Chestnut Curriculum

The students who attend the Mayfield Chestnut Centre exhibit a wide range of both social, emotional and mental health and educational needs, which by their nature can impinge upon their progress. The school provides a flexible curriculum that addresses all areas of the individual student's needs. The curriculum at the Chestnut Centre promotes learning, personal growth and development. It includes both the requirements of the National Curriculum and a range of extra-curricular activities. Learning takes place both on and off site to enrich student experiences and address any specific challenges. We value the way in which all students are unique and our curriculum promotes respect for the view of each individual student, different cultures and British Values. Through our collaborative group activities, we promote the spiritual and moral development of each person, as well as their intellectual and physical growth. We teach children to hold their own beliefs and to be confident to challenge opinions or behaviours that do not meet with the school ethos. Our curriculum offer covers specific teaching of keeping safe including healthy relationships and online safety

English & Communication							
Communication			Reading and Comprehension			Writing & Typing	
Personal Development							
PE	Listen to Me	Daily Living Skills	RSE	Safeguarding	Residential	Citizenship	Transition
Knowledge and Understanding of the World							
Science		Humanities - History Geography MFL – taught through Enrichment Days		RE		Technology	
Maths & Problem Solving							
Number		Shape, Space & Measure Geometry		Using & Applying Statistics	Money		Time
Creative Arts							
Art		Music		Drama		Creative Digital Literacy/Moving images	
Computing							
Digital Literacy / E-safety			Technology			Computing / Coding	

Themes	
Cycle 1	Cycle 2

Key Stage 1	Marvellous Me	On a beam of light	Pirates	Special people	On safari	We are going to the country
	Inventions	To infinity and beyond	All creatures great and small	Transport and journeys	Our world	Under the sea
Lower Key Stage 2	This is me	Construction	Green fingers	Time travellers	Diving into adventure	Castle and kings
	Superheroes	Night at the museum	Exploring the world	Rainforests	Spy watch	I do like to be beside the seaside
Upper Key Stage 2	Who do you think you are?	Mega marvels	Lights, camera, action	It's all about me	Extreme earth	South America
	Space	Lost legends	Seven wonders of the world	Celebrations	Britain through the years	Amazing animals

English Coverage	Fiction	Non-fiction
1	Rhymes Poems Stories Traditional tales Fairy stories Predictable phrases	Non-fiction
2	Contemporary poems Classic poems Fairy stories Traditional tales	Non-fiction – different structures
3/4	Fairy stories Poetry – free verse, narrative poetry Plays Myths and legends	Dictionaries Reference books Textbooks

Maths Coverage	
Number	Number and place value Addition and subtraction Multiplication and division Fractions
Measurement	Length and height Mass and weight Capacity and volume Time money
Geometry	Properties of shape Position and direction

| 5/6 | Myths and legends
Traditional stories
Modern fiction
Literary heritage
Other cultures & traditions
poetry | Reference books
Textbooks
Non-fiction | | | Problem solving |

Cycle 1

Mayfield Chestnut Centre KS1 Cycle 1						
	Autumn		**Spring**		**Summer**	
	Marvellous Me	**Inventions**	**On a beam of light**	**To infinity and beyond**	**Pirates**	**All creatures great and small**
Science	Animals including humans yr1 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 describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and	Working scientifically asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.	Working scientifically *Through Light & Dark* observing closely, using simple equipment performing simple tests using their observations and ideas to suggest answers to questions	Everyday materials yr1 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.	Plants yr1 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.	Living things & their habitats explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including micro-habitats

	say which part of the body is associated with each sense.					describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
History		**Significant people** • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods		**Significant events** significant historical events, people and places in their own locality.		**Changes** • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
Geography	**UK knowledge** name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas		**Fieldwork** 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.		**Map work** use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	
Computing	**E-safety** use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns	**Create, organise digital content** • use technology purposefully to create, organise, store, manipulate and retrieve digital content	**Algorithms** understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and	**Recognise uses of technology** • recognise common uses of information technology beyond school	**Logical reasoning** • use logical reasoning to predict the behaviour of simple programs	**Create & debug programs** • create and debug simple programs

