



YEAR 1 LONG TERM PLAN 2020-21

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	<i>See English Long Term Plan</i>					
MATHEMATICS	<i>See Maths Long Term Plan</i>					
SCIENCE	<p><u>PLANTS</u></p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees P1 (a,b) <p>GG: Life on Land</p> <p><u>ANIMALS, INCLUDING HUMANS</u></p> <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals AIH <p><u>EVERYDAY MATERIALS</u></p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made. EM1 identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. EM2 <p>GG: Responsible Consumption and Production</p> <p><u>SEASONAL CHANGES</u></p> <ul style="list-style-type: none"> observe changes across the 4 seasons 	<p><u>PLANTS</u></p> <ul style="list-style-type: none"> identify and describe the basic structure of a variety of common flowering plants, including trees P2 (a,b) <p>GG: Life on Land</p> <p><u>ANIMALS, INCLUDING HUMANS</u></p> <ul style="list-style-type: none"> identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) AIH3 <p><u>EVERYDAY MATERIALS</u></p> <ul style="list-style-type: none"> describe the simple physical properties of a variety of everyday materials EM3 (a,b) <p>GG: Responsible Consumption and Production</p> <p><u>SEASONAL CHANGES</u></p> <p>observe and describe weather associated with the seasons and how day length varies</p>	<p><u>PLANTS</u></p> <p>TEACHER DISCUSSION</p> <p>GG: Life on Land</p> <p><u>ANIMALS, INCLUDING HUMANS</u></p> <p>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. AIH4 (A,B)</p> <p>A6: life, survival and development</p> <p><u>EVERYDAY MATERIALS</u></p> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties EM4</p> <p>GG: Responsible Consumption and Production</p> <p><u>SEASONAL CHANGES</u></p> <p>observe and describe weather associated with the seasons and how day length varies SC2 (c)</p> <p>GG: Life on Land</p> <p>GG: Climate Action</p>			

	<p>SC1</p> <p>GG: Life on Land</p> <p>GG: Climate Action</p>		<p>SC2 (a,b)</p> <p>GG: Life on Land</p> <p>GG: Climate Action</p>			
RE	<p>UNIT 1:2 God and Creation</p> <p>UNIT 1:1 Harvest</p>	<p>UNIT 1:3 Christmas Gifts</p>	<p>UNIT 1:4 Jesus was Special</p>	<p>UNIT 1: Easter-Celebrating New Life</p>	<p>UNIT 1:6 Baptism</p>	<p>Welcoming babies into other faiths.</p>
<p>PSHE, CITIZENSHIP & RSE (inc MH&WB)</p>	<p>Being Me in My World</p> <ul style="list-style-type: none"> Know I belong to my class and I feel special and safe in my class. Know how to make my classroom a safe place for everyone and know my views are valued. Recognise the choices I make and understand the consequences <p>FBV: Mutual respect – we respect others and expect them to show us respect</p> <p>FBV: Individual liberty – we know our human rights and exercise these in school life and beyond</p> <p>FBV: Tolerance of different cultures and religions – together we are one community who care, respect and understand one another</p> <p>E&D: Equality &</p>	<p>Celebrating Difference</p> <ul style="list-style-type: none"> I can identify similarities between people in my class I can tell you some ways in which I am the same as my friends I can identify differences between people in my class I can tell you some ways I am different from my friends I can tell you what bullying is I understand how being bullied might feel I know some people who I could talk to if I was feeling unhappy or being bullied I can be kind to children who are bullied I know how to make new friends I know how it feels to make a new friend I can tell you some ways I am different from my friends I understand these differences make us 	<p>Dreams & Goals</p> <ul style="list-style-type: none"> I can set simple goals I can tell you about a thing I do well I can set a goal and work out how to achieve it I can tell you how I learn best I understand how to work well with a partner I can celebrate achievement with my partner I can tackle a new challenge and understand this might stretch my learning I can identify how I feel when I am faced with a new challenge I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them I know how I feel when I see obstacles and how I feel when I overcome them I can tell you how I felt when I succeeded in a new challenge and 	<p>Healthy Me</p> <ul style="list-style-type: none"> I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy I feel good about myself when I make healthy choices I know how to make healthy lifestyle choices I feel good about myself when I make healthy choices I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly I am special so I keep myself safe I understand that medicines can help me if I feel poorly and I know how to use them safely I know some ways to 	<p>Relationships</p> <ul style="list-style-type: none"> I can identify the members of my family and understand that there are lots of different types of families I know how it feels to belong to a family and care about the people who are important to me I can identify what being a good friend means to me I know how to make a new friend I know appropriate ways of physical contact to greet my friends and know which ways I prefer I can recognise which forms of physical contact are acceptable and unacceptable to me I know who can help me in my school community I know when I need help and know how to ask for it I can recognise my qualities as person 	<p>Changing Me</p> <ul style="list-style-type: none"> I am starting to understand the life cycles of animals and humans I understand that changes happen as we grow and that this is OK I can tell you some things about me that have changed and some things about me that have stayed the same I know that changes are OK and that sometimes they will happen whether I want them to or not I can tell you how my body has changed since I was a baby I understand that growing up is natural and that everybody grows at different rates I can identify the

