

St Thomas More Catholic Primary School Curriculum

To provide opportunities that enable our children to have the skills, knowledge, understanding, confidence and desire to achieve the highest standards of which they are capable. Enabling them to play an active part as responsible and caring members of the school community and beyond.

Humanities			Arts & Culture				Sciences			
History	Geography	Languages	Art & Design	RE	PSHE	Music	Science	PE	Computing	DT

PSHE

A St Thomas More PSHE child will:

- Well- rounded individual
- Will have the knowledge, skills and understanding to lead confident, healthy and independent lives.

Supporting community priorities:

- Being language rich

Year	Topic	Anchor	Goldilocks	Step On	
EYFS	A	I am special Settling in Routines Outcome Questions What are the classroom rules? Who is in your family? Why should we take turns? What makes a good friend? How are we different to our friends?	Taking turns Friend Right Wrong Rules Wash hands Friendship Kindness Happy Sad Shy Family Mum Dad Brother Sister Grandma Share Colour Tidy up Snack Help Wrong/right Friendly People Parent Play	Choice Feelings Safety Clean Lonely Sorry Angry Object Routine Register Class rules Nervous	Difference Facial features Environment
		Anti-Bullying Week	Share Care Fun Kind Help Talk Happy	Different	

	Sp	Out of the egg Outcome questions <ul style="list-style-type: none"> Can you describe how you feel? Why is it important to share? 	Play Share Help Family Friend, Lonely Feelings Angry Upset Safe Different Same Emotions	Calm Breathing Ideas Similarities Differences	Opinion
	S	Healthy and Safer Lifestyles - Keeping Safe Outcome Questions <ul style="list-style-type: none"> Do I understand simple safety rules for when I am at home, at school and when I am out and about? Who are the people who help me to keep safe? How do we cross the road safely? 	Upset Help Happy Excited	Safe Unsafe Safety Trusted Adults Worried Frightened	Rules Danger Zebra crossing medicines
<p>By the end of EYFS:</p> <p>ELG - Personal, Social and Emotional Development Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.</p>					
Y1	A	Settling in Routines Anti-Bullying Week	Sad Hurt Pushing Hitting Punching Kicking Name calling Help Change Rules Routines Sad Play	Bullying Actions Lie Different Behaviour	Unique express
	S	Healthy and Safer Lifestyles - Personal Safety Outcome Questions <ul style="list-style-type: none"> Can I identify different feelings and tell others how I feel? Which school/classroom rules are about helping people to feel safe? Who could I talk with if I have a worry or need to ask for help? 	Happy Sad Sleepy Grumpy Hot Smiley Adults Feelings Happy Sad Excited	Puzzled Not Cheerful Angry Brave Frightened Safe Nervous Unsafe	
	S	Citizenships - Diversity and Community	Special	Similarities	Stereotypes

		Outcome Questions <ul style="list-style-type: none"> Do all boys and all girls like the same things? What is my family like and how are other families different? What different groups do we belong to? What does 'my community' mean and how does it feel to be part of it? How do we care for animals and plants? How can I help look after my school? 	Like Boy Girls Share Weekend Clubs Jobs Home Animals Plants School rules	Differences Men Women Care	Community
Y2	A	Anti-Bullying Week	Sad Bullying Sister Mum Dad Brother Teacher Stop Together	Trusted	
	S	Myself and My Relationships - My Emotions Outcome Questions <ul style="list-style-type: none"> What am I good at and what is special about me? Can I name some different feelings? Can I describe situations in which I might feel happy, sad, cross etc? 	Feelings Happy Sad Cross Unhappy Scared Special Listening Strengths Calm Relaxed	Emotions Comfortable /uncomfortable Worry	Expression Support Impulsive
	S	Citizenship - Working together Outcome questions <ul style="list-style-type: none"> What am I good at? What new skills would I like to develop? How can I listen well to other people? Why is it important to take turns? How are my skills useful in a group? 	Emotions Gifts Myself Difficult Friend Listening Take turns Skills	Talents Strengths Discussion Decision	Represents Negotiation Comprise Cooperation
Y3	A	Anti-Bullying Week	Friendship Kindness Bullying Love Important Hate Rudeness Help Nice	Banter Respect Empathy	
	S	Healthy and Safer Lifestyles - Personal Safety Outcome questions <ul style="list-style-type: none"> What does healthy eating and a balanced diet mean? What is an active lifestyle and how does it help me to be healthier? How much sleep do I need & what happens if I don't have enough? How can I look after my teeth and why is it important? 	Sleep routines Brain Teeth Different Healthy Choice Good lunch Teeth Incisor - cut/slice	Liquid Decay Enamel Liquids Balanced meal Physical activity	Stamina Stability

