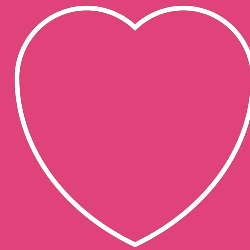


*Wellbeing*



*Kapow  
Primary™*

Statutory guidance  
coverage

# Introduction

This document shows which Wellbeing lessons give coverage of the statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education published by the Department for Education. For EYFS: reception units it shows which Development Matters statements and Early Learning goals each unit is working towards.

The final pages of the document show the Cross-curricular links within our Wellbeing scheme of work. The exact National curriculum statements covered can be found on the individual lesson plans. Where links are to a different year group, we have made that clear that the content is from a different year group in brackets.

This document was last updated on 29.06.23. Please check [here](#) for the most up to date version.

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# Early years outcomes in Kapow Primary's units

Early Years Foundation Stage	Early years outcomes: Prime Areas Development Matters 2021 statements <b>Early Learning Goals</b>	Early years outcomes: Specific Areas Development Matters 2021 statements <b>Early Learning Goals</b>	Characteristics of effective learning
Kapow Primary's units			
<p><u>Discover</u></p>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>-Understand how to listen carefully and why listening is important.</li> <li>-Learn new vocabulary.</li> </ul> <p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>-Express their feelings and consider the feelings of others.</li> <li>-Show resilience and perseverance in the face of challenge.</li> <li>-ELG: Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>-ELG: Self Regulation: Give focused attention to what the teacher says, respond appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>-Develop overall body-strength, balance, co-ordination and agility.</li> <li>-ELG: Gross Motor Skills: Negotiate space and obstacles safely, with consideration for themselves and others.</li> </ul>	<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>-Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>-ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>-ELG: Creating with materials: Share their creations, explaining the process they have used.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Playing and Exploring</li> <li>✓ Active Learning</li> </ul>
<p><u>Take notice</u></p>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>-Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</li> <li>-ELG: Speaking: Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> <li>-ELG: Listening, Attention and Understanding: Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul>	<p><b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>-Explore the natural world around them.</li> <li>-Describe what they see, hear and feel while outside.</li> <li>-ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Playing and Exploring</li> <li>✓ Active Learning</li> </ul>

# Early years outcomes in Kapow Primary's units

Early Years Foundation Stage	Early years outcomes: Prime Areas Development Matters 2021 statements Early Learning Goals	Early years outcomes: Specific Areas Development Matters 2021 statements Early Learning Goals	Characteristics of effective learning
Kapow Primary's units			
<p><a href="#">Connect</a></p>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>-Ask questions to find out more and to check they understand what has been said to them.</li> <li>-Articulate their ideas and thoughts in well-formed sentences.</li> <li>-ELG: Listening, Attention and Understanding: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>-ELG: Listening, Attention and Understanding: Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>-ELG Speaking: Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>-ELG: Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul> <p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>-See themselves as a valuable individual.</li> <li>-Think about the perspectives of others.</li> <li>-ELG: Building Relationships: Work and play cooperatively and take turns with others.</li> <li>-ELG: Building Relationships: Form positive attachments to adults and friendships with peers.</li> </ul>	<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>-Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>-ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>-ELG: Creating with materials: Share their creations, explaining the process they have used.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Creating</li> <li>✓ Thinking critically</li> </ul>

# Early years outcomes in Kapow Primary's units

Early Years Foundation Stage	Early years outcomes: Prime Areas Development Matters 2021 statements Early Learning Goals	Early years outcomes: Specific Areas Development Matters 2021 statements Early Learning Goals	Characteristics of effective learning
Kapow Primary's units			
<u>Give</u>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>-Understand how to listen carefully and why listening is important</li> <li>-Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>-Develop social phrases.</li> </ul> <p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>-Build constructive and respectful relationships.</li> <li>-Express their feelings and consider the feelings of others.</li> <li>-ELG: Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>-ELG: Building Relationships: Show sensitivity to their own and to others' needs.</li> </ul>	<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>-Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>-ELG: Being Imaginative and Expressive: Invent, adapt and recount narratives and stories with peers and their teacher.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Active Learning</li> <li>✓ Creating</li> <li>✓ Thinking critically</li> </ul>
<u>Move</u>	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>-Combine different movements with ease and fluency.</li> <li>-Develop overall body strength, balance, coordination and agility.</li> <li>-ELG: Negotiate space and obstacles safely, with consideration for themselves and others.</li> </ul> <p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>-Engage in storytimes.</li> </ul>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>-ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Playing and Exploring</li> </ul>

Pupils should know:		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
that families are important for children growing up because they can give love, security and stability	<b>Families and people who care for me</b>	*This statement is not covered in our Wellbeing content. See where it is covered in our RSE/PSHE curriculum <a href="#">here</a> .					
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		*This statement is not covered in our Wellbeing content. See where it is covered in our RSE/PSHE curriculum <a href="#">here</a> .					
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 for them		*This statement is not covered in our Wellbeing content. See where it is covered in our RSE/PSHE curriculum <a href="#">here</a> .					
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		*This statement is not covered in our Wellbeing content. See where it is covered in our RSE/PSHE curriculum <a href="#">here</a> .					
that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong		*This statement is not covered in our Wellbeing content. See where it is covered in our RSE/PSHE curriculum <a href="#">here</a> .					
how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed		*This statement is not covered in our Wellbeing content. See where it is covered in our RSE/PSHE curriculum <a href="#">here</a> .					