	<p>Diversity</p> <p>A1: definition of the child A4: implementation of the convention A12: respect for the views of the child A27: adequate standard of living A28: a right to education A42: knowledge of rights</p>	<p>all special and unique</p> <p>GG: No Poverty GG: Gender Equality</p> <p>FBV: Tolerance of different cultures and religions – together we are one community who care, respect and understand one another FBV: Democracy – we all have a say</p> <p>E&D: Equality & Diversity</p> <p>A2: non-discrimination A12: respect for the views of the child A23: children with a disability A30: children from minority and indigenous groups</p>	<p>how I celebrated it</p> <ul style="list-style-type: none"> I know how to store the feelings of success in my internal treasure chest <p>A5: parental guidance and a child’s evolving capacities A29: goals of education</p>	<p>help myself when I feel poorly</p> <ul style="list-style-type: none"> I know how to keep safe when crossing the road, and about people who can help me to stay safe I can recognise when I feel frightened and know who to ask for help I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy I can recognise how being healthy helps me to feel happy <p>GG: Zero Hunger GG: Good Health and Wellbeing</p> <p>FBV: Mutual respect – we respect others and expect them to show us respect FBV: Individual liberty – we know our human rights and exercise these in school life and beyond</p> <p>E&D: Equality & Diversity</p> <p>A31: the right to leisure and play</p>	<p>and a friend</p> <ul style="list-style-type: none"> I know ways to praise myself I can tell you why I appreciate someone who is special to me I can express how I feel about them <p>FBV: Mutual respect – we respect others and expect them to show us respect</p> <p>E&D: Equality & Diversity</p> <p>A12: respect for the views of the child A16: the right to privacy</p>	<p>parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus</p> <ul style="list-style-type: none"> I respect my body and understand which parts are private I understand that every time I learn something new I change a little bit I enjoy learning I can tell you about changes that have happened in my life I know some ways to cope with changes new things <p>GG: Good Health and Wellbeing GG: Gender Equality</p> <p>FBV: Mutual respect – we respect others and expect them to show us respect FBV: Individual liberty – we know our human rights and exercise these in school life and beyond</p> <p>A6: life, survival and development A16: the right to privacy</p>
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<p>COMPUTING</p>	<p>ONLINE SAFETY & EXPLORING PURPLE MASH (4 WEEKS)</p> <ul style="list-style-type: none"> To log in safely. To start to understand the idea of 'ownership' of their creative work. To learn how to find saved work in the Online Work area and find teacher comments. To learn how to search Purple Mash to find resources. To become familiar with the types of resources available in the Topics section. To become more familiar with the icons used in the resources in the Topics section. To start to add pictures and text to work. To explore the Tools section of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New. To explore the Games section on Purple Mash. To understand the importance of logging out when they have finished. <p>FBV: Rule of Law – we respect the rules of school and laws in society</p> <p>FBV: Mutual respect – we respect others and</p>	<p>PICTOGRAMS (2 WEEKS)</p> <ul style="list-style-type: none"> To understand that data can be represented in picture format. To contribute to a class pictogram. To use a pictogram to record the results of an experiment. <p>LEGO BUILDERS (3 WEEKS)</p> <ul style="list-style-type: none"> To emphasise the importance of following instructions. To follow and create simple instructions on the computer. To consider how the order of instructions affects the result. 	<p>MAZE EXPLORERS (4 WEEKS)</p> <ul style="list-style-type: none"> To understand the functionality of the basic direction keys in Challenges 1 and 2. To be able to use the direction keys to complete the challenges successfully. To understand the functionality of the basic direction keys in Challenges 3 and 4. To understand how to create and debug a set of instructions (algorithm). To use the additional direction keys as part of their algorithm. To understand how to change and extend the algorithm list. To create a longer algorithm for an activity. To provide an opportunity for the children to set challenges for each other. To provide an opportunity for the teacher to set these new challenges as 2Dos for all the class to try. <p>ANIMATED STORIES (5 WEEKS)</p> <ul style="list-style-type: none"> To introduce e-books and 2Create a Story. To continue a previously saved story. To add animation to a story. To add sound to a story, including voice recording and music the children have created. 	<p>CODING (6 WEEKS)</p> <ul style="list-style-type: none"> To understand what coding means in computing. To create unambiguous instructions like those required by a computer. To build one- and two-step instructions using the printable code cards To introduce 2Code. To use the 2Code program to create a simple program. To use Design Mode to add and change backgrounds and characters. They will use the Properties table to change the look of the objects. To use the Properties table to change the look of the objects. To design a scene for a program. To use code blocks to make the characters move automatically when the green Play button is clicked. To add an additional character who moves when clicked. To explore the When Key and When Swiped commands (on tablets if available). To use the Stop button to make characters stop when the background is clicked. 	<p>ANIMATED STORIES (5 WEEKS)</p> <ul style="list-style-type: none"> To introduce e-books and 2Create a Story. To continue a previously saved story. To add animation to a story. To add sound to a story, including voice recording and music the children have created. To work on a more complex story, including adding backgrounds and copying and pasting pages. To use additional features to enhance their stories. To share their e-books on a class display board. 	<p>SPREADSHEET (3 WEEKS)</p> <ul style="list-style-type: none"> Introduction to spreadsheets Adding images to a spreadsheet and using the image toolbox Using the 'speak' and 'count' tools in 2Calculate to count items <p>TECHNOLOGY OUTSIDE SCHOOL (3 WEEKS)</p> <ul style="list-style-type: none"> To walk around the local community and find examples of where technology is used. To record examples of technology outside school. <p>FBV: Rule of Law – we respect the rules of school and laws in society</p> <p>FBV: Mutual respect – we respect others and expect them to show us respect</p> <p>A17: access to information from the media</p>
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	<p>expect them to show us respect</p> <p>E&D: Equality & Diversity</p> <p>A2: non-discrimination A16: the right to privacy A17: access to information from the media A36: other forms of exploitation</p> <p>GROUPING & SORTING (2 WEEKS)</p> <ul style="list-style-type: none"> To sort items using a range of criteria. To sort items on the computer using the 'Grouping' activities in Purple Mash. 		<ul style="list-style-type: none"> To work on a more complex story, including adding backgrounds and copying and pasting pages. To use additional features to enhance their stories. To share their e-books on a class display board. 	<ul style="list-style-type: none"> To explore a method to code interactivity between objects. To use Collision Detection to make objects perform actions. To use the sound property. 		
<p>LUNAR: HISTORY</p>	<p>N/A (Geog unit)</p>	<p>N/A (Geog unit)</p>	<p>1960's</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of changes in national life.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Significant historical events, people and places in their own locality.</p> <ul style="list-style-type: none"> I know that the 1960s was a decade. I know that a decade is 10 years long. I know that the 1960s was 6 decades ago. I know that some people alive today will have lived in the 1960s – 		<p>N/A (Geog unit)</p>	

