

Bratton Curriculum 2019

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>SCHOOL SPECIFICS:</b>	Pantomime	Pantomime	Young Voices Residential Pantomime	Young Voices Pantomime	Young Voices Pantomime	Arthog Young Voices Parliament visit Pantomime
<b>INDEPENDENCE &amp; SELF ORGANISATION</b>						
<b>ARTICULATE &amp; CONFIDENT</b>	To have confidence to speak in front of an audience.	To speak audibly in key stage assemblies and when addressing own class.	To speak audibly in key stage assemblies and when addressing own class.  To have an answer ready and reply in a succinct manner.	To speak audibly in key stage assemblies and when addressing own class.  To have an answer ready and reply in a succinct manner.	To evaluate each other's presentations and offer advice for improvements.	To speak in a school assembly/performance with confidence and expression. To show visitors around school explaining articulately what makes our school a special place.
<b>CREATIVITY, HAVING A SENSE OF AWE AND WONDER &amp; HAVING AN IMAGINATION</b>	To have opportunities to play in role.  Ask questions about things that interest them in the world around them.	To have opportunities to play in role.  Ask questions about things that interest them in the world around them.	To have opportunities to play in role eg. Hot seating.  Ask questions about things that interest them in the world around them.  Have confidence to verbalise creative ideas.	To have opportunities to play in role.  Confidently discuss things which puzzle them.	To have opportunities to play in role.  Ask and answer questions about things which puzzle them.	To have opportunities to play in role.  Ask and answer questions about things which puzzle them.
<b>ACCEPT, RESPECT AND DISCUSS OTHER PEOPLE'S IDEAS AND BELIEFS.</b>	Accept and respect other children's ideas.	Accept and respect other children's ideas.	Accept and respect other people's ideas and beliefs.	Accept and respect other people's ideas and beliefs.	Accept, respect and discuss other people's ideas and beliefs.	Accept, respect and discuss other people's ideas and beliefs.
<b>Kind &amp; Compassionate A LIFE-LONG LEARNER – To take risks – to have a go. To not be afraid of failure. To evaluate and learn from mistakes, Resilience, Perseverance &amp; Work ethic Curiosity Trying new experiences including sports</b>	Be able to say which foods are healthy and which foods to eat in moderation. Marvellous mistakes: mistakes are not errors, they are learning opportunities.  To understand how copying does not help me learn.	To understand the difference between "copying out" and copying answers. To self-evaluate own learning and give next steps.  To recognise the importance of proof-reading, editing and improving.	To be able to peer-support without just giving the answers.  To self-evaluate own learning and peers.	Proof-read and edit without prompting by adults. To self-evaluate own learning and peers.	To understand how copying is against the law: copyright and plagiarism.  Proof-read and edit without prompting by adults. To self-evaluate own learning and peers	To be resilient and learn that mistakes are ok (SATs).  Proof-read and edit without prompting by adults. To self-evaluate own learning and peers

	To self-evaluate own learning.					
