



Supporting Transition from Reception to Year 1

Mapping Curriculum Objectives

This document supports transition from Reception to Year 1, by recognising how the early learning goals feed into objectives from the Year 1 National Curriculum. It also provides examples of direct links between curriculum planning in RECEPTION and Year 1.

For more information on curriculum progression and sequencing, please refer to each subjects specific long term plans and curriculum overviews, as well as Curriculum Maps for each Team.

NC Subject	Relevant Early Learning Goals	Year 1 National Curriculum Objective
Maths Number	<p>Following our Maths Scheme (WRM)</p> <p>Mathematics: Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. <p>Mathematics: Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • 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>Following our Maths Scheme (WRM)</p> <p>Number and Place Value</p> <ul style="list-style-type: none"> • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. • Given a number, identify one more and one less. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. • Read and write numbers from 1 to 20 in numerals and words.
	<p>Following our Maths Scheme (WRM)</p> <p>Mathematics: Number</p> <ul style="list-style-type: none"> • 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>Mathematics: Numerical Patterns</p> <ul style="list-style-type: none"> • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<p>Following our Maths Scheme (WRM)</p> <p>Addition and Subtraction</p> <ul style="list-style-type: none"> • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Represent and use number bonds and related subtraction facts within 20. • Add and subtract one-digit and two-digit numbers to 20, including zero. • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$. <p>Multiplication and Division</p> <ul style="list-style-type: none"> • Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

<p>Maths Shape, Space and Measures</p>	<p>There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure.</p>	<p>Following our Maths Scheme (WRM)</p> <p>Measurement</p> <p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> • lengths and heights (long/short, longer/shorter, tall/short, double/half) • mass or weight (heavy/light, heavier than, lighter than) • capacity/volume (full/empty, more than, less than, quarter) • time (quicker, slower, earlier, later) <p>Measure and begin to record:</p> <ul style="list-style-type: none"> • lengths and heights • mass/weight • capacity and volume • time (hours, minutes, seconds) <ul style="list-style-type: none"> • Recognise and know the value of different denominations of coins and notes. • Sequence events in chronological order using language, such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. • Recognise and use language relating to dates, including days of the week, weeks, months and years. • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
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Maths Shape, Space and Measures Continued		Following our Maths Scheme (WRM) Position and Direction <ul style="list-style-type: none"> Describe position, directions and movements, including half, quarter and three-quarter turns. Shape <ul style="list-style-type: none"> Recognise and name common 2D and 3D shapes, including circles, triangles, rectangles (including squares), pyramids, spheres and cuboids (including cubes).
English Word Reading	Literacy: Word Reading <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	Following (Twinkl Phonics) Apply phonic knowledge and skills as the route to decode words. <ul style="list-style-type: none"> Respond speedily with the correct sound to graphemes (letter or group of letters) for all 40+ phonemes, including (where applicable) sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondents between spelling and sound and where these occur in words. Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. Read other words of more than one syllable that contain taught GPCs. Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s). Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Re-read these books to build up fluency and confidence in word reading.

<p>English Comprehension</p>	<p>Communication and Language: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. <p>Literacy: Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play <p>Expressive Arts and Design: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. 	<p>Comprehension (Collins Big Cat decodable texts, CLPE core texts) Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently; being encouraged to link what they read or hear to their own experiences; becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics; recognising and joining in with predictable phrases; learning to appreciate rhymes and poems, and to recite some by heart; discussing word meanings, linking new meanings to those already known. <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher; checking that the text makes sense to them as they read and correcting inaccurate reading; discussing the significance of the title and events; making inferences on the basis of what is being said and done; predicting what might happen on the basis of what has been read so far; participating in discussions about what is read to them, taking turns and listening to what others say; explaining clearly their understanding of what is read to them.
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<p>English</p> <p>Writing</p>	<p>Following the literacy Tree Curriculum</p> <p>Literacy: Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 	<p>Transcription</p> <p>Spelling</p> <p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • words containing each of the 40+ phonemes already taught; • Common exception words; • days of the week. <p>Children should be taught to:</p> <ul style="list-style-type: none"> • name the letters of the alphabet in order; • use letter names to distinguish between alternative spellings of the same sound; • apply simple spelling rules; • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far; • use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker of verbs; • use the prefix un; • use -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest). <p>Composition</p> <p>Write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about; • composing a sentence orally before writing it; • sequencing sentences to form short narratives; • re-reading what they have written to check that it makes sense. <p>As well as:</p> <ul style="list-style-type: none"> • discuss what they have written with the teacher or other pupils; • read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Vocabulary, Grammar and Punctuation</p> <p>Children should develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • leaving spaces between words; • joining words and joining clauses using and; • beginning to punctuate sentences using capital letters and full stop, question mark or exclamation mark; • using capital letter for names of people, places, the days of the week, and the personal pronoun I. <p>Grammar</p> <p>Words</p> <ul style="list-style-type: none"> • Regular plural noun suffixes -s or -es (dog, dogs, wish, wishes) including the effect of these suffixes on the meaning of the noun. • Suffixes that can be added to verbs where no change is needed in the spelling of the root words. • Recognise how the prefix un- changes the meaning of verbs and adjectives. <p>Sentences</p> <ul style="list-style-type: none"> • How words can combine to make sentences. • Joining words and joining clauses using 'and'. <p>Text</p> <ul style="list-style-type: none"> • Sequencing sentences to form short narratives. <p>Punctuation</p> <ul style="list-style-type: none"> • Separation of words with spaces.

