Year: 1 **Cambridge Road C P & N School Curriculum**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1  | Summer 2 |
| Pathways to write Text | Lost and Found by Oliver Jeffers | Nibbles: The Book Monster by Emma Yarlett | The Lion Inside by Rachel Bright | The Curious Case of the Missing Mammoth by Ellie Hattie | Toys in Space by Mini Grey | Goldilocks and Just the One Bear by Leigh Hodgkinson |
| Linked texts | Salina Yoon’s Penguin stories Be brave little penguin by Giles Andreae The Emperor’s Egg by Martin Jenkins The Penguin who Wanted to Find Out by Jill Tomlinson | Goldilocks and the Three Bears by Emma Chichester Clark Little Red Riding Hood and Jack and the Beanstalk texts The Gruffalo by Julia Donaldson Where the Wild Things are by Maurice Sendak | How to be a lion by Ed Vere The Tiger who came to Tea by Judith Kerr Mog the Forgetful Cat by Judith Kerr Zoo-ology by Joelle Jolivet | Lost in the Toy Museum by David Lucas Woolly Mammoth by Mick Manning How to Wash a Woolly Mammoth by Michelle Robinson and Kate Hindley A Great Big Cuddle by Michael Rosen | Traction Man by Mini Grey Biscuit Bear by Mini Grey It was a dark and stormy night Janet and Allan Ahlberg One True Bear by Ted Dewan Dr Xargles by Jeanne Willis | Goldilocks and the Three Bears by Emma Chichester Clark Me and You by Anthony Browne Old Bear Stories by Jane Hissey Dogger by Shirley Hughes |
| English Reading | Retell stories and consider their particular characteristics Discuss word meanings, linking new meanings to those already known Discuss the significance of the title and events Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion about what has been read | Become familiar with key stories, fairy stories and traditional tales Retell stories and consider their particular characteristics Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far | Link what is read or heard to own experiences Retell stories and consider their particular characteristics Discuss word meanings, linking new meanings to those already known Draw on what they already know Discuss the significance of the title and events Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion about what has been read Explain clearly understanding of what is read | Retell stories and consider their particular characteristics Learn to appreciate rhymes and poems Recite some rhymes and poems by heart Draw on what they already know Check that the text makes sense Make inferences on the basis on what is being said and done Predict what might happen on the basis of what has been read so far | Learn to appreciate rhymes and poems Recite some rhymes and poems by heart Discuss word meanings, linking new meanings to those already known Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion about what has been read Explain clearly understanding of what is read | Become familiar with key stories, fairy stories and traditional tales Retell stories and consider their particular characteristics Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion about what has been read |
| EnglishSpoken language | Listen and respond Ask relevant questions Build vocabulary Participate in discussions, presentations, performances, role play, improvisations and debates | Listen and respond Ask relevant questions Build vocabulary Participate in discussions, presentations, performances, role play, | Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates | Ask relevant questions Articulate and justify answer Build vocabulary Use spoken language: speculating, imagining and exploring ideas | Build vocabulary Articulate and justify answers Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates | Listen and respond Ask relevant questions Build vocabulary Participate in discussions, presentations, performances, role play, improvisations and debates |
| EnglishWriting | **Sentence**Combine words to make sentences**Text****Punctuation** Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun ‘I’ | **Sentence**Join words using and**Text**Sequence sentences to form short narratives (link ideas or events by pronoun)**Punctuation**Punctuate sentences using a capital letter and a full stop Use a capital letter for names of people | **Sentence**Join words and clauses using and**Text****Punctuation** Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks | **Sentence**Join words and clauses using and**Text****Punctuation** Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark | **Sentence**Join words and clauses using and**Text****Punctuation** Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark | **Sentence**Join words and clauses using andUse simple description**Text**Sequence sentences to form short narratives (link ideas or events by pronoun)**Punctuation** Use a capital letter for places and days of the week Punctuate sentences using a capital letter, full stop, question mark or exclamation mark |