	about content or contact on the internet or other online technologies.		unambiguous instructions			
Music		*Voices* use their voices expressively and creatively by singing songs and speaking chants and rhymes		*Combine sounds inter-related dimensions* experiment with, create, select and combine sounds using the inter-related dimensions of music.		*Listening* listen with concentration and understanding to a range of high-quality live and recorded music
RE	*Who are we?* *Myself* Who and what is special to me? (People, places, experiences, feelings, stories, objects, beliefs, values) Who and what supports and guides us? (People, experiences, feelings, beliefs, values, ideas) What makes us joyful, peaceful, wonder, reflective, happy and sad? (Experiences, places, celebrations, stories, songs and, for some people, prayers) How might stories, prayers and songs help us understand more about ourselves and ideas about God?	*Why are some stories special?* **Believing/Story** What stories and books are special to me and my family? What stories and books are special to people within religions and beliefs? How are stories told and books used within religions and beliefs? What do some stories and books say about how people should live?	*Why are some times special?* **Celebrations** What special times and seasons can I remember? Why were these times special? Why are some festivals and celebrations special? When do they happen? What do they remember? What do people do and why? What special objects might be used in festivals and celebrations? How might some stories and practices associated with religious and other festivals and celebrations relate to experiences and feelings in our own lives?	*Why are some symbols special?* Do they have special places, objects, pictures or symbols? How are these used? What do they tell us about what people believe?	**How should we live our lives?** *Leaders & teachers* How does what I do affect other people? What rules and codes of behaviour help me know what to do? What values are important to me, and how can I show them in how I live? (Fairness, honesty, forgiveness, kindness) How do some stories from religions and beliefs and the example set by some people show me what to do?	*How do we celebrate our journey through life?* *Celebrations* How do people celebrate the important events in their lives? (Birth, naming ceremonies, coming of age, joining a group, marriage, death) How do members of a religious faith celebrate these milestones in the journey of life? What artefacts, symbols and ceremonies are used at significant times? Why are certain times in life significant or special?
PSHE	*Relationships* Yr1 **Feelings and emotions:** recognise feelings in self; special people; behaviour and how people's bodies and feelings can be hurt **Healthy Relationships:** secrets and surprises; working together;	*Relationships* Yr1 **Valuing difference:** Attributes: kindness/fairness; sharing and respecting opinions; recognising and respecting similarities and differences	*Health and Well Being* Yr1 Keeping our bodies healthy; likes/dislikes and choices; recognising and managing different feelings; personal hygiene	*Health and Well Being* Yr1 **Growing and changing:** Change, loss and getting older; names of main body parts (including external genitalia); personal identity: likes; choices; strengths **Keeping safe:** What goes into our bodies; rules for	*Living in the wider world* Yr1 **Rights and responsibilities:** contributing to life in the classroom; constructing and following rules; awareness of needs of people and other living things; belonging to communities and groups **Taking care of the environment:** improvements and harm to local environments; ways of looking after local environments	

	Autumn		Spring		Summer	
	boundaries and relationships; resolving conflict; teasing and bullying			keeping physically and emotionally safe; personal identity: family networks; people who are responsible for keeping us safe	**Money matters:** sources of money; uses for money; spending and saving; role of money in their lives; managing money and keeping it safe; choices about spending; influences on spending choices	
DT		**Structures** build structures, exploring how they can be made stronger, stiffer and more stable	**mechanisms** explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.		**Textiles** select from and use a wide range of textiles according to their characteristics	
Food Tech	**Healthy diet** use the basic principles of a healthy and varied diet to prepare dishes					**Where food comes from** understand where food comes from.
Art	**Drawing & painting** • use drawing and painting to develop and share their ideas, experiences and imagination	**Materials & make products** • to use a range of materials creatively to design and make products	**Designers** • describing the differences and similarities between different practices and disciplines, and making links to their own work.	**Sculptures** • use sculpture to develop and share their ideas, experiences and imagination	**Range of artists** • describing the differences and similarities between different practices and disciplines, and making links to their own work.	**Patterns & textures** • to develop a wide range of art and design techniques in pattern and texture
PE	**Basic movements** master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	**Basic movements** master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	**Dance** perform dances using simple movement patterns.	**Team games** participate in team games, developing simple tactics for attacking and defending	**Dance** perform dances using simple movement patterns.	**Team games** participate in team games, developing simple tactics for attacking and defending