Pupils should know:		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
how important friendships are in making us feel happy and secure, and how people choose and make friends	<b>Caring friendships</b>	<a href="#"><u>Connect</u></a>	<a href="#"><u>Connect</u></a>	<a href="#"><u>Connect</u></a>	<a href="#"><u>Connect</u></a>	<a href="#"><u>Connect</u></a>	<a href="#"><u>Connect</u></a> <a href="#"><u>Give</u></a>
the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties		<a href="#"><u>Connect</u></a>	<a href="#"><u>Connect</u></a> <a href="#"><u>Give</u></a>	<a href="#"><u>Connect</u></a>		<a href="#"><u>Take notice</u></a> <a href="#"><u>Move</u></a>	<a href="#"><u>Give</u></a>
that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded		<a href="#"><u>Connect</u></a>	<a href="#"><u>Connect</u></a>	<a href="#"><u>Connect</u></a>		<a href="#"><u>Connect</u></a>	
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							<a href="#"><u>Give</u></a>
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					<a href="#"><u>Take notice</u></a> <a href="#"><u>Connect</u></a>	<a href="#"><u>Take notice</u></a>	

Pupils should know:		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
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	<b>Respectful relationships</b>	<u>Give</u>	<u>Connect</u>	<u>Connect</u>	<u>Connect</u>	<u>Connect</u> <u>Move</u>	<u>Connect</u>	
practical steps they can take in a range of different contexts to improve or support respectful relationships		<u>Give</u>	<u>Connect</u> <u>Give</u>	<u>Give</u>		<u>Take notice</u>	<u>Give</u>	
the conventions of courtesy and manners		<u>Give</u>	<u>Give</u>	<u>Give</u>		<u>Give</u>	<u>Give</u>	
the importance of self-respect and how this links to their own happiness		<u>Give</u>	<u>Give</u>			<u>Give</u>	<u>Give</u>	
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						<u>Give</u>	<u>Give</u>	<u>Connect</u>
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						<u>Connect</u>		
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								
			<u>Connect</u>					



Pupils should know:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6						
that people sometimes behave differently online, including by pretending to be someone they are not	<b>Online relationships</b>									<a href="#"><u>Connect</u></a>		
that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous										<a href="#"><u>Connect</u></a>		
the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them									<a href="#"><u>Move</u></a>	<a href="#"><u>Connect</u></a>		
how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.										<a href="#"><u>Connect</u></a>		
how information and data is shared and used online							*This statement is not covered in our Wellbeing content. See where it is covered in our RSE/PSHE curriculum <a href="#">here</a> .					

Pupils should know:		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	<b>Being safe</b>	*This statement is not covered in our Wellbeing content. See where it is covered in our RSE/PSHE curriculum <a href="#">here</a> .					
about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe		*This statement is not covered in our Wellbeing content. See where it is covered in our RSE/PSHE curriculum <a href="#">here</a> .					
that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.		*This statement is not covered in our Wellbeing content. See where it is covered in our RSE/PSHE curriculum <a href="#">here</a> .					
how to respond safely and appropriately to adults they may encounter (in all contexts) who they do not know		*This statement is not covered in our Wellbeing content. See where it is covered in our RSE/PSHE curriculum <a href="#">here</a> .					
how to recognise and report feelings of being unsafe or feeling bad about any adult		*This statement is not covered in our Wellbeing content. See where it is covered in our RSE/PSHE curriculum <a href="#">here</a> .					
how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.		*This statement is not covered in our Wellbeing content. See where it is covered in our RSE/PSHE curriculum <a href="#">here</a> .					
how to report concerns or abuse, and the vocabulary and confidence to do so		*This statement is not covered in our Wellbeing content. See where it is covered in our RSE/PSHE curriculum <a href="#">here</a> .					
where to get advice from e.g. family, school and/or other sources					<a href="#">Take notice</a>	<a href="#">Take notice</a>	

