will be able to clap or tap to the beat and play a few simple notes on the glockenspiel.</p>	<p>Children will be able to use their voices expressively and creatively by singing songs and speaking chants and rhymes. Children will be able to play tuned and untuned instruments musically. Children will be able to listen to a range of high-quality live and recorded music examples. Children will have experimented with, created, selected and combined sounds using the inter-related dimensions of music.</p>	<p>Children will be able to read basic musical notation and understand beats in a bar. They will be able to play some tunes on tuned instruments. They will be able to listen and orally evaluate a piece of music. Children will be able to listen with concentration and understanding to a range of high-quality live and recorded music examples.</p>	<p>Children will be able to sing songs from a variety of genres and eras. They will be able to accompany the songs using glockenspiel and recorder, including their own compositions.</p>	<p>Children will have an awareness of different genres of music and know their stylistic differences. They will be able to learn a song and improvise using noted and unnoted instruments. They will be able to identify the musical dimensions – pitch, duration, dynamics, tempo, structure, texture and timbre.</p>	<p>Children will be able to improvise and compose their own music using a variety of instruments. They will have developed their singing skills, including harmonies, solos and altering their pitch.</p>	<p>Children will be able to confidently identify different genres of music by listening to both live and recorded audio. Children will be able to perform confidently as part of an ensemble.</p>	<p>Children will be able to perform a variety of major and minor scales with confidence and accuracy.</p>

**Braeburn Nanyuki International School - Curriculum IMPACT progression document**

<p align="center">Comp uting</p>	<p>Children will be able to recognise that a range of technology is used in places such as homes and schools. Children will be introduced to online safety and will understand the importance of limited screen time.</p>	<p>Children will be able to identify the basic components of a computer: screen, mouse, keyboard etc. Children will be able to log in and use a range of technology/programs e.g. Google classroom and Bugclub Children will be able to discuss online safety.</p>	<p>Children will be able to recognise different forms of information technology. AChildren will be able to understand how code moves a sprite and how to write an algorithm for movement. They can take a picture on the iPad and use tools to adapt the image.</p>	<p>Children will be highly confident in online safety in particular when using a search engine. They will know what to do if they feel unsafe online. They will be competent in using: word documents and editing. Accomplished at collecting, analysing, evaluating, presenting data and information. They will be able to use Scratch to learn loops.</p>	<p>Children will have gained a deeper understanding of online safety. Children will be confident at touch typing.</p>	<p>Children will know how to write or debug a code program to achieve a desired outcome. Children will be able to use spreadsheets to collect and calculate data and present it in a variety of ways. They know how to stay safe online and how to behave responsibly online.</p>	<p>Children are able to use logical reasoning to explain how simple algorithms work in different programs. Children should be able to use search technologies effectively and independently. Children should be able to understand computer networks, including the internet and be able to use them safely, respectfully and responsibly.</p>	<p>Children will be able to film and edit a short film. They will further their knowledge of coding through the use of Kodu. They will be able to produce their own websites.</p>	<p>They will consolidate their knowledge of coding through the use of Kodu.</p>
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**Braeburn Nanyuki International School - Curriculum IMPACT progression document**

<p>PSHEE</p>	<p>Children will be able to show an understanding of their own feelings and those of others, and be able to begin to regulate their behaviour accordingly. They will be able to set and work towards simple goals and be able to wait for what they want and control their immediate impulses when appropriate. They will be able to give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Children will be confident to try new activities and show independence, resilience and perseverance in the face of challenge. They will be able to explain the reasons for rules, know right from wrong and try to behave accordingly. They will be able to work and play cooperatively and take turns with others. They will be able to form positive attachments to adults and friendships with peers. They will be able to show sensitivity to their own and to others' needs. They will be familiar with PANTS (NSPCC).</p>	<p>Children will be able to understand their own emotions and develop strategies for how to deal with them. They will have developed confidence to share worries with an adult about a wide range of issues. They will know that Charlie is our DSL and what this means. They have a good understanding of how to be healthy and how to make healthy lifestyle choices. They will know how to keep safe everyday. They will begin to understand how to resolve friendship problems and understand the idea of restorative practices.</p>	<p>Children will be able to identify, recognise and express a range of feelings. They will know that feelings, thoughts and behaviour are linked. They will be able to recognise when they are becoming overwhelmed by feelings. They know that it is OK to have any feeling, but not OK to behave in any way they feel like. They know who they can go to if they need help. They know how to take care of their bodies. They will have some understanding of online safety.</p>	<p>Children will develop their knowledge with being a good friend and with how to adapt to changes. Children will understand and value differences. They will understand how to be safe. Children understand changes and how they grow. Children will understand the attitudes and ideas about spending, saving and giving money.</p>	<p>Children will have developed their knowledge of dealing with conflict, anger and new challenges. They will have an understanding of who they are and their relationships with others. They know how to keep safe and who in the community is there to help and support. They will understand changes that will occur to their body and how to keep healthy.</p>	<p>Children will have developed their knowledge of their emotions and responses to different situations. They know how to manage their behaviour and feelings. They know how their bodies will begin to change as they become a teenager and how to keep themselves safe and healthy. They will look at future careers and life after school.</p>	<p>Children will have a well-developed knowledge of themselves and how to support themselves when faced with new situations and feelings. They will have developed an understanding of identity. They are well prepared for puberty and understand reproduction.</p>	<p>Children will deepen their knowledge of healthy relationships and lifestyles. They will have a clear understanding of economic well-being. They will have an understanding of substances and being safe.</p>	<p>Children will solidify their knowledge of healthy relationships and lifestyles. They will have a good level of basic first aid and know how to react to different situations. They feel confident discussing mental health. They will be prepared for their transition into secondary school.</p>
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