



**Our Curriculum is building on the knowledge learned in our Early Years...**

- Find solutions to conflicts and rivalries
- Increasingly follow rules, understanding why they are important
- Remember rules without needing an adult to remind them
- Talk with others to solve conflicts
- Talk about their feelings using words like 'happy' 'sad' 'angry' or 'worried'
- Build constructive and respectful relationships
- Manage their own needs – personal hygiene
- Know that there are different countries in the world and talk about the differences between they have experienced
- Recognise that people have different beliefs and celebrate special times in different ways
- Introduction to basic tools in Forest School (e.g. hammers, trowels, forks, peelers, mallets). Know what they look like, what they are called and what they can be used for. Be able to use a hammer and mallet safely.

Progression in Safeguarding	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>External Visitors/Trips/ Whole School</b>	Online Safety Day  Who am I? Day  NSPCC Speak out, stay safe assembly  British Values Assemblies	Online Safety Day  Who am I? Day  NSPCC Speak out, stay safe assembly  British Values Assemblies	Staying safe in the water – swimming  Online Safety Day  Who am I? Day  NSPCC Speak out, stay safe assembly  British Values Assemblies	Staying safe in the water – swimming  Online Safety Day  Who am I? Day  NSPCC Speak out, stay safe assembly  British Values Assemblies	Staying safe in the water – swimming  Online Safety Day  Who am I? Day  NSPCC Card provided to pupils  NSPCC Speak out, stay safe assembly  British Values Assemblies	Staying safe in the water – swimming  Online Safety Day  Who am I? Day  NSPCC Card provided to pupils  NSPCC Speak out, stay safe assembly  British Values Assemblies

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					<p>Child line cards provided</p> <p>Children will either do the following training in Year 5 or 6:</p> <p>First Aid Training</p> <p>Prevent Training – ‘Young Zak’ looks at how the online gaming space is used to target young people by hateful extremists.</p>	<p>Bike Ability</p> <p>Forest School Transition sessions</p> <p>Online KOOTH Transition Workshop</p> <p>Safety in Action</p> <p>Child line cards provided</p>
<b>RSE Curriculum</b>						
Keeping Safe	know 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	How to respond safely and appropriately to adults we encounter (including online) who I don’t know, recognise risks in everyday activities, take responsibility for my own and others safety, seek help in an emergency, reflect on the similarities and differences	Know the rules and principles of keeping safe on-line, how to recognise risks (including harmful content and contact) and how to report them, show awareness of issues affecting communities and groups, identify and understand why laws are made and how they are applied justly, reflect on the impact of people’s actions on others, know how to keep safe and where to get help, recognise and respond to issues of safety and how to get help, use strategies to stay safe when using ICT	use ICT safely including using software features and settings, know how information and data is shared and used online, show awareness of issues affecting communities and groups, reflect on the impact of people’s actions on	know that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact, judge what kind of physical contact is acceptable or unacceptable in relationships, understand the importance of touch in a range of contexts, know how to recognise and report feelings of being unsafe or feeling bad about any adult, take responsibility for my own safety and the safety of	To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

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	<p>emotions (including issues arising online), learn about who to go to for help and advice, recognise what I like and dislike, recognise that there are people who care for and look after me, identify different relationships that I have and why these are important, recognise and respond to different issues of safety relating to myself and others and how to get help.</p> <p>Understanding the difference between secrets and surprises, understanding</p>	<p>between people</p>	<p>and the internet, use ICT safely including using software features and settings, behave safely and responsibly in different situations, know 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), know 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, show awareness of issues affecting communities and groups, use ICT safely including keeping electronic data secure, begin to make responsible choices and consider consequences, behave safely and responsibly in different situations</p>	<p>others, recognise and respond to issues of safety relating to myself and others and how to get help, begin to make responsible choices and consider consequences, behave safely and responsibly in different situations, know that for most people the internet is an integral part of life and has many benefits, know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and</p>	<p>others and be able to seek help in an emergency</p>	
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	<p>when not to keep secrets and who to talk to, understanding there are people who care and look after me, identify different relationships I have and why they are important, recognise and manage risks in everyday activities, who we can talk to inside and outside of school if I need help.</p> <p>Keeping safe in the sun, take responsibility for my own and others safety, know how to seek help in an emergency, make simple choices that improve health</p>			<p>negative content online on mental and physical wellbeing, know why social media, some computer games and online gaming, for example, are age restricted, know where and how to report concerns and get support with issues online.</p>		
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