Pupils should know:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6						
that mental wellbeing is a normal part of daily life, in the same way as physical health.	<b>Mental wellbeing</b>								<a href="#"><u>Connect</u></a>		<a href="#"><u>Discover</u></a>	
that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.							<a href="#"><u>Take notice</u></a> <a href="#"><u>Connect</u></a>	<a href="#"><u>Take notice</u></a> <a href="#"><u>Connect</u></a>			<a href="#"><u>Discover</u></a>	
how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.							<a href="#"><u>Take notice</u></a> <a href="#"><u>Connect</u></a>		<a href="#"><u>Give</u></a>		<a href="#"><u>Discover</u></a>	
how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.							<a href="#"><u>Take notice</u></a>			<a href="#"><u>Discover</u></a>		
the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.							<a href="#"><u>Move</u></a>	<a href="#"><u>Move</u></a>	<a href="#"><u>Take notice</u></a> <a href="#"><u>Move</u></a>	<a href="#"><u>Move</u></a>	<a href="#"><u>Connect</u></a> <a href="#"><u>Move</u></a>	<a href="#"><u>Connect</u></a> <a href="#"><u>Move</u></a>
simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.							<a href="#"><u>Discover</u></a> <a href="#"><u>Connect</u></a>	<a href="#"><u>Discover</u></a>	<a href="#"><u>Discover</u></a> <a href="#"><u>Connect</u></a>	<a href="#"><u>Discover</u></a> <a href="#"><u>Connect</u></a>	<a href="#"><u>Discover</u></a> <a href="#"><u>Connect</u></a>	<a href="#"><u>Discover</u></a> <a href="#"><u>Take notice</u></a> <a href="#"><u>Connect</u></a>
isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.									<a href="#"><u>Connect</u></a>		<a href="#"><u>Take notice</u></a>	

Pupils should know:		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	<b>Mental wellbeing</b>	*This statement is not covered in our Wellbeing content. See where it is covered in our RSE/PSHE curriculum <a href="#">here</a> .					
where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).					<a href="#">Take notice</a>	<a href="#">Take notice</a>	
it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible		*This statement is not covered in our Wellbeing content. See where it is covered in our RSE/PSHE curriculum <a href="#">here</a> .					
that for most people the internet is an integral part of life and has many benefits.	<b>Online safety and harms</b>			<a href="#">Move</a>			
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.		*This statement is not covered in our Wellbeing content. See where it is covered in our RSE/PSHE curriculum <a href="#">here</a> .					
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.		*This statement is not covered in our Wellbeing content. See where it is covered in our RSE/PSHE curriculum <a href="#">here</a> .					

Pupils should know:		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
why social media, some computer games and online gaming, for example, are age restricted.	<b>Internet safety and harms</b>	*This statement is not covered in our Wellbeing content. See where it is covered in our RSE/PSHE curriculum <a href="#">here</a> .					
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.					<a href="#">Connect</a>		
how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.		*This statement is not covered in our Wellbeing content. See where it is covered in our RSE/PSHE curriculum <a href="#">here</a> .					
where and how to report concerns and get support with issues online.					<a href="#">Connect</a>		
the characteristics and mental and physical benefits of an active lifestyle.	<b>Physical health and fitness</b>	<a href="#">Move</a>	<a href="#">Move</a>	<a href="#">Move</a>	<a href="#">Move</a>	<a href="#">Connect</a> <a href="#">Move</a>	<a href="#">Move</a>
the importance of building regular exercise into daily and weekly routines and how to achieve this, for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.		<a href="#">Move</a>	<a href="#">Move</a>	<a href="#">Move</a>	<a href="#">Move</a>		
the risks associated with an inactive lifestyle (including obesity).		*This statement is not covered in our Wellbeing content. See where it is covered in our RSE/PSHE curriculum <a href="#">here</a> .					
how and when to seek support including which adults to speak to in school if they are worried about their health.					<a href="#">Connect</a>		

Pupils should know:		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
what constitutes a healthy diet (including understanding calories, and nutritional content).	<b>Healthy eating</b>	*This statement is not covered in our Wellbeing content. See where it is covered in our RSE/PSHE curriculum <a href="#">here</a> .					
the principles of planning and preparing a range of healthy meals		*This statement is not covered in our Wellbeing content. See where it is covered in our RSE/PSHE curriculum <a href="#">here</a> .					
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)	<b>Drugs, alcohol and tobacco</b>	*This statement is not covered in our Wellbeing content. See where it is covered in our RSE/PSHE curriculum <a href="#">here</a> .					
the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking		*This statement is not covered in our Wellbeing content. See where it is covered in our RSE/PSHE curriculum <a href="#">here</a> .					
how to make a clear and efficient call to emergency services if necessary	<b>Basic first aid</b>	*This statement is not covered in our Wellbeing content. See where it is covered in our RSE/PSHE curriculum <a href="#">here</a> .					
concepts of basic first-aid, for example dealing with common injuries, including head injuries		*This statement is not covered in our Wellbeing content. See where it is covered in our RSE/PSHE curriculum <a href="#">here</a> .					