			Canine - rip/tear Molar - chew/grind		
	S	Citizenship -working together Outcome questions <ul style="list-style-type: none"> • What am I good at and what are others good at? • What new skills would I like or need to develop? • How can I work well in a group? 	Strengths Weaknesses Ourselves Skills School Themselves Learn Friendly Easy Difficult Listen Take turns Team Skills Decision Problem	Appearance Develop Skills Nervous Solve problems	Self esteem
Y4	A	Anti-Bullying Week	Bullying Banter Bullying Sad Nice Upset Adult		
	S	Healthy and Safer Lifestyles - Personal Safety Outcome questions <ul style="list-style-type: none"> • How do I recognise my own feelings and communicate them to others? • Which school/classroom rules are about helping people to feel safe? 	Feelings Children Adult Safety Safe Unsafe Good friend Trusted adult Lost	Worried Emergency Network of support Emergency services	
	S	Economic Wellbeing - financial capability Outcome questions <ul style="list-style-type: none"> • What different ways are there to earn and spend money? • What do saving, spending and budgeting mean to me? 	Money Legal Illegal Silly Safe Risk Jobs Qualities Family Community	Saving Honest Dishonest Income Countries Charities	Budgeting Consequences Poverty Value Sale
Y5	A	Anti-Bullying Week	Speak Alone Power Intention Hurt Speaking up Help		Pension Benefiting
	S	Healthy and Safer Lifestyles - Personal Safety Outcome questions <ul style="list-style-type: none"> • How do I recognise my own feelings and consider how my actions may affect the feelings of others? 	Safe Unsafe Home School Fun Scared Different	Trust Emergency	Advice

			Friend		
	S	Citizenship Outcome questions <ul style="list-style-type: none"> • What are my strengths and skills? • What are some of the jobs that people do? • How can I be a good listener to other people? 	Strengths Skills Jobs Listening Communicating Views	Abilities Improve Achieve Challenge Future Discuss Decisions	Employment Opinions Agreement Influences Evaluate
Y6	A	Anti-Bullying Week	Bullied Trusted Adult Physical Angry Friend Worry Happy Sad Mad Teacher	Cyber-bullying Verbally bullying Mental bullying Isolated	
	S	Healthy and Safer Lifestyles - Drug Education Outcome questions <ul style="list-style-type: none"> • What do I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them? • How do medicines help people with different illnesses? • What immunisations have I had or may I have in future and how do they keep me healthy? 	Safe Unsafe Medicines Asthma Injection Nervous Brave Allergy Worried Safety Alcohol Affect Cigarettes Risk Support	Harmful Inhaler Asthma attack	Medical No medical prescribed Over the counter medicines Legal Illegal Short/long term effects Components Chemicals
	S1	Citizenship – Rights, Rules and Responsibilities Outcome questions <ul style="list-style-type: none"> • How does my behaviour online affect others and how can I show respect? • Why is it important to keep my personal information private, especially online? • How can I contribute to making and changing rules in school? • How else can I make a difference in school? • What are the basic rights of children and adults? • Why do we have laws in our country? • 	Adults Responsibility Differences Class School Rules Feeling Suggest Respect Online Listened Valued Important Happy Community Respect Listen Speak Manners Online - Personal Safe Unsafe Law Country Community	Protected Vote Solution negative language courtesy	United Nations Government Children's charter ' Summary of rights e.g. anonymity (you don't know me), invisibility (you can't see me), Councils, Councillors, Parliament and MPs Debate Dilemma