| Pathways to PoetryText | Sea Songs | There Are No Such Things as Monsters!! by Roger Stevens | If I Had a Beak by The Literacy Company | At the Zoo by W. M. Thackeray | I Spun a Star by John Foster | Poetry Fruit Salad |
| Linked texts | When I was One- The Pirate Song (Trad.) A Sailor Went to Sea (Trad.) Pirate Pete by James Carter |  |  | Off by Heart by R Steven At the Zoo by W. M. Thackeray Other poems included in the unit | Night Sky by Zaro Weil | I Am the Seed that Grew the Tree: A Nature Poem for Every Day of the Year by Fiona Waters: Plum by Tony Mitton Apples by John Siddique If I Were An Apple by Anon |
| Poetry Reading | Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which can be read independently. Link what is read or heard to own experiences Recognise and join in with predictable phrases. Learn to appreciate rhymes and poems Participate in discussion about what has been read to them. | Link what is read or heard to own experiences Learn to appreciate rhymes and poems Check that the text makes sense | Recognise and join in with predictable phrases Learn to appreciate rhymes and poems Discuss word meanings, linking new meanings to those already known Explain clearly understanding of what is read to them | Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which can be read independently Link what is read or heard to own experiences Learn to appreciate rhymes and poems Recite some rhymes and poems by heart | Discuss word meanings, linking new meanings to those already known Draw on what they already know Check that the text makes sense Check that the text makes sense | Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which can be read independently Link what is read or heard to own experiences Learn to appreciate rhymes and poems Recite some rhymes and poems by heart Explain clearly understanding of what is read to them |
| PoetrySpoken language | Build vocabulary Maintain attention and participate actively in collaborative conversations Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently | Listen and respond Maintain attention and participate actively in collaborative conversations Speak audibly and fluently | Listen and respond Participate in discussions, presentations and performances Use spoken language: speculating, hypothesising, imagining and exploring ideas | Listen and respond Build vocabulary Select and use appropriate registers for effective communication Speak audibly and fluently | Ask relevant questions Maintain attention and participate actively in collaborative conversations Speak audibly and fluently | Listen and respond Ask relevant questions Build vocabulary Articulate and justify answers Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently |
| PoetryWriting | Say out loud what is going to be written about Re-read what they have written to check that it makes sense Discuss what has been written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher | Say out loud what is going to be written about Compose a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher | Say out loud what is going to be written about Re-read what they have written to check that it makes sense Discuss what has been written with the teacher or other pupils | Say out loud what is going to be written about Compose a sentence orally before writing it Re-read what they have written to check that it makes sense Discuss what has been written with the teacher or other pupils | Compose a sentence orally before writing it Discuss what has been written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher | Compose a sentence orally before writing it Re-read what they have written to check that it makes sense Discuss what has been written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher |
| EnglishPhonics/ spelling | Reading - word readingPupils should be taught to:* apply phonic knowledge and skills as the route to decode words
* respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
* read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
* read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
* 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
* reread these books to build up their fluency and confidence in word reading