Mayfield Chestnut Centre LKS2 Cycle 1		
Autumn	Spring	Summer

	This is me	Superheroes	Construction	Night at the museum	Green fingers	Exploring the world
Science	Animals including humans yr3 • 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 • identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Working Scientifically • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	Sound yr4 • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases.	Rocks yr3 • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter.	Plants yr3 • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Lights yr3 • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change.
History		Britain's history • a significant turning point in ~British History, e.g. the first railway or the Battle of Britain.	Vikings & Anglo Saxon • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor e.g. • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England	Stone age to iron age • changes in Britain from the Stone Age to the Iron Age e.g. • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge		

			further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066	Iron Age hill forts: tribal kingdoms, farming, art and culture		
Geography	Locational knowledge Changes over time name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time				Fieldwork use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	Place knowledge A European Country understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Computing	E-safety use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Sequence, selection & repetition in programs use sequence, selection, and repetition in programs; work with variables and various forms of input and output	Search Technologies Computer networks understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how	Combine a variety of software select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and	Algorithms Design, write & debug programs use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve	End of year presentation/year book/ celebration

			results are selected and ranked, and be discerning in evaluating digital content	presenting data and information	problems by decomposing them into smaller parts	
Music	**Solos** ▪ play and perform in solo using their voices and playing musical instruments with increasing accuracy, fluency, control and expression		**Improvise & compose** ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music			**Listening** ▪ listen with attention to detail and recall sounds with increasing aural memory
RE	**What is important to me?** *Belief & questions* Who am I and what does it mean to be human? (Physical and non-physical aspects of human identity) Where do I belong? (My school, home, family, tradition, cultures, organisations including those involving religion and belief, local community enquiry, the UK, the global community) What am I worth? (Beliefs about the value of human beings) How might stories, hymns and prayers help people understand more about themselves and their relationships?	**Christianity** discussing religious and philosophical questions, giving reasons for their own beliefs and those of others		**Why do religious books and teachings matter?** What different kinds of writing and story are important to religions and beliefs? Where do the most special kinds of writings and stories come from? How do communities show that they value special books and writings? What are the moral messages that can be found in stories from religions and beliefs? How can I best express my beliefs and ideas?	**Non-religious worldviews** How do people express their beliefs, identity and experiences using signs, symbols and the wider arts, eg art, buildings, dance, drama, music, painting, poetry, ritual, and story? Why do some people of faith not use the arts to represent certain things? How and why are 'universal' symbols like colour, light, darkness, wind, sound, water, fire and silence used in religions and beliefs? Why are the arts really important for some religions and beliefs? How might I express my ideas, feelings and beliefs in a variety of different ways?	
PSHE	**Relationships** Yr3 **Feelings and emotions:** Recognising and managing different feelings; keeping	**Health and Well Being** Yr3 Making informed choices; balanced diet; hygiene	**Health and Well Being** Yr3 **Growing and changing:** aspirations and goals; recognising and managing	**Relationships** Yr3 **Valuing difference:** Recognising stereotypes; different types of	**Living in the wider world** Yr3 **Rights and responsibilities:** issues concerning health and wellbeing; the purpose of rules and laws; human rights; different cultures, customs and traditions of people living in the	

	something confidential or secret; recognising and managing dares **Healthy relationships:** recognising aspects of a healthy relationship; physical boundaries within different relationships; working together; behaviour; resolving conflict		feelings; change, loss and grief **Keeping safe:** Risk, danger and hazard; pressures on behaviour; rules for safety and how to get help; keeping physically and emotionally safe on and offline; responsibilities for keeping ourselves and others safe	relationships; respecting similarities and differences; bullying and discrimination; respecting others' feelings and opinions	UK; anti-social behaviours and their consequences; difference between rights and responsibilities; resolving differences; critiquing media information **Taking care of the environment:** taking care of the environment; our responsibilities towards our environment; being part of a community; different groups that support our communities and environment; the lives of other people around the world; how resources are allocated to communities **Money matters:** the role that money plays in their lives; borrowing, debt and interest; enterprise	
DT		Computing to program ▪ apply their understanding of computing to program, monitor and control their products.	Structures ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ▪ understand how key events and individuals in design and technology have helped shape the world			Mechanical systems ▪ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
Food Tech		Healthy diet • understand and apply the principles of a healthy diet			Ingredients are grown ▪ understand seasonality, and know where and how a variety of ingredients are grown,	
Art	Sketch books & Observations • to record their observations and use them to review and revisit ideas		Sculpture • to improve their mastery of art and design techniques,		Designers in history • to know about great designers within history	
Languages	School will participate in a foreign experience day to cover the language element of the curriculum.					
PE	Running, jumping ▪ in isolation and in combination	Throwing, catching ▪ in isolation and in combination	Competitive games • modified where appropriate [for example, badminton, basketball, cricket,	Gymnastics ▪ develop flexibility, strength, technique, control and balance	Dance ▪ perform dances using a range of movement patterns	Adventurous activity ▪ take part in outdoor and adventurous activity challenges both individually and within a team

			football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending			
Swimming	▪ swim competently, confidently and proficiently over a distance of at least 25 metres ▪ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]					