<b>RESPECTFUL</b> <b>To know to hold doors open for adults around school.</b> <b>To know that listening to adults and each other is polite.</b> <b>To understand the importance of good manners (including table manners)</b> <b>To take turns to speak and to listen respectfully to each other. (Hands up)</b>	<p>To use manners with all adults in school including dinner operatives when serving their dinner.</p> <p>To eat with your mouth closed and not talk when you are eating.</p> <p>To understand the importance of telling the truth and accepting consequences.</p> <p>To say thank you and be grateful to everyone when gifts are offered, kind gestures are made (birthdays).</p>	<p>To understand the different jobs of people in school.</p> <p>To understand the importance of telling the truth and accepting consequences.</p> <p>To recognise how the tone of your voice can change the meaning of what you are saying. (role play).</p>	<p>To understand the importance of telling the truth and accepting consequences.</p> <p>To understand how our feelings make us behave and how to manage these positively.</p>	<p>To understand the importance of telling the truth and accepting consequences.</p> <p>To understand how consequences differ for different situations that occur.</p>	<p>To understand the importance of telling the truth and accepting consequences.</p> <p>To understand the legal responsibilities of their actions (age 10)</p> <p>To understand how to change behaviour to suit the situation that you are in. (Residential, school, home)</p>	<p>Courtesy, gratitude, respect &amp; manners</p> <p>Tell the truth and accept the consequences</p> <p>Respectful of authority</p> <p>To understand the actions online are the same as in person.</p> <p>To understand how hormones can affect your behaviour but to develop strategies to encourage positive relationships. (Friendship &amp; other adults).</p>
<b>Health</b> <b>To know why it is important to brush their teeth twice daily.</b> <b>To know why it is important to keep clean and wear clean clothes.</b> <b>To wash hands before eating and after using the toilet or going to the bathroom.</b>	<p>To learn the importance of leading a healthy and active life.</p> <p>Participate in daily physical activity (Bratton mile).</p> <p>To cover mouths when sneezing: catch it, kill it, bin (wash your hands).</p> <p>To make sensible, hygienic decision with where our hands go.</p>	<p>To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Science NC)</p>	<p>To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat (Science NC)</p> <p>To participate in daily physical activity: running the Bratton mile for a sustained period of time.</p> <p>To understand the importance of lunchtime nutrition – lunch box choices.</p>	<p>To recognise how germs travel (the 5 second rule myth!).</p> <p>Micro-organisms: the mould investigation to prove where in school germs are most prevalent.</p>	<p>To understand the changes that puberty will bring and how our hygiene habits need to adapt.</p> <p>To participate in daily physical activity: running the complete Bratton mile.</p> <p>To understand the importance of making healthy food choices if buying food independently.</p>	<p>To understand the importance of staying healthy.</p> <p>To make sensible decisions to maintain their health.</p> <p>To keep themselves clean.</p> <p>To choose a healthy diet and lifestyle.</p> <p>To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (Science NC)</p> <p>STAR training: Police delivered.</p> <p>To understand the importance of making healthy food choices if buying food independently. (Transition for secondary school).</p>

<p><b>Relationships</b>  <b>To understand what saying 'sorry' means and to know what they are saying sorry for. To understand that actions have consequences. To take responsibility</b></p>	<p>To understand what saying 'sorry' means and to know what they are saying sorry for. To understand that actions have consequences</p> <p>To understand that you are allowed to have a wide range of friends</p> <p>To understand that they will not always get their own way and to deal with conflict calmly</p> <p>To understand that people can fall out and make back up.</p>	<p>To understand what saying 'sorry' means and to know what they are saying sorry for. To understand that actions have consequences</p> <p>To understand that you are allowed to have a wide range of friends</p> <p>To understand that they will not always get their own way and to deal with conflict calmly</p> <p>To understand that in a dispute, you need to listen to another person's point of view. To understand that a disagreement does not mean the end of a relationship</p>	<p>To understand what saying 'sorry' means and to know what they are saying sorry for. To understand that actions have consequences</p> <p>To understand that friendships will change over time</p> <p>To understand that they will not always get their own way and to deal with conflict calmly</p> <p>To understand that in a dispute, there can