			<p>parents/grandparents/great-grandparents.</p> <ul style="list-style-type: none">• I understand why significant events from the past are still remembered today.• I know and be able to recall significant events from the 1960s. – moon landing, world cup.• I can put a few events from the 1960s in order.• I can use timelines to order events from the 1960s.• I can identify key changes in the local area in the 1960s.• I can make comparisons between the local area in the 1960s and now.• I know that life was different in the 1960s.• I know that the 1960s was a decade of change for Britain.• I know that events from the 1960s have impacted on life today.• I understand how technology had an impact on life in the 1960s.• I know what going to school was like in the 1960s.• I can make comparisons between school now and then – uniforms, discipline, technology, lunches, classrooms.• I know how houses and homes improved in the 1960s.• I can say how homes and houses today are better than they were in the 1960s.• I understand that toys invented in the 1960s are still played with today. – Lego, Barbie, Etch – a – Sketch, Kerplunk.• I know that popular toys today are different from those in the 1960s.• I know that fashions changed in the 1960s.• I know about the life of Mary Quant and how she changed women’s fashion in the 1960s.• I know why some significant people from the 1960s are still remembered and celebrated today. – Martin Luther King, Neil Armstrong, Andy Warhol.• I know who The Beatles were.	
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			<ul style="list-style-type: none"> • I understand the impact The Beatles had on popular music in the 1960s. • I can recognise style of music from the 1960s and make comparisons with music today. • I understand how people listened to music in the 1960s and how it is different today. <p>FBV: Mutual respect – we respect others and expect them to show us respect FBV: Tolerance of different cultures and religions – together we are one community who care, respect and understand one another E&D: Equality & Diversity – Race and Gender A14: freedom of thought, belief and religion</p>		
<p>LUNAR: GEOGRAPHY</p>	<p>The UK</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <ul style="list-style-type: none"> • I understand what a map is and how it can be used. • I can create a map. • I understand how to use a key on a map. • I can mark on a map location of features (school – hall, playground, our classroom) • I can use locational language such as near, far, left, right to describe a route. • I can locate where they live on a map of the United Kingdom. • I know what a city is. • I know how to define a city. • I know the city nearest to them. • I know the capital cities of each country in the United Kingdom. • I can locate capital cities of the United Kingdom on a map. • I can identify characteristics of the capital cities of the UK. 	<p>Lost and Found</p> <p>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 north and south poles.</p> <ul style="list-style-type: none"> • I know the names of the seasons in the UK. • I know that we have more hours of daylight in summer than winter. • I can make observations about the weather using description and some explanation. • I can name weather types in the UK and identify daily changes in weather. • I can identify seasonal changes across a year • I can make simple 	<p>N/A (History unit)</p>	<p>N/A (History unit)</p>	<p>The Natural World</p>