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		<ul style="list-style-type: none">• Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.• Capital letters for names and for the personal pronoun I.
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<p>English Handwriting</p>	<p>Physical Development: Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. <p>Literacy: Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. 	<p>Following our Handwriting scheme (adapted from Penpals/ Twinkl Handwriting).</p> <p>Handwriting</p> <ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
<p>English Spoken Language</p>	<p>Communication and Language: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back- and-forth exchanges with their teacher and peers. <p>Communication and Language: Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p>Expressive Arts and Design: Creating with Materials</p> <ul style="list-style-type: none"> Make use of props and materials when role playing characters in narratives and stories. <p>Expressive Arts and Design: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. 	<ul style="list-style-type: none"> Listen and respond appropriately to adults and peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas. Speak audibly and fluently with an increasing command of standard English. Participate in discussion, presentations, performances, role play, improvisations and debates. Gain, maintain and monitor the interest of the listener(s). Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.

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<p>Science</p>	<p>Understanding the World: The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>Following our Science scheme (adapted from Pzaz).</p> <p>Working Scientifically</p> <p>During year 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content.</p> <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways. • Observing closely, using simple equipment. • Performing simple tests. • Identifying and classifying. • Using their observations and ideas to suggest answers to questions. • Gathering and recording data to help in answering questions. <p>Plants</p> <ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Animals, Including Humans</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets.) • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Everyday Materials</p> <ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Seasonal Change</p> <ul style="list-style-type: none"> • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.
<p>History</p>	<p>Understanding the World: Past and Present</p> <ul style="list-style-type: none"> • 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>Following our History scheme (adapted from Historical Association). Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries). • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. (For example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary

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Seacole and/or Florence Nightingale and Edith Cavell.)

- Significant historical events, people, places in their own locality

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<p>Geography</p>	<p>Understanding the World: People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. <p>Understanding the World: The Natural World</p> <ul style="list-style-type: none"> 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. 	<p>Following our Geography scheme (adapted from Odizzi). Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observations, to enhance their locational awareness.</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>Place Knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country. <p>Human and Physical Knowledge</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles. <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies at this key stage. Use simple compass directions (North, South, East, West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
<p>Physical Education</p>	<p>Following our PE scheme (GetSet4PE).</p> <p>Physical Development: Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Expressive Arts and Design: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and 	<p>Following our PE scheme (adapted from PE planning/ Core tasks). Pupils should develop fundamental movement skills, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.</p> <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.

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	(when appropriate) try to move in time with music.	
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Art and Design	<p>Expressive Arts and Design: Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. <p>Physical Development: Fine Motor Skills</p> <ul style="list-style-type: none"> • Begin to show accuracy and care when drawing. 	<p>Following our Art and Design scheme (adapted from AccessArt):</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • About the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work.
Design and Technology	<p>Physical Development: Fine Motor Skills</p> <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. <p>Expressive Arts and Design: Creating with Materials</p> <ul style="list-style-type: none"> • Share their creations, explaining the process they have used. 	<p>Following our DT scheme (adapted from DATA). Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of context [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment.</p> <p>Design</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <p>Make</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). • Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <p>Evaluate</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products. • Evaluate their ideas and products against design criteria. <p>Technical Knowledge</p> <ul style="list-style-type: none"> • Build structures, exploring how they can be made stronger, stiffer and more stable. • Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products. <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet. • Understand where food comes from.
Computing	<p>There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.</p>	<p>Computing (adapted from Teach Computing)</p> <ul style="list-style-type: none"> • Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions. • Create and debug simple programs. • Use logical reasoning to predict the behaviour of simple programs. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technology.

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<p>Music</p>	<p>Expressive Arts and Design: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<p>Following our Music scheme (adapted from Charanga)</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select and combine sounds using the inter-related dimensions of music.
<p>PSHE</p>	<p>Personal, Social and Emotional Development: Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • 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. <p>Personal, Social and Emotional Development: Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Personal, Social and Emotional Development: Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. <p>Understanding the World: People, Culture and Communities</p> <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 	<p>Following our PSHE/RSE scheme of work (Kapow):</p> <p>Families and relationships</p> <ul style="list-style-type: none"> • Give focused attention Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair. <p>Health and wellbeing</p> <ul style="list-style-type: none"> • Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing the sun protection, dealing with allergic reactions and people in the community who keep us healthy, <p>Safety and the changing body</p> <ul style="list-style-type: none"> • Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe. <p>Citizenship</p> <ul style="list-style-type: none"> • Learning about the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy. <p>Economic wellbeing</p> <ul style="list-style-type: none"> • Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some of the jobs roles in schools.