



## Semi Formal 2: Long Term Plan 2023-2024

	<b>My Communication</b> <b>(Drama links)</b>	<b>My Problem Solving</b> <i>(Please use this a guide for coverage- teachers know the needs/abilities of their pupils best so please adapt and revisit areas as needed)</i>	<b>My World</b> <b>DofE Science Statutory Requirements</b>	<b>My Imagination</b>	<b>Using Technology</b> <b>(Online safety links)</b>	<b>My Health</b>	<b>Myself &amp; Others</b> <b>PSHE – Jigsaw</b>  <i>(Weekly reflection sessions to cover RE &amp; Citizenship twice a week in class linked to assembly themes. See assembly document)</i>	<b>My Independence/ Career</b>
<b>Transitions:</b> Myself & Others focus for the first 2 weeks of Autumn Term.								
<b>1</b>	<b>Topic: Paws and Claws</b>		<b>Key Texts:</b> *We're going on a lion hunt *Find me a tiger					
<p><i>Drama should be taught throughout the year as part of the English curriculum- this should be at the discretion of the teacher as to how skills (in red) and drama techniques e.g. freeze frames, role play, hot seating etc. are implemented across the year based on what the key texts lend themselves to.</i></p> <p><b>Invent, adapt and recount imaginative play narratives and stories with peers and familiar adults.</b></p> <p><b>Interact in character in a simple adult led scenario</b></p>	<p><b>Operations:</b>  <b>Focus: Place value, representing and counting.</b>                      To understand counting and representing numbers and their value at a concrete and pictorial level. Pupils begin to read, write and understand numbers up to 100. Begin to look at Calculation Policy- Stages 1-2.</p> <p><b>Functional Maths:</b></p>	<p><b>Geography:</b>                      Using and making maps, describing physical features</p> <p><b>Science:</b>                      Describe how humans need the skeleton and muscles for support, protection and movement.</p> <p><b>IDENTIFY that humans and some other animals have skeletons and muscles for support, protection and movement.</b></p>	<p><b>Art:</b>                      Art and design techniques that focus on colour, pattern, texture and line. Choose appropriate tools. Identify and use paints in the primary colours. Use soft and hard pencils to create different types of line and shape.</p> <p><b>Music:</b>                      Listen, copy and remember simply beats and rhythms using instruments or body percussion.</p>	<p><b>NC link:</b>                      Save and retrieve digital content (photographs) using presentation software.</p> <p><b>Key skills:</b>  <b>Create, name, save and retrieve digital content.</b>                      Sort, collate, edit and store photographs. Use a range of media including photos and text.</p>	<p><b>Physical:</b>                      Series of movements, skills and actions e.g. Animal movements yoga poses</p> <p><b>Food:</b>                      Recognise the importance of preparing and cooking food safely and hygienically.</p> <p>Name and use a range of basic tools safely to prepare healthy dishes and drinks.</p>	<p><b>PSHE – Being me in my World</b>                      Setting personal goals                      Self-identity and worth                      Positivity in challenges                      Rules, rights and responsibilities                      Rewards and consequences                      Responsible choices                      Seeing things from other perspectives</p> <p><b>RSE:</b></p>	<p><b>Independence:</b>                      Demonstrates increasing levels of self-confidence, self-organisation and self-motivation with occasional support.</p> <p><b>Budgeting for the future. Managing money</b></p> <p><b>Personal Needs:</b>                      Shows increasing independence with more complex personal care routines and simple domestic routines.</p> <p><b>Personal Safety:</b>                      Identifies danger in the wider school</p>	