	<ul style="list-style-type: none"> • I know that the United Kingdom is made up 4 countries. • I understand that the United Kingdom is a union of 4 countries. • I know that union means joined together – Union Flag. • I know that the countries of the United Kingdom are called England, Wales, Scotland and Northern Ireland. • I know that they live in England. • I can identify characteristics of the 4 countries of the UK • I understand what a country is. • I know the seas that surround the United Kingdom – English Channel, North Sea, Atlantic Ocean, Irish Sea. • I understand how each country in the United Kingdom is different. • I can use geographical vocabulary such as human and physical, to describe a place. • I can locate each country in the United Kingdom on a map, atlas and globe. <p>FBV: Tolerance of different cultures and religions – together we are one community who care, respect and understand one another</p> <p>E&D: Equality & Diversity</p>	<p>observations about the weather using description and some explanation.</p> <ul style="list-style-type: none"> • I recognise weather symbols. • I can explain weather dangers and how people can protect themselves. • I know how weather can affect people’s lives. • I can use world maps and globes to identify a range of countries, the Equator and the North and South Poles. • I know what the Equator is. • I can locate hot and cold countries of the world. • I can make comparisons between hot and cold countries. • I can make comparisons of places being studied. <p>GG: Life on Water</p> <p>GG: Life on Land</p> <p>E&D: Equality & Diversity</p>				
ART & DESIGN	TBC					
DESIGN & TECHNOLOGY	Enterprise Project: Structure product – cards/ books		DT Project: 1960s Fashion (fabric patch for item of clothing/ tote bag)			Cooking & Nutrition Unit