Spelling - Pupils should be taught to:spell:* words containing each of the 40+ phonemes already taught
* common exception words
* the days of the week
* name the letters of the alphabet:
* naming the letters of the alphabet in order
* using letter names to distinguish between alternative spellings of the same sound
* add prefixes and suffixes:
* using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
* using the prefix un–
* using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
* apply simple spelling rules and guidance, as listed in English appendix 1
* write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

HandwritingPupils should be taught to:* 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’ (ie letters that are formed in similar ways) and to practise these
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| Mathematics | Numbers to10* count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
* 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
* count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
* read and write numbers from 1 to 20 in numerals and words

Part whole within 10* represent and use number bonds and related subtraction facts within 20
* write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs

Addition and subtraction within 10* represent and use number bonds and related subtraction facts within 20
* solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9
* read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
 | Addition and subtraction within 10* represent and use number bonds and related subtraction facts within 20
* solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9
* read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs

2D and 3D shapes* 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
* 2-D shapes [for example, rectangles (including squares), circles and triangles]

Numbers to 20* count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
* 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
* recognise the place value of each digit in a two-digit number (tens, ones)
* given a number, identify one more and one less
* compare and order numbers from 0 up to 100; use <, > and = signs
 | Addition within 20* represent and use number bonds and related subtraction facts within 20
* solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9
* read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs

Subtraction within 20* 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

Numbers to 50* 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
* solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9
* recognise the place value of each digit in a two-digit number (tens, ones)
* compare and order numbers from 0 up to 100; use <, > and = signs
 | Introducing length and height* compare, describe and solve practical problems for:
* measure and begin to record the following:
* lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]

Introducing weight and volume* mass/weight [for example, heavy/light, heavier than, lighter than]
* mass/weight
* capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
 | Multiplication* count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
* 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

Division* 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

Halves and quarters* recognise, find and name a half as one of two equal parts of an object, shape or quantity
* recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

Position and direction* describe position, direction and movement, including whole, half, quarter and three-quarter turns
 | Numbers to 100* 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
* present and use number bonds and related subtraction facts within 20
* recognise the place value of each digit in a two-digit number (tens, ones)
* Number - addition and subtraction
* recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100

Time* solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9
* compare, describe and solve practical problems for:
* measure and begin to record the following:
* sequence events in chronological order using language [for example, 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
* time [for example, quicker, slower, earlier, later]
* time (hours, minutes, seconds)

Money* count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
* recognise and know the value of different denominations of coins and notes
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| Science | Everyday materials* 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
 | Animals, including humans* identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
* describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
 | * 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
 | Plants* 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.
 | Ongoing throughoutSeasonal changes* observe changes across the four seasons
* observe and describe weather associated with the seasons and how day length varies
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| Computing | Technology around us Use technology purposefully to create, organise, store, manipulate, and retrieve digital contentRecognise common uses of information technology beyond schoolUse 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 technologies | Digital painting Use technology purposefully to create, organise, store, manipulate, and retrieve digital content | Moving a robotUnderstand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructionsCreate and debug simple programsUse logical reasoning to predict the behaviour of simple programsRecognise common uses of information technology beyond school | Grouping DataUse technology purposefully to create, organise, store, manipulate, and retrieve digital contentUse 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 technologies | Digital WritingUse technology purposefully to create, organise, store, manipulate, and retrieve digital contentUse 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 technologies | Programming animationsUnderstand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructionsCreate and debug simple programsUse logical reasoning to predict the behaviour of simple programs |
| RE | Belonging* How am I special?
* Why do Christians believe that people are special?
* What does it mean to belong?
* What different religions are there in the world?
* Which of the symbols are associated with Christianity?
* What symbols can I see in a baby’s baptism?
* How was Jesus baptised?
* Why do some adults choose to be baptised?
* What is special about belonging?
 |  |  The world around us* What beauty can you see in the world around you?
* What does beauty mean?
* What does the Bible say about how the world was created?
* What other views are there about how the world began?
* How did St Francis care for creation?
* How can we be stewards of creation?
 |  | How and why are Allah and Muhammad (PBUH) important to Muslims? |  |
| History | ToysKnowledge:* To recognize the difference between toys from the past and those of today.
* To sequence toys from the past and those of today on a timeline.

Skills:* Use artefacts, pictures and stories to find out about the past.
* Label time lines with words such as past, present, older etc
 | School DaysKnowledge:* To compare modern day school and schools in the past, identifying similarities and differences.
* To create a timeline by ordering photos of school life.