Mayfield Chestnut Centre UKS2 Cycle 1

	Autumn		Spring		Summer	
	Who do you think you are?	**Space**	**Mega marvels**	**Lost legends**	**Lights, camera, action**	**Seven wonders of the world**
Science	Animals including humans yr5 • describe the changes as humans develop to old age.	Earth & space ▪ describe the movement of the Earth, and other planets, relative to the Sun in the solar system ▪ describe the movement of the Moon relative to the Earth ▪ describe the Sun, Earth and Moon as approximately spherical bodies ▪ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Properties & changing materials yr5 ▪ compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets ▪ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution ▪ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering,	Working Scientifically ▪ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ▪ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ▪ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	Electricity yr6 ▪ associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ▪ compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches ▪ use recognised symbols when representing a simple circuit in a diagram.	Living things & habitats yr5 ▪ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ▪ describe the life process of reproduction in some plants and animals.

			sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.			
History	**British history** • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	•	**Civilization** • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	**Anglo-Saxons and Scots** • Britain's settlement by Anglo-Saxons and Scots E.g. • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture	•	
Geography		**Locational knowledge** • identify the position and significance of latitude, longitude, Equator, Northern		•	**Human geography** • human geography, including: types of settlement and land use, economic activity	**Physical Geography** **Weather** **climate zones** • describe and understand key

		Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)			including trade links, and the distribution of natural resources including energy, food, minerals and water	aspects of climate zones
Computing	E-safety • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Computer networks ▪ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	Sequence, selection & repetition in programs • use sequence, selection, and repetition in programs; work with variables and various forms of input and output	Combine a variety of software ▪ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Algorithms Design, write & debug programs • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	End of year • presentation/year book/ celebration
Music	▪	Musical notation • use and understand staff and other musical notations	Ensemble ▪ play and perform in ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression		Compose • improvise and compose music for a range of purposes using the inter-related dimensions of music	
RE	How do we make moral choices? What are moral questions? What are the consequences of the moral choices we make? What people and organisations help in making moral choices?	Hinduism developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally.		What do people believe about life? What feelings do people experience in relation to birth, change, death and the natural world?		How and why do people express their beliefs in different ways? How do people express their beliefs, identity and experiences using signs,

What are the most important moral values and teachings? How do we decide what is right and wrong?			What answers might be given by ourselves and by religions and beliefs to questions about: · the origin and meaning of life? · our place in society and the natural world? · the existence of God? · the experience of suffering? · life after death?		symbols and the wider arts, eg art, buildings, dance, drama, music, painting, poetry, ritual, and story? Why do some people of faith not use the arts to represent certain things? How and why are 'universal' symbols like colour, light, darkness, wind, sound, water, fire and silence used in religions and beliefs? Why are the arts really important for some religions and beliefs? How might I express my ideas, feelings and beliefs in a variety of different ways?
PSHE	Health and Well Being Yr5 What influences our choices about health and wellbeing	Relationships Yr5 **Feeling and emotions:** recognising and responding to others' feelings; keeping a confidence or a secret; recognising and managing dares **Healthy relationships:** understanding what constitutes a healthy relationship; how actions and behaviour can affect relationships; boundaries within relationships; working together; conflict negotiation	Health and Well Being Yr5 **Growing and changing:** aspirations, goals and feeling valued; intensity of our and others' feelings; conflicting emotions; change: bereavement, loss, grief and transitions; feelings and changes associated with puberty, including body image; human reproduction and conception (year 6) **Keeping safe:** keeping physically and emotionally safe on- and offline; risk assessment and management; independence and responsibility; pressure on behaviour: peer and media; managing emergencies; habits: alcohol, tobacco and drugs	Relationships Yr5 **Valuing difference:** Challenging stereotypes; different types of relationships; maintaining relationships; respecting similarities and differences; bullying, discrimination and prejudice	Living in the wider world Yr5 **Rights and responsibilities:** topical issues concerning health and wellbeing; rules and laws; the precedence of human rights over other laws, practices and traditions; consequences of anti-social behaviours; rights, responsibilities and duties; resolving difference, making decisions and choices; the range of religious and ethnic identities in the UK; how the media present information **Taking care of the environment:** responsibilities towards and how people contribute to communities and the environment; the lives of people living in other places; how the earth's resources are allocated; resolving differences **Money matters:** finance; earning money and deductions; enterprise