Cycle 1

<p>role play with one other pupil. Begins to be aware of an audience and adapts accordingly.</p> <p>Phonics/See and Learn</p> <ul style="list-style-type: none"> <li>• PHONICS ASSESSMENTS</li> <li>• RISING STARS ASSESSMENTS</li> </ul> <p>Communication – including speaking and listening: To take part confidently and appropriately in reciprocal interactions during a range of everyday situations. E.g. visits to café's/supermarket</p> <p>Reading: To recognise and derive meaning from a range of print, signs and symbols, processing these with increasing independence in the school setting and in everyday situations. Re-read for fluency and work on comprehension skills both direct and inference.</p> <p>Writing: To use letters, words or symbols to convey meaning for a range of functional purposes. Key focus on building upon sentence structure at an appropriate level with a emphasis on punctuation, adjectives, sentence</p>	<p>To use and understand maths in everyday life, including data, time and money, and build on solving problems in practical situations including personal experiences and life skills lessons.</p> <p>Shape, space and measure: <b>Focus: Object description and measure</b> Use and build on language to make direct links between object comparison and description where the difference is marked. Develop understanding of measuring different quantities and why this is useful in everyday life.</p> <p>Developing a secure and concrete understanding of common shapes, measures, direction and time in everyday experiences and life skills lessons. Relating concepts and language to</p>		<p>Sing as part of a larger group including songs, rhymes and chants.</p> <p>(sing and sign)</p>	<p>Hardware/ software: Laptops, iPads, digital cameras, Microsoft Word, Microsoft Publisher, NOS.</p>	<p>Mental Health: Develop toolbox of resources to support own mental health</p>	<p>Recognise a range of relationships and consideration and respect towards others.</p> <p>RE &amp; Citizenship: Develop an understanding of democracy (School Council)</p>	<p>environment with increasing independence and identifies possible dangers in the community with some support.</p> <p>Careers: With support, investigate and consider opportunities in learning and future work options.</p> <p>Looking at courses for post 16 and beyond Careers talks and visits if possible</p>
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Cycle 1

	<p>starters and co-ordinating conjunctions. Use appropriate resourcing e.g. phonic/CEW/Tricky word mats or colourful semantic resources.</p> <p>Retelling/rewriting a short narrative including descriptive writing.</p> <p>Poetry</p>	<p>everyday life and experiences.</p>						
<p>2</p>	<p><b>Topic: Weather around the world</b> <b>Move to Summer 1 2025/26</b></p>		<p>Key Texts: *Lila and the secret of rain *Cloudy with a chance of meatballs</p>					
<p><b>Phonics/See and Learn</b></p> <p>Communication – including speaking and listening: To take part confidently and appropriately in reciprocal interactions during a range of everyday situations. E.g. visits to café’s/supermarket</p> <p>Reading: To recognise and derive meaning from a range of print, signs and symbols, processing these with increasing independence in the school setting and in everyday situations. Re-read for fluency and work on comprehension skills both direct and inference.</p> <p>Writing:</p>	<p>Operations: <b>Focus: Place value and addition/subtraction.</b> To understand counting, simple addition and subtraction within a real-life context and the associated language at a concrete and pictorial level. Pupils begin to read, write and understand abstract calculations for everyday purposes, across addition and subtraction up to and beyond 20. Begin to look at Calculation Policy- Stages 1-2.</p>	<p>Geography: Seasonal and daily weather patterns. Deepening understanding of UK climate. Leading to ability to compare climates.</p> <p>Science: Water cycles</p> <p><b>IDENTIFY the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</b></p> <p><b>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment,</b></p>	<p>Art and DT Design and makes items with simple moving parts such as ‘split pin’ men, weathervane or wind chimes. Evaluate work and what has gone well/ how it could be improved.</p> <p>Music: Recognise and name a wider range of instruments and compare their sounds e.g. Weather sounds with instruments and songs.</p> <p>Sing as part of a larger group including songs, rhymes and chants. (sing and sign)</p>	<p>NC link: Use technology purposefully to organise data.</p> <p>Key skills: Organise data. Retrieve specific data for conducting simple searches.</p> <p>Hardware/ software: Laptops, Purple Mash – 2Investigate (spreadsheets).</p>	<p>Physical: Team games and co-operation</p> <p><b>Get set 4 PE team building year 2 key skills develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork</b></p> <p>Food: <b>Develop a range of skills e.g. frying, grilling decide the foods that are commonly or normally eaten in a region. Is this</b></p>	<p><b>PSHE – Celebrating Differences</b> Families and their differences Family conflict and how to manage it</p> <p>RE &amp; Citizenship: Understanding and respect for people with a range of faiths and beliefs</p>	<p>Independence: Demonstrates increasing levels of self-confidence, self-organisation and self-motivation with occasional support.</p> <p>Personal Needs: Shows increasing independence with more complex personal care routines and simple domestic routines.</p> <p>Personal Safety: Identifies danger in the wider school environment with increasing independence and identifies possible dangers in the community with some support.</p>	