be more than one point of view which needs to be expressed and listened to. To understand that a disagreement does not mean the end of a relationship</p>	<p>To understand what saying 'sorry' means and to know what they are saying sorry for. To understand that actions have consequences. To take responsibility</p> <p>To understand that friendships will change over time. To allow your friends to have other friends</p> <p>To understand that they will not always get their own way and to deal with conflict calmly</p> <p>To understand that in a dispute, there can be more than one point of view which needs to be expressed and listened to. To understand that its ok to disagree and that it does not mean the end of a relationship</p>	<p>To understand what saying 'sorry' means and to know what they are saying sorry for. To understand that actions have consequences. To take responsibility</p> <p>To understand that people can fall out and learn to forgive at home and at school</p> <p>To understand that they will not always get their own way and to deal with conflict calmly</p> <p>To understand that in a dispute, there can be more than one point of view which needs to be expressed and listened to</p> <p>To understand that its ok to disagree and that it does not mean the end of a relationship.</p> <p>To know when and who it is appropriate to disagree with</p>	<p>To understand that people can fall out and learn to forgive at home and at school. To understand that friendships will change over time (Transition to Y7)</p> <p>To understand that they will not always get their own way and to deal with conflict calmly</p> <p>To understand that in a dispute, there can be more than one point of view which needs to be expressed and listened to</p> <p>To understand that its ok to disagree and that it does not mean the end of a relationship.</p> <p>To know when and who it is appropriate to disagree with</p>
<p><b>MENTAL HEALTH</b>  <b>Children to explore ways and vocabulary to express how they feel.</b></p> <p><b>To be able to talk about things they like about themselves</b></p>	<p>To communicate feelings, to respond appropriately in new social situations,</p> <ul style="list-style-type: none"> <li>• Understand non-verbal communication</li> </ul> <p>To know how to give and accept a compliment</p>	<p>To communicate feelings, to respond appropriately in new/challenging social situations,</p> <ul style="list-style-type: none"> <li>• Understand non-verbal communication</li> </ul> <p>To know how to give and accept a compliment</p>	<p>To have emotional maturity when dealing with a range of relationships.</p> <ul style="list-style-type: none"> <li>• Understand the difference between online and face-to-face communication</li> </ul> <p>To know what is an appropriate compliment to give someone</p>	<p>To have emotional maturity when dealing with a range of relationships.</p> <ul style="list-style-type: none"> <li>• Understand the difference between online and face-to-face communication</li> </ul> <p>To know what is an appropriate compliment to give someone</p>	<p>To have emotional maturity when dealing with a range of relationships.</p> <ul style="list-style-type: none"> <li>• Understand the difference between online and face-to-face communication</li> </ul> <p>To know what is an appropriate compliment to give someone and understand how</p>	<p>To understand the importance of mental health - Being adaptable, aspirational, being the best they can be, being happy in their own skin and appreciating the qualities that make them unique</p> <p>Coping strategies</p> <p>Manage emotions</p>

<p><b>To know that it is ok to make mistakes and being 'me' is enough</b></p> <p><b>To talk and reflect upon problems with adult support rather than reacting appropriately</b></p> <p><b>To understand that everyone is equal (Race and gender)</b> <b>To begin to explore understanding of 'respect'</b></p>	<p>To know that it is ok to make mistakes and their best is good enough</p> <p>To begin to independently talk and reflect upon problems rather than reacting appropriately</p> <p>To understand that everyone is equal even though there may be obvious differences. (Race and gender) To continue to explore understanding of 'respect'</p>	<p>To know that it is ok to make mistakes and begin to learn from them</p> <p>To independently talk and reflect upon problems rather than reacting appropriately</p> <p>To know that everyone is equal even though there may be obvious differences and to show respect to others (Race, gender and religion)</p>	<p>To know that a mistake is an opportunity to learn</p> <p>To independently talk and reflect upon problems rather than reacting appropriately. Consider whether a problem needs adult intervention or not.