DT	**Structures** • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work		**Computing to program** • apply their understanding of computing to program, monitor and control their products.		**Electrical systems** • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	•
Food Tech		**Cooking Techniques** Savoury dishes	**Varied diet** • understand and apply the principles of a varied diet		**Where & how of ingredients** • know where and how a variety of ingredients are grown	
Art		**Drawing & painting** • to improve their mastery of art and design techniques		**Sculpture** • to improve their mastery of art and design techniques		**Sketchbooks and observations** • to create sketch books to record their observations and use them to review and revisit ideas
Languages	School will participate in a foreign experience day to cover the language element of the curriculum.					
PE	**Running, jumping** **Compare their performances** • compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**Throwing, catching** • compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**Competitive games** • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	**Gymnastics** • develop flexibility, strength, technique, control and balance	**Dance** • perform dances using a range of movement patterns	**Water self-rescue** • perform safe self-rescue in different water-based situations.
Swimming	• swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]					

Cycle 2

Mayfield Chestnut Centre KS1 Cycle 2

	Autumn		Spring		Summer	
	Special people	**Transport and journeys**	**On safari**	**Our world**	**We are going to the country**	**Under the sea**
Science	Animals including **humans** yr2 ■ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Use of everyday materials yr2 ■ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses ■ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	**Animals** including humans yr2 ■ notice that animals, including humans, have offspring which grow into adults ■ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	Plants yr2 ■ observe and describe how seeds and bulbs grow into mature plants ■ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Seasonal changes ■ observe changes across the four seasons ■ observe and describe weather associated with the seasons and how day length varies.	Working scientifically ■ asking simple questions and recognising that they can be answered in different ways ■ observing closely, using simple equipment ■ performing simple tests ■ identifying and classifying ■ using their observations and ideas to suggest answers to questions ■ gathering and recording data to help in answering questions.
History		Global Events History of travel First flight? ● events beyond living memory that are significant globally		National events Fire of London? ● events beyond living memory that are significant nationally		Changes ● changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
Geography	Positional knowledge ■ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map		Similarities and differences ■ understand geographical similarities and differences through studying the human and physical geography of a small area of the United		Global knowledge weather ■ 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	

			Kingdom, and of a small area in a contrasting non-European country		▪ name and locate the world's seven continents and five oceans	
Computing	E-safety ▪ use 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.	Algorithms ▪ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	Logical reasoning • use logical reasoning to predict the behaviour of simple programs	Create, organise digital content • use technology purposefully to create, organise, store, manipulate and retrieve digital content	Recognise uses of technology • recognise common uses of information technology beyond school	Create & debug programs • create and debug simple programs
Music	Tuned instruments play tuned instruments musically			Music from around the world experiment with, create, select and combine sounds using the inter-related dimensions of music.		Unturned instruments Play untuned instruments musically
RE	Where de we belong? *Belonging* Where do I belong? (Feelings, experiences) Where do people belong? (Family, local community, group, club, place, country, faith) What do people do because they belong to a faith or belief community? How might ideas of family and community be reflected in our own lives?	*Celebrations* Explores those aspects of life on earth which are reflected in the pattern of religious and other practices and festivals	How should we live our lives? sharing their own beliefs, ideas and values, and talking about their feelings and experiences beginning to use ICT to explore religions and beliefs as practised in the local and wider community.	Buddhism explores ideas of those aspects of human nature which relate to the practices of religion and belief communities	Why are some symbols special? visiting places of worship, focusing on symbols and feelings listening to and responding to visitors from local faith community	Why are some places special? What places are special to me? Why are they special? What places are special to members of a religious or belief community? (Buildings used for worship, special places in the home) What do these buildings that are special to religious or belief communities look like?
PSHE	Relationships Yr2 **Feelings and emotions:** recognise feelings in self; special people; behaviour and how people's bodies and feelings can be hurt **Healthy Relationships:** secrets and surprises; working together; boundaries and relationships; resolving conflict; teasing and bullying	Health and Well Being Yr2 Keeping our bodies healthy; likes/dislikes and choices; recognising and managing different feelings; personal hygiene	Health and Well Being Yr2 **Growing and changing:** Change, loss and getting older; names of main body parts (including external genitalia); personal identity: likes; choices; strengths **Keeping safe:** What goes into our bodies; rules for keeping physically and emotionally safe; personal	Relationships Yr2 **Valuing difference:** Attributes: kindness/fairness; sharing and respecting opinions; recognising and respecting similarities and differences	Living in the wider world Yr2 **Rights and responsibilities:** contributing to life in the classroom; constructing and following rules; awareness of needs of people and other living things; belonging to communities and groups **Taking care of the environment:** improvements and harm to local environments; ways of looking after local environments **Money matters:** sources of money; uses for money; spending and saving; role of money in their lives; managing money and keeping it safe; choices about spending; influences on spending choices	