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	<p>To use letters, words or symbols to convey meaning for a range of functional purposes. <b>Key focus on building upon sentence structure at an appropriate level with a emphasis on punctuation, adjectives, sentence starters and co-ordinating conjunctions. Use appropriate resourcing e.g. phonic/CEW/Tricky word mats or colourful semantic resources.</b></p> <p>Weather reports Postcards Non-chronological reports</p> <p>Drama: Prepare and rehearse performance e.g. weather role play</p>	<p>Functional Maths: To use and understand maths in everyday life, including data, time and money, and build on solving problems in practical situations including personal experiences and life skills lessons.</p> <p>Shape, space and measure: <b>Focus: Position, direction and movement.</b></p> <p>Describe position and follow simple directional language including forwards/backwards, left/right. Develop understanding of directional language use in practical contexts.</p>	<p><b>including thermometers and data loggers (Record rainfall, temperature)</b></p> <p><b>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</b></p> <p>Weather in different countries</p> <p>History: (Cornerstones - Movers and Shakers )</p> <p>Significant individuals- Sir Francis Beaufort Developing understanding of change over time.</p> <p>Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p>			<p><b>different in other countries.</b></p> <p>Mental Health: recognise danger and staying safe</p>		<p>Careers: With support, investigate and consider opportunities in learning and future work options <b>Consider looking at what is a cv</b></p>
3	<p><b>Topic: What happens next?</b></p>		<p>Key Texts: *What do grown-ups do all day *The jolly postman</p>	<p>*Heroes who help us from around the world by Liz Gorgley *When I grow up by Tim Minchin *The detective Dog by Julia Donaldson</p>				
	<p>Phonics/See and Learn</p> <ul style="list-style-type: none"> <li>• PHONICS ASSESSMENTS</li> <li>• RISING STARS ASSESSMENTS</li> </ul> <p>Communication – including speaking and listening: To take part confidently and appropriately in reciprocal interactions</p>	<p>Operations: <b>Focus: Addition and Subtraction.</b></p> <p>Solve addition and subtraction calculations and problems within a real-life context and the associated language at a concrete and</p>	<p>Geography: Local landmarks and simple maps. Locating land masses and describing using near far left and right.</p> <p>Science: Scientific enquiry skills to ask and answer scientific questions.</p>	<p>Art and DT: Begin to know the work of some artists, craft makers and designers. Identify similarities and differences between two or more pieces of art. Replicate a chosen artists work using design techniques with</p>	<p>NC link: Recognise common uses of technology beyond school.</p> <p>Key skills: Retrieve relevant and purposeful digital content</p>	<p>Physical: Keeping fit and the effect of activity on body</p> <p><b>Get set 4 PE year 2 fitness begin to explore and develop agility, balance, co-ordination, speed</b></p>	<p><b>PSHE – Dreams and Goals</b> Difficult challenges and achieving success. Dreams and ambitions New challenges</p>	<p>Independence: Demonstrates increasing levels of self-confidence, self-organisation and self-motivation with occasional support.</p> <p>Personal Needs: Shows increasing independence with more complex personal care</p>