</p> <p>To treat and respect everyone as equal even though there may be obvious differences (Race, gender and religion)</p>	<p>To know that a mistake is an opportunity to learn and understand that no-one is perfect</p> <p>To recognise when a problem could occur and intervene or independently talk and reflect upon the problem rather than reacting appropriately</p> <p>To treat and respect everyone as equal even though there may be obvious differences (Race, gender and religion)</p>	<p>compliments can change how a person feels.</p> <p>To understand the importance of mental health - Being adaptable, aspirational, being the best they can be, being happy in their own skin and appreciating the qualities that make them unique ( Transition to Y7)</p> <p>To recognise when a problem could occur and intervene or independently talk and reflect upon the problem rather than reacting appropriately</p> <p>To treat and respect everyone as equal even though there may be obvious differences (Race, gender, religion and sexuality)</p>	<p>To communicate feelings, to respond appropriately in new/challenging social situations, To have emotional maturity when dealing with a range of relationships. To respect gender differences, sexuality, race etc.</p>
<p><b>EQUALITY</b> <b>particularly within sports contexts</b> <b>Challenge gender stereotypes</b> <b>Sexism in other cultures</b></p>	<p>To discuss and challenge stereotypes – can boys play with dolls? Etc... Challenge stereotypes.</p> <p>What makes you individually unique? Different role play items/corners i.e. culturally diverse toys.</p>	<p>Different types of families- One Love.</p> <p>Different role play items/corners i.e. culturally diverse toys.</p>	<p>What is racism? Dealing with racism.</p>	<p>The Boy in the Dress Derogatory name calling</p>	<p>How is sexism prevalent in sports? Study changes in equality over the decades.</p>	<p>How is sexism prevalent in sports? Study changes in equality over the decades.</p>
<p><b>SAFETY</b> <b>Stranger Danger</b> <b>People who help us</b> <b>Crossing the road safely</b> <b>Who keeps us safe at school?</b></p>	<p>Washing hands Friend requests Keep your private parts private Who keeps us safe at school?</p>	<p>PANTS campaign Green Cross Code Medicine safety Passwords and personal information Who keeps us safe at school?</p>	<p>Water safety Community Police- online safety link Strangers online Different ways we can communicate online.</p>	<p>Bikeability Community Police- online safety link Online gaming Stranger danger-online Who keeps us safe at school?</p>	<p>Digital footprint Validity of the internet Sexting Who keeps us safe at school?</p>	<p>STAR Crucial Crew  Safeguarding group</p>

			Who keeps us safe at school?			
<b>CITIZENSHIP</b> <b>To be able to say what they like about their school and how they can look after it.</b>  <b>To have the opportunity to talk about something that interests them that they are aware of happening in the world.</b>	<p>To be able to say what they need to do to look after their local area.</p> <p>To contribute something of use to the community (ie. Poop Scoop bags) in problem areas.</p> <p>To use 'Show &amp; Tell' as an opportunity to share knowledge about what is going on in the world.</p>	<p>To have an understanding of how the environment is being damaged and what we can do about it – recycling, walking to school, saving energy.</p> <p>To watch and discuss a current news programme (Newsround)</p>	<p>To choose a local issue of interest to communicate (through assembly/poster/newsletter) with the school and championing change.</p> <p>To actively know and share with the class what is happening in the wider world.</p>	<p>To choose a global issue of interest to them to communicate (through assembly/poster/newsletter) with the school and championing change.</p> <p>To understand bias in the news.</p>	<p>To actively be the change they want to see.</p> <p>To understand the meaning of 'Fake news'.</p>	<p>To be a good citizen – To take an active interest in current affairs and how it affects them. To want to protect the world in which they live.</p> <p>To take a pride in local area.</p>
<b>LIFE SKILLS – managing money, telling the time, organising workload,</b>  <b>To know the value of our coins and notes.</b>  <b>To have an understanding that there are consequences if work is not completed.</b>	<p>To tell the time to half past and o'clock.</p> <p>To decide which coins they need to buy something in a shop.</p>	<p>To tell the time to 5 minute increments.</p> <p>To tell the time using both digital and analogue clocks.</p> <p>To check that they have been given the right change.</p>	<p>To tell the time to 5 minute increments.</p> <p>To tell the time using both digital and analogue clocks.</p> <p>To check that they have been given the right change.</p>	<p>To calculate efficiently the passing of time</p> <p>To understand the problems that money can cause.</p>	<p>To participate in a bank led managing money workshop.</p> <p>To use timetables to catch buses etc. and calculate journey times.</p> <p>organising workload,</p>	<p>To have an understanding that there are consequences if work is not completed.</p> <p>To use timetables to catch buses etc. and calculate journey times.</p> <p>organising workload,</p>