			identity: family networks; people who are responsible for keeping us safe		
DT		**Designing** ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria ▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology		**Structures** ▪ design purposeful, functional, appealing products for themselves and other users based on design criteria ▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]		**Materials** ▪ select from and use a wide range of **materials**, according to their characteristics
Food Tech	**Healthy diet** ▪ use the basic principles of a healthy and varied diet to prepare dishes				**Where food comes from** ▪ understand where food comes from.	
Art	**Line, shape, form & space** • to develop a wide range of art and design techniques in Line, shape, form & space	**Materials & make products** • to use a range of materials creatively to design and make products	**Patterns & textures** • to develop a wide range of art and design techniques in pattern and texture	**Drawing & painting** • use drawing and painting to develop and share their ideas, experiences and imagination	**Designers** • describing the differences and similarities between different practices and disciplines, and making links to their own work.	**Craft makers** • describing the differences and similarities between different practices and disciplines, and making links to their own work.
PE	**Basic movements** ▪ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	**Team games** ▪ participate in team games, developing simple tactics for attacking and defending	**Dance** ▪ perform dances using simple movement patterns.	**Basic movements** ▪ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	**Dance** ▪ perform dances using simple movement patterns.	**Team games** ▪ participate in team games, developing simple tactics for attacking and defending

Mayfield Chestnut Centre LKS2 Cycle 2

		Autumn		Spring		Summer	
		Time travellers	**Rainforests**	**Diving into adventure**	**Spy watch**	**Castle and kings**	**I do like to be beside the seaside**
Science		Forces & magnets yr3 ▪ compare how things move on different surfaces ▪ notice that some forces need contact between two objects, but magnetic forces can act at a distance ▪ observe how magnets attract or repel each other and attract some materials and not others ▪ compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials ▪ describe magnets as having two poles ▪ predict whether two magnets will attract or repel each other, depending on which poles are facing.	Living things & habitats yr4 ▪ recognise that living things can be grouped in a variety of ways ▪ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment ▪ recognise that environments can change and that this can sometimes pose dangers to living things.	State of matter yr4 ▪ compare and group materials together, according to whether they are solids, liquids or gases ▪ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) ▪ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Electricity yr4 ▪ identify common appliances that run on electricity ▪ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers ▪ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery ▪ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit ▪ recognise some common conductors and insulators, and associate metals with being good conductors.	Working Scientifically ▪ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ▪ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ▪ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ▪ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ▪ identifying differences, similarities or changes related to simple scientific ideas and processes ▪ using straightforward scientific evidence to answer questions or to support their findings.	Animals including humans yr4 ▪ describe the simple functions of the basic parts of the digestive system in humans ▪ identify the different types of teeth in humans and their simple functions ▪ construct and interpret a variety of food chains, identifying producers, predators and prey.
History		Roman empire ▪ the Roman Empire and its impact on Britain e.g.		Local history ▪ a local history study e.g.	▪	British History beyond 1066 Monarchy ▪ a study of an aspect or theme in British history that extends pupils'	

	▪ Julius Caesar's attempted invasion in 55-54 BC ▪ the Roman Empire by AD 42 and the power of its army ▪ successful invasion by Claudius and conquest, including Hadrian's Wall ▪ British resistance, for example, Boudica ▪ 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity		▪ a depth study linked to one of the British areas of study listed above ▪ a study over time tracing how several aspects of national history are reflected in the locality		chronological knowledge beyond 1066 e.g. ▪ the changing power of monarchs using case studies such as John, Anne and Victoria	
Geography		**Physical Geography** **Biomes & vegetation** ▪ describe and understand key aspects of physical geography, including: biomes and vegetation belts		**Fieldwork** **Maps, atlases, globes** ▪ locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities		**Physical Geography** **Rivers, mountains and the water cycle** ▪ Describe and understand key aspects of physical geography, including rivers, mountains, and the water cycle
Computing	**E-safety** • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Sequence, selection & repetition in programs** • use sequence, selection, and repetition in programs; work with variables and various forms of input and output	**Search Technologies** **Computer networks** ▪ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration ▪ use search technologies effectively, appreciate how results are selected and ranked, and be	**Algorithms** **Design, write & debug programs** • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use logical reasoning to explain how some simple algorithms work	**Combine a variety of software** ▪ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	**End of year** • presentation/year book/ celebration