Cycle 1

<p>during a range of everyday situations. <b>E.g. visits to café's/supermarket</b></p> <p>Reading: To recognise and derive meaning from a range of print, signs and symbols, processing these with increasing independence in the school setting and in everyday situations. <b>Re-read for fluency and work on comprehension skills both direct and inference.</b></p> <p>Writing: To use letters, words or symbols to convey meaning for a range of functional purposes. <b>Key focus on building upon sentence structure at an appropriate level with a emphasis on punctuation, adjectives, sentence starters and co-ordinating conjunctions. Use appropriate resourcing e.g. phonic/CEW/Tricky word mats or colourful semantic resources.</b></p> <p>Job descriptions, Writing a CV,</p> <p>Drama: Change tone and volume in roleplay, e.g. job interviews, careers etc.</p>	<p>pictorial level. Pupils begin to read, write and understand abstract calculations for addition and subtraction up to and beyond 20. Begins to memorise number bonds within their range of ability. Become familiar with Calculation Policy- Stages 1-2.</p> <p>Functional Maths: To use and understand maths in everyday life, including data, time and money, and build on solving problems in practical situations including personal experiences and life skills lessons.</p> <p>SSM: <b>Focus: Time</b> To develop an understanding of measure (time) in everyday life. Uses language associated with time and tells the time to the hour/half past. Recognises and uses language relating to dates including the days of the week, and know</p>	<p><b>setting up simple practical enquiries, comparative and fair tests</b></p> <p><b>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</b></p> <p>History: Explore changes in an area of interest.  Eg music, computer games etc throughout the ages.</p>	<p>a focus on colour, pattern, texture and line.</p> <p>Music: Listen to and appraise interesting pieces of music and share their opinions-link sounds to feelings.</p> <p>Sing as part of a larger group including songs, rhymes and chants.</p> <p>(sing and sign)</p>	<p>using a search engine. Understand implications of inappropriate searches. Understand ways to report inappropriate behaviours and content online.</p> <p>Hardware/ software: Laptops, iPads, safe search engines, <b>NOS.</b></p>	<p><b>and stamina. Pupils will be given the opportunity to work independently and with others</b></p> <p>Food: Balanced diet and health food choices <b>Introduce the concept that food and drinks provide nutrients, water and fibre</b></p> <p>Mental Health: How and when to seek help</p>	<p>RE &amp; Citizenship: communicate choices and participate in the community e.g. What I'm good at and how to set goals</p>	<p>routines and simple domestic routines.</p> <p>Personal Safety: Identifies danger in the wider school environment with increasing independence and identifies possible dangers in the community with some support.</p> <p>Careers: With support, investigate and consider opportunities in learning and future work options <b>identifying own skills and qualities for the workplace.</b></p>
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Cycle 1

		significant events in their day.						
4	<b>Topic: Carnival Time!</b>		<p>Key Texts:</p> <p>*Rio the movie storybook</p> <p>*Katy can't wait for the carnival</p> <p>*Malaika's costume</p>		<p>*Carnival by Alice Flannigan</p> <p>*Jump up time</p> <p>*Charlie's magical carnival by Marit Tornqvist</p>			
	<p><b>Phonics/See and Learn</b></p> <p>Communication – including speaking and listening:</p> <p>To take part confidently and appropriately in reciprocal interactions during a range of everyday situations. E.g. visits to café's/supermarket</p> <p>Reading:</p> <p>To recognise and derive meaning from a range of print, signs and symbols, processing these with increasing independence in the school setting and in everyday situations. Re-read for fluency and work on comprehension skills both direct and inference.</p> <p>Writing:</p> <p>To use letters, words or symbols to convey meaning for a range of functional purposes. Key focus on building upon sentence structure at an appropriate level with a emphasis on punctuation, adjectives, sentence starters and co-ordinating conjunctions. Use appropriate resourcing e.g. phonic/CEW/Tricky word</p>	<p>Operations:</p> <p><b>Focus: Multiplication and Division</b></p> <p>Continue to develop and deepen understanding that multiplication is a way of increasing numbers in groups at a time and begin to apply this to solve one step multiplication problems; count in steps of 2 ,5, 10 using physical objects. Use previous knowledge of doubles and build on doubling and halving numbers at a concrete level.</p> <p>Become familiar with Calculation Policy- Stages 1-2.</p> <p>Functional Maths:</p> <p>To use and understand maths in everyday life, including data, time and money, and build on solving problems in practical situations including personal experiences and life skills lessons.</p>	<p>Geography:</p> <p>French and Brazilian carnival, looking at human features of a city.</p> <p>Science:</p> <p>using straightforward scientific evidence to answer questions or to support their findings. (What colour is made if you mix red and green light together? What is white light made of? How can you make a rainbow? etc)</p> <p>Experiments with colour</p> <p>Create a rainbow (mist bottles/hose pipe)</p> <p>Observe what colours that are created. Can you see the reversed coloured rainbow?</p> <p>What is white light made up of? Split a beam of white light using a prism.</p> <p>Create a spinning colour wheel. What colour is created when...</p> <p>What happens when you shine torches with different coloured filters?</p>	<p>Art and DT:</p> <p>Create a design to meet simple design criteria, such as a carnival mask or costume.</p> <p>Develop and share experiences, ideas and imagination surrounding topic.</p> <p>Music:</p> <p>Explore different types of carnival music- listen and respond- How does it make you feel? What instruments are used?</p> <p>Sing as part of a larger group including songs, rhymes and chants.</p> <p>(sing and sign)</p>	<p>NC link:</p> <p>Use technology purposefully to create and manipulate digital content.</p> <p>Key skills:</p> <p>Create digital artworks.</p> <p>Edit more complex digital data (create digital artworks using photos).</p> <p>Manipulate imagery and develop an understanding of effects.</p> <p>Hardware/ Software:</p> <p>Laptops, iPads, Paint, Microsoft Word, photo editing software.</p>	<p>Physical:</p> <p>Develop and communicate about their performance and that of others e.g. carnival dance</p> <p>Get set 4 PE dance year 2 explore space and how their body can move to express and idea, mood, character or feeling.explore pathways, levels, shapes, directions, speeds and timing.</p> <p>Food:</p> <p>Develop a range of skills e.g. mixing, scooping</p> <p>Explore food and drinks (except water) provide energy for the body so that we can grow, be active and stay healthy. Food and drink are the 'fuel' for the body.</p>	<p><b>PSHE – Healthy Me</b></p> <p>Exercise</p> <p>Fitness Challenges</p> <p>Food labelling and healthy swaps</p> <p>RE &amp; Citizenship:</p> <p>Sense of own identity and control over choices</p> <p>Careers:</p> <p>With support, investigate and consider opportunities in learning and future work options</p> <p>Digital skills job searching and careers searching.</p>	<p>Independence:</p> <p>Demonstrates increasing levels of self-confidence, self-organisation and self-motivation with occasional support.</p> <p>Personal Needs:</p> <p>Shows increasing independence with more complex personal care routines and simple domestic routines.</p> <p>Personal Safety:</p> <p>Identifies danger in the wider school environment with increasing independence and identifies possible dangers in the community with some support.</p>