Pupils should know:		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	<b>Health and prevention</b>	*This statement is not covered in our Wellbeing content. See where it is covered in our RSE/PSHE curriculum <a href="#">here</a> .					
about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer		*This statement is not covered in our Wellbeing content. See where it is covered in our RSE/PSHE curriculum <a href="#">here</a> .					
the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn		*This statement is not covered in our Wellbeing content. See where it is covered in our RSE/PSHE curriculum <a href="#">here</a> .					
about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups to the dentist		*This statement is not covered in our Wellbeing content. See where it is covered in our RSE/PSHE curriculum <a href="#">here</a> .					
about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing		*This statement is not covered in our Wellbeing content. See where it is covered in our RSE/PSHE curriculum <a href="#">here</a> .					
the facts and science relating to allergies, immunisation and vaccination	<b>Changing adolescent body</b>	*This statement is not covered in our Wellbeing content. See where it is covered in our RSE/PSHE curriculum <a href="#">here</a> .					
key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.		*This statement is not covered in our Wellbeing content. See where it is covered in our RSE/PSHE curriculum <a href="#">here</a> .					
about menstrual wellbeing including the key facts about the menstrual cycle.		*This statement is not covered in our Wellbeing content. See where it is covered in our RSE/PSHE curriculum <a href="#">here</a> .					

## Cross-curricular links - Key stage 1

National curriculum subjects	Wellbeing topics - Y1				
	<u>Discover</u>	<u>Take notice</u>	<u>Connect</u>	<u>Give</u>	<u>Move</u>
English			<b>Reading - comprehension:</b> Inferring the thoughts, feelings and ideas in relation to understanding others.	<b>Spoken language:</b> Using their speaking and listening skills when expressing manners when sharing.	
Art and design	Learning that making mistakes is a positive part of trying something new through doodling.			Learning to share with each other while painting and drawing.	
Music		Expressing feelings brought up by music.			
PE					Applying basic movements to gardening. D

National curriculum subjects	Wellbeing topics - Y2				
	<u>Discover</u>	<u>Take notice</u>	<u>Connect</u>	<u>Give</u>	<u>Move</u>
English			<b>Reading, Writing:</b> Reading and writing compliment clouds for others.	<b>Writing - composition:</b> Writing a donation list.	
Art and design		Expressing feelings through colour and mark making techniques.			
Geography					Observing features in their local environment



## Cross-curricular links - Key stage 2

National curriculum subjects	Wellbeing topics - Y3				
	<u>Discover</u>	<u>Take notice</u>	<u>Connect</u>	<u>Give</u>	<u>Move</u>
<b>English</b>				<b>Spoken language:</b> Express appreciation for others.	
<b>Maths</b>			<b>Statistics:</b> Using a Venn diagram to sort shared interests and ideas.(Y4)		
<b>Art and design</b>	Learning the impact that practice can have on progress in drawing.			Painting and drawing gratitude stones to give to others.	
<b>Computing</b>					Using technology to sequence and code a motion detection program.

## Cross-curricular links - Key stage 2

National curriculum subjects	Wellbeing topics - Y4				
	<u>Discover</u>	<u>Take notice</u>	<u>Connect</u>	<u>Give</u>	<u>Move</u>
English			<b>Writing - composition:</b> Writing a pen pal letter to connect with another person.		
Computing			Analysing the benefits and drawbacks of communicating online.		
Geography			Investigating how pen pals can be formed safely in the wider world.		
Music					Using body percussion to create a beat in unison.
PE					Performing military and dance drill as part of a group.

## Cross-curricular links - Key stage 2

National curriculum subjects	Wellbeing topics - Y5				
	<u>Discover</u>	<u>Take notice</u>	<u>Connect</u>	<u>Give</u>	<u>Move</u>
English		<b>Reading - comprehension:</b> Inferring the thoughts and feelings of others through body language, actions and facial expressions.			
PE			Communicating with others in order to work as a team to navigate an obstacle course.		Taking part in and learning about Para sports.

National curriculum subjects	Wellbeing topics - Y6				
	<u>Discover</u>	<u>Take notice</u>	<u>Connect</u>	<u>Give</u>	<u>Move</u>
English			<b>Spoken language, Writing - composition:</b> Developing ideas to have an impact on the community.		
Computing			Using websites in order to gather and organise ideas.		

## Version history

This page shows recent updates that have been made to this document.

Date	Update
10.05.23	Added Development matters statements to EYFS. p3-5.
22.06.23	Added Move lessons. Added Cross-curricular links (p.16-19).
29.06.23	Added links.