			discerning in evaluating digital content	and to detect and correct errors in algorithms and programs		
Music	**Listening** ▪ listen with attention to detail and recall sounds with increasing aural memory		**Musical notation** ▪ use and understand staff and other musical notations		**History of music** ▪ develop an understanding of the history of music	
RE	**What does it mean to belong to a religion? Religion & the individual & community** How do members of this faith/belief celebrate and live out their beliefs in: · the journey of life? · their main festivals and practices? · their faith/belief community? · the wider world? Within the different groups of this faith/belief what are the most important similarities and key differences? Why do they differ? How do they seek to work together?	**What do people believe about life?** reflecting on their own and others' insights into life and its origin, purpose and meaning		**Why are some journeys and place special?** encountering religion through visitors and visits to places of worship, and focusing on the impact of religion on the local and global community	**Belief in action in the world** What are moral questions? What are the consequences of the moral choices we make? What people and organisations help in making moral choices? What are the most important moral values and teachings? How do we decide what is right and wrong?	**Judaism** **Symbols & religious expression** discussing religious and philosophical questions, giving reasons for their own beliefs and those of others
PSHE	**Relationships** Yr4 **Feelings and emotions:** Recognising and managing different feelings; keeping something confidential or secret; recognising and managing dares **Healthy relationships:** recognising aspects of a healthy relationship; physical boundaries within different relationships; working together; behaviour; resolving conflict	**Health and Well Being** Yr4 Making informed choices; balanced diet; hygiene	**Health and Well Being** Yr4 **Growing and changing:** aspirations and goals; recognising and managing feelings; change, loss and grief **Keeping safe:** Risk, danger and hazard; pressures on behaviour; rules for safety and how to get help; keeping physically and emotionally safe on and offline; responsibilities for keeping ourselves and others safe	**Relationships** Yr4 **Valuing difference:** Recognising stereotypes; different types of relationships; respecting similarities and differences; bullying and discrimination; respecting others' feelings and opinions	**Living in the wider world** Yr4 **Rights and responsibilities:** issues concerning health and wellbeing; the purpose of rules and laws; human rights; different cultures, customs and traditions of people living in the UK; anti-social behaviours and their consequences; difference between rights and responsibilities; resolving differences; critiquing media information **Taking care of the environment:** taking care of the environment; our responsibilities towards our environment; being part of a community; different groups that support our communities and environment; the lives of other people around the world; how resources are allocated to communities **Money matters:** the role that money plays in their lives; borrowing, debt and interest; enterprise	
DT	**Design** ▪ use research and develop design criteria			**Electrical systems** • understand and use electrical systems in		**Textiles** ▪ select from and use a wider range of textiles

	to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups			their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]		according to their functional properties and aesthetic qualities
Food Tech	**Cooking techniques** • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques		**Varied diet** • understand and apply the principles of a varied diet			**Seasonality** • understand seasonality
Art		**Architects** • to know about great architects within history	**Drawing and painting** • to improve their mastery of art and design techniques,		**Great artists** • to know about great artists within history	
Languages	School will participate in a foreign experience day to cover the language element of the curriculum.					
PE	**Running, jumping** ▪ in isolation and in combination	**Throwing, catching** ▪ in isolation and in combination	**Competitive games** ▪ modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	**Dance** ▪ perform dances using a range of movement patterns	**Athletics** ▪ develop flexibility, strength, technique, control and balance	**Water self-rescue** ▪ perform safe self-rescue in different water-based situations.
Swimming	▪ swim competently, confidently and proficiently over a distance of at least 25 metres ▪ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]					

Mayfield Chestnut Centre UKS2 Cycle 2

	Autumn		Spring		Summer	
	It's all about me	**Celebrations**	**Extreme earth**	**Britain through the years**	**South America**	**Amazing animals**
Science	Evolution & inheritance yr6	Lights yr6	Forces yr5	Working Scientifically	Living things & habitats yr6	. Animals including humans yr6

	• recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. •	• recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	• explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	• using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments.	• describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics	• identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans.
History	Ancient Greece • a study of Greek life and achievements and their influence on the western world			British history beyond 1066 Social History • contrasts and trends over time and develop the appropriate use of historical terms.	•	A non-European society • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
Geography		Fieldwork Compasses, grid references, symbols & keys • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build	Physical geography Volcanoes & earthquakes • describe and understand key aspects of physical volcanoes and earthquakes		Locational Knowledge South America • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental	

		their knowledge of the United Kingdom and the wider world			regions, key physical and human characteristics, countries, and major cities	
Computing	**E-safety** • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Sequence, selection & repetition in programs** • use sequence, selection, and repetition in programs; work with variables and various forms of input and output	**Algorithms** **Design, write & debug programs** • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	**Combine a variety of software** ▪ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	**Search technologies** • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	**End of year** • presentation/year book/ celebration
Music		**Different traditions** ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions		**Composers** ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from great composers and musicians	**History** • develop an understanding of the history of music	
RE	**What does it mean to belong to a religion?** How do Christians celebrate and live out their beliefs in: · the journey of life? · their main festivals and practices? · their faith community? · the wider world? Within the different Christian groups what are the most important similarities and key differences? Why do they differ?	**Islam** What different kinds of writing and story are important to religions and beliefs? Where do the most special kinds of writings and stories come from?	**How should we live and who can inspire us?** What positive examples have people given that show us how to live? What values and commitments have inspired or been taught by founders of faiths or community, leaders, believers and specific community?			**Why are some journeys and places special?** *Worship, pilgrimage & place* Why do people believe that some places are special? Why do people go on pilgrimage and special journeys? What practices and events are associated with pilgrimage and special journeys?

	How do they seek to work together?	How do communities show that they value special books and writings? What are the moral messages that can be found in stories from religions and beliefs? How can I best express my beliefs and ideas?	How have the actions and example of people of faith or belief changed our world? How might we change our lives in the light of the qualities demonstrated by other people?			What artistic, symbolic and other expressive work is associated with special journeys and places? How might we make a record of the impact on ourselves of the journeys we make and the places we visit?
PSHE	Relationships Yr6 **Feeling and emotions:** recognising and responding to others' feelings; keeping a confidence or a secret; recognising and managing dares **Healthy relationships:** understanding what constitutes a healthy relationship; how actions and behaviour can affect relationships; boundaries within relationships; working together; conflict negotiation	Health and Well Being Yr6 What influences our choices about health and wellbeing	Health and Well Being Yr6 **Growing and changing:** aspirations, goals and feeling valued; intensity of our and others' feelings; conflicting emotions; change: bereavement, loss, grief and transitions; feelings and changes associated with puberty, including body image; human reproduction and conception (year 6) **Keeping safe:** keeping physically and emotionally safe on- and offline; risk assessment and management; independence and responsibility; pressure on behaviour: peer and media; managing emergencies; habits: alcohol, tobacco and drugs	Relationships Yr6 **Valuing difference:** Challenging stereotypes; different types of relationships; maintaining relationships; respecting similarities and differences; bullying, discrimination and prejudice	Living in the wider world Yr6 **Rights and responsibilities:** topical issues concerning health and wellbeing; rules and laws; the precedence of human rights over other laws, practices and traditions; consequences of anti-social behaviours; rights, responsibilities and duties; resolving difference, making decisions and choices; the range of religious and ethnic identities in the UK; how the media present information **Taking care of the environment:** responsibilities towards and how people contribute to communities and the environment; the lives of people living in other places; how the earth's resources are allocated; resolving differences **Money matters:** finance; earning money and deductions; enterprise	
DT	▪	Design ▪ generate, develop, model and communicate their		Make ▪ select from and use a wider range of ingredients, according		Mechanical systems ● understand and use mechanical systems in their products [for

		ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design		to their functional properties and aesthetic qualities ▪ investigate and analyse a range of existing products		example, gears, pulleys, cams, levers and linkages]
Food Tech	**Healthy diet** understand and apply the principles of a healthy diet					**Reared, processed and caught** ▪ understand and know where and how a variety of ingredients are reared, caught and processed.
Art	**Great artists** • to know about great artists in history		**Designers in history** • to know about great designers in history		**Architects** • to know about great architects in history	
Languages	School will participate in a foreign experience day to cover the language element of the curriculum.					
PE	**Running, jumping** **Compare their performances** ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**Throwing, catching** • compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**Competitive games** ▪ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	**Athletics** • develop flexibility, strength, technique, control and balance	**Dance** ▪ perform dances using a range of movement patterns	**Adventurous activity** ▪ take part in outdoor and adventurous activity challenges both individually and within a team
Swimming	▪ swim competently, confidently and proficiently over a distance of at least 25 metres ▪ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]					