Cycle 1

	<p><b>mats or colourful semantic resources.</b></p> <p>Literature from other cultures</p>	<p>Shape, space and measure: <b>Focus: Shape and patterns.</b> Begin to develop a more secure understanding of common 2d/3d shapes, finding them in the environment and understanding their properties. Complete and make repeating patterns in pictures and real life.</p>	<p>History: Changes over time how the carnivals have changed over time and reflect the past as well as the present.</p> <p>Developing understanding of change over time.</p>			<p>Mental Health: Develop toolbox of resources to support own mental health, including sleep patterns.</p>			
5	<p><b>Topic: Our solar system</b></p>		<p>Key Texts: *Hidden figures *Curiosity: the story of a mars rover *Homework on Pluto</p>						
	<p>Phonics/See and Learn</p> <ul style="list-style-type: none"> <li>PHONICS ASSESSMENTS</li> <li>RISING STARS ASSESSMENTS</li> </ul> <p>Communication – including speaking and listening: To take part confidently and appropriately in reciprocal interactions during a range of everyday situations. E.g. visits to café's/supermarket</p> <p>Reading: To recognise and derive meaning from a range of print, signs and symbols, processing these with increasing independence in the school setting and in everyday situations. Re-</p>	<p>Operations: <b>Focus: Multiplication and division</b> Builds understanding on division as splitting and sharing into groups. Solve one-step division problems through use of practical resources. Become familiar with Calculation Policy- Stages 1-2.</p> <p>Functional Maths: To use and understand maths in everyday life, including data, time and money, and build on solving problems in practical</p>	<p>Science: Earth, rocks and the environment. <b>SRE Science (Statutory) Refer to the end of the document.</b></p> <p><b>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</b></p> <p><b>describe in simple terms how fossils are formed when things that have lived are trapped within rock</b></p> <p><b>recognise that soils are made from rocks and organic matter.</b></p>	<p>Art and DT: Make art work and models relating to our solar system. Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing. Explore how any structures made could be stronger and more stable/ stiffer.</p> <p>Music: Create and combine layers of sounds/vocalisations to create a piece of music (space soundscape- bbc sounds).</p>	<p>NC link: Understand that algorithms and programmes execute by following precise, unambiguous instructions.</p> <p>Key skills: Explain an algorithm is a set of instructions to complete a specific task. Show an awareness of the need to be precise with algorithms so it can be turned into code.</p>	<p>Physical: Co-operation and team games</p> <p><b>Get set 4 Pe Target games year 2 learn how to score points and play to the rules. They develop the skills of throwing, rolling and striking towards targets.</b></p> <p>Food: Develop a range of skills e.g. grating, spreading. Find out where food comes from.</p> <p>Explore reasons why some people</p>	<p><b>PSHE – Relationships</b> Family roles and responsibilities Friendship and negotiation.</p> <p><b>PSHE – Changing ME</b> How babies grow Understanding a baby's needs.</p> <p>RSE: Skills to have positive relationships and seeking help with negative relationships</p> <p>RE &amp; Citizenship:</p>	<p>Independence: Demonstrates increasing levels of self-confidence, self-organisation and self-motivation with occasional support.</p> <p>Personal Needs: Shows increasing independence with more complex personal care routines and simple domestic routines.</p> <p>Personal Safety: Identifies danger in the wider school environment with increasing independence and identifies possible dangers in the community with some support.</p>	

Cycle 1

<p>Diary in space</p>	<p>read for fluency and work on comprehension skills both direct and inference. Writing: To use letters, words or symbols to convey meaning for a range of functional purposes. <b>Key focus on building upon sentence structure at an appropriate level with a emphasis on punctuation, adjectives, sentence starters and co-ordinating conjunctions. Use appropriate resourcing e.g. phonic/CEW/Tricky word mats or colourful semantic resources.</b></p>	<p>situations including personal experiences and life skills lessons.</p> <p>SSM <b>Focus: Shape and patterns.</b> Develop a more secure understanding of common 2d/3d shapes, finding them in the environment and understanding their properties. Complete and make repeating patterns visually, in pictures and real life.</p>	<p>Compare different groups of rock (sedimentary, igneous and metamorphic)</p> <p>Discuss their uses and what properties make them useful for the task.</p> <p>Examine fossils. What were fossils? How are they made? Create a 3D model (label) of how a fossil is made.</p> <p>Investigate soils from different locations. What does the soil contain?</p> <p>Geography: Locational knowledge countries of the UK ad their capitals. Transport links covering near and far.</p> <p>History: Significant events in the past.</p> <p>Sputnik then how satellites have developed throughout the years.</p> <p>Compare early Russian space flights (Yuri Gagarin)</p> <p>Using space exploration to develop awareness of the past and being able to</p>	<p>Sing as part of a larger group including songs, rhymes and chants. (sing and sign)</p>	<p>Hardware/ software: Laptops, iPads, Purple Mash – 2Code (chimp and free code), unplugged activities.</p>	<p>eat or avoid certain foods. Eg. due to allergy, intolerance, religion.</p> <p>Mental Health: Develop toolbox of resources to support own mental health</p>	<p>Understanding how to stay safe</p>	<p>Careers: With support, investigate and consider opportunities in learning and future work options</p> <p><b>Key focus on interview skills in preparation for the next steps</b></p>
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Cycle 1

			recognise increasingly detailed changes incrementally.					
<p><b>Transitions:</b> Myself &amp; Others focus for the last 3 weeks of Summer Term.</p> <p>My Technology:            NC link:            Use technology safely and respectfully, keeping personal information private. Hardware/ software: Laptops, Purple Mash – 2Email, 2Respond, NOS.</p> <p>Key skills:            Understand how things are shared electronically.            Post safely to Purple Mash display board.            Develop an understanding of using email safely.</p> <p><b>Get set 4 PE athletics year 2. develop skills required in athletic activities such as running at different speeds, jumping and throwing engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently</b></p>								

RSE needs to be covered on a termly basis and is an integral part of keeping our pupils safe at Southgate. If there is not a specific SRE topic that term, reflections and nurture breakfasts could be utilised for coverage.  
 Please refer to the RSE curriculum tree and seek advice from the PSHE lead if you have any questions around curriculum content.

SRE Science (Statutory)

To be taught in the summer term.

The topic to be taught is to be at the teacher's discretion and should be developmentally appropriate for the class being taught.

**Year 1**

Name body parts - head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth.

**Year 2**

Animals have off-spring then grown into adults, e.g. egg to caterpillar, baby to child to teenager to adult.

**Years 3 & 4**

Naming internal and external body parts and function (not reproductive organs), e.g. muscles for support, protection and movement.

**Year 5**

Lifecycle changes in living things – plants and animals.

Different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Timeline of human development, including puberty.

Gestation periods of animals and humans.

**Year 6**

Naming body parts and function, e.g. circulatory system.

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

**KS3**

Reproduction in humans – Structure and function of male and female reproductive system

Menstrual cycle (not including hormones)

Gametes

Fertilisation

Gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.

**KS4**

Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs). Sex determination in humans. Hormones in human reproduction, hormonal and non-hormonal methods of contraception.