	<p>I think of and explain my own ideas and with help can put them into practice. I can explain how I will make my product. I can explain what I am making and why. I produce a simple plan using pictures and words to describe what I want to do. I can design a product for me/ others.</p> <p>I select tools that are appropriate for their purpose. I finish off my work so it looks neat and tidy. I can join materials. I talk about my own and others' work. I describe how a product works</p> <p>have found out how to make materials for my structure stronger by folding and joining. I know how to make structures stronger by folding joining or by shape (columns, triangles). I have made a structure.</p> <p>FBV: Democracy – we all have a say E&D: Equality & Diversity GG : Responsible Consumption and Production</p>		<p>I think of and explain my own ideas and with help can put them into practice. I can explain how I will make my product. I can explain what I am making and why. I produce a simple plan using pictures and words to describe what I want to do. I can design a product for me/ others.</p> <p>I select tools that are appropriate for their purpose. I finish off my work so it looks neat and tidy. I can join materials. I talk about my own and others' work. I describe how a product works</p> <p>I cut materials using scissors. I describe the properties of the materials I have used. I select and describe the materials I have used to make my structure. I can describe textiles by the way they feel. I have made a product from textiles. I know how textiles can be used to make products. I can join fabrics using glue. I have altered a textile to make it stronger.</p> <p>I talk about my own and others' work. I describe how a product works</p> <p>GG: Responsible Consumption and Production</p>		<p>A healthy snack</p> <p>I have made a food product. I use knives safely to cut food (with help) I use a mixing bowl to prepare a mixture. I know that I have to wash my hands and keep work surfaces clean when preparing food.</p> <p>GG: Zero Hunger</p>
<p>PE</p>	<p>Yoga: Year 1/2</p> <p>To develop an understanding of what yoga is. To show control when copying and repeating yoga poses. To develop strength and co-ordination in yoga poses. To show control and technique when working with a partner to create poses. To show balance, control and co-ordination in yoga poses. To copy and create poses in an animal flow. To copy and repeat a Summer flow showing control and co-ordination. I can copy a yoga flow, changing my breath to match the poses.</p>	<p>Fitness Y1/2</p> <p>To understand how to run for longer periods of time without stopping. To develop coordination through hula hoop skills. To develop co-ordination and timing when jumping in a long rope. To develop individual skipping. To take part in a circuit to develop stamina and co-ordination. To take part in a circuit to develop stamina and agility. To explore exercises that use your own body weight. To develop 'ABC,' agility,</p>	<p>Dance: Year 1</p> <p>To explore travelling actions. To be able to use counts of 8 to move in time with music. To remember and repeat actions. To respond imaginatively to a stimulus. To copy, remember and repeat actions that represent the theme. To copy, remember and repeat actions. To choose and perform actions that represent the theme. To use expression to show feelings. To create actions that relate to the story. To use a pathway when travelling. To remember and repeat actions. To choose actions that represent the theme. To copy, remember and repeat actions that represent the theme. To show changes in expression, level and shape.</p> <p>E&D: Equality & Diversity</p>	<p>Ball Skills: Year 1/2</p> <p>To explore different ball handling skills. To be able to roll a ball to hit a target. To develop co-ordination and be able to stop a rolling ball. To be able to develop technique and control when dribbling a ball with your feet. To develop control and technique when kicking a ball. To develop co-ordination and technique when throwing and catching. To develop control and co-ordination when dribbling a ball with your hands. To show co-ordination and control in a variety of ball skills</p> <p>Athletics: Year 1</p> <p>To learn to move at different speeds for varying distances.</p>	