Skills:* Observe and handle evidence in order to ask questions about the past.
* Understand some of the ways we find out about the past.
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| Geography |  |  | Poles ApartKnowledge:* To name and locate the world’s 7 continents and 5 oceans.
* To 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

Skills:* Use basic geographical vocabulary to refer to:
* key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
* key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
 |  | Ellesmere PortKnowledge:* To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.
* To use maps to locate Ellesmere Port, the surrounding areas and key features.

Skills:* Use world maps, atlases and globes to identify the United Kingdom and its countries.
* 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.
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| Art & Design | School Days* Create a pastel/ charcoal drawing of the school in the style of Lowry.
 |  | Poles Apart* Use a range of painting techniques to create artwork depicting the Northern Lights. Look at A. Wallace photography for images.
 |  | Ellesmere Port* Sculpture (construction with card/ paper/ papier mache etc) – features of our local area
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| DT |  | ToysMechanical systems – levers/sliders* Design and make a moving toy/ moving picture for children in Reception or Nursery.
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| PE | Games* Demonstrate changes of direction, level & speed
 | Dance* Repeat and Perform sequences of movements
 | Gymnastics* Display development in the fundamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination)

Throughout* Show an awareness of how the body functions/changes during exercise
* With guidance participate displaying respect, fair play and working well with others
 | Games* Throw and catch displaying a degree of competency, in isolation and in varied environments
 | Gymnastics* Use fundamentals of movement to achieve success in competitive environments, individually and as a team
 | Athletics* Display development in the fundamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination)
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| Music | Hey you!*Listen & Appraise* – begin to recognise styles, ﬁnd the pulse, recognise instruments, listen, discuss other dimensions of music. *Musical Activities* – ● Games - begin to internalise, understand, feel, know how the dimensions of music work together. ● Singing - start to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble.  ● Playing - start to play a classroom instrument in a group/band/ensemble.  *Perform/Share* – begin to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.  |  | In the groove.*Listen & Appraise* – begin to recognise styles, ﬁnd the pulse, recognise instruments, listen, discuss other dimensions of music. *Musical Activities* – ● Games - begin to internalise, understand, feel, know how the dimensions of music work together. ● Singing - start to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble.  ● Playing - start to play a classroom instrument in a group/band/ensemble.  *Perform/Share* – begin to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.  |  | Your imagination*Listen & Appraise* – begin to recognise styles, ﬁnd the pulse, recognise instruments, listen, discuss other dimensions of music. *Musical Activities* – ● Games - begin to internalise, understand, feel, know how the dimensions of music work together. ● Singing - start to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble.  ● Playing - start to play a classroom instrument in a group/band/ensemble.  *Perform/Share* – begin to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.  |  |
| RSE | Equalities weekHappy familiesFamilies and people who care for me (R)* that families are important for children growing up because they can give love, security and stability.
* the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.
* that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.
* that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.
* that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
* how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
 | Keeping & Staying HealthyWashing handsHealth & prevention (H)Healthy eating (H)* what constitutes a healthy diet (including understanding calories and other nutritional content).
* the principles of planning and preparing a range of healthy meals.
* the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
* how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
* about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
* the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
* about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
* about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
* the facts and science relating to allergies, immunisation and vaccination.
 | RelationshipsFriendshipsCaring friendships (R) Respectful Relationships (R)* how important friendships are in making us feel happy and secure, and how people choose and make friends.
* the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
* that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
* that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
* how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
* the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
* practical steps they can take in a range of different contexts to improve or support respectful relationships.
* the conventions of courtesy and manners.
* the importance of self-respect and how this links to their own happiness.
* that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
* about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
* what a stereotype is, and how stereotypes can be unfair, negative or destructive.
* the importance of permission-seeking and giving in relationships with friends, peers and adults.
 |  |  | Computer safetyOnline bullyingInternet safety and harms* that for most people the internet is an integral part of life and has many benefits.
* about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.
* how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
* why social media, some computer games and online gaming, for example, are age restricted.
* that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
* how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
* where and how to report concerns and get support with issues online
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| Languages |  |  |  |  |  |  |