	<p>Team Building Year 1</p> <p>To listen to and follow instructions. To co-operate and communicate with a partner to solve challenges. To work co-operatively as a team, listening to others and taking turns. To explore and develop teamwork skills. To develop communication skills. To use communication skills to lead a partner. To plan with a partner and small group to solve problems. To listen to others and share ideas. To communicate with a group to solve challenges.</p> <p>FBV: Mutual respect – we respect others and expect them to show us respect</p>	<p>balance and co-ordination.</p> <p>Fundamentals: Year 1/2</p> <p>To develop balancing and moving with control. To develop balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To develop changing direction and dodging. To develop and explore jumping, hopping and skipping actions. To develop co-ordination through French skipping. To develop skipping in an individual rope. To apply fundamental skills to a variety of challenges.</p> <p>FBV: Mutual respect – we respect others and expect them to show us respect</p>	<p>A13: freedom of expression</p> <p>Sending & Receiving: Year 1/2</p> <p>To roll a ball towards a target. To be able to track and receive a rolling ball. To be able to stop, send and receive a ball with your feet. To develop sending and receiving a ball with your feet. To develop throwing and catching skills. To develop throwing and catching skills. To send and receive a ball using a stick. To send and receive a ball using a racket.</p>		<p>To develop a foundation for balance and stability. To develop agility and co-ordination. To explore hopping, jumping and leaping for distance. To develop balance whilst jumping and landing. To develop balance and rhythm when travelling over obstacles. To develop throwing for distance. To develop throwing for accuracy.</p>	
<p>MUSIC</p>	<p>Hey You!</p> <p>To know how pulse, rhythm and pitch work together. To know when we rap we use pulse and rhythm, but when we add pitch we have a song. To learn about Old-School Hip Hop styles of music.</p> <p>Listen only and learn the new signed version of the song. Listen only and create your own actions that match the lyrics. Listen only and discuss the words. Why do you think the writer chose these lyrics? Listen only and write your own version for when you can rap</p>	<p>Rhythm in the way we walk and banana rap</p> <p>To find the pulse while listening to the main unit song. To understand that this is the heartbeat of the music. To recognise and name two instruments they can hear.</p> <p>This adapted version focuses on the concepts of pulse, rhythm and pitch. Listen only and learn the new signed version of Rhythm In The Way We Walk, or the signed version of Banana Rap. Listen only and create your own actions that match the lyrics,</p>	<p>In the Groove</p> <p>To play and sing in different styles and learn about those styles.</p>	<p>Round and Round</p> <p>To play and sing in different styles and learn about those styles – Focus on Latin.</p>	<p>Your Imagination</p> <p>To create their own lyrics. To listen and perform songs about using your imagination.</p>	<p>Reflect, Rewind and Replay</p> <p>Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</p>

	<p>and sing again.</p> <p>Music to listen to and appraise:</p> <p>Hey You Me Myself and I The Fresh Prince of Bel Air Rappers Delight U Can't Touch This It's Like That</p>	<p>Listen only to Banana Rap and discuss how the tory might have changed if the elephant had been kinder to his friends.</p> <p>Music to listen to and appraise:</p> <p>Rhythm in the way we walk The Planets, Mars-Gustav Holst Tubular Bells-Mike Oldfield Banana Rap-Jane Sebba Appy-Pharrall Williams When I'm 64-The Beatles</p>				
DRAMA	<p><u>Script Work</u> (church service)</p> <p><u>Role Play</u> (through English work)</p> <p>A13: freedom of expression</p>		<p><u>Devising</u> (family assembly)</p> <p>A13: freedom of expression</p>		<p><u>Improvisation</u> (through English work)</p> <p>A13: freedom of expression</p>	

For objectives taught within each unit of work, please refer to individual subject Long Term Plans

<https://www.rainhillstanns.co.uk/page/?title=Curriculum&pid=7>

Links

FBV: Fundamental British Value

E&D: Equality & Diversity

GG: Global Goal

A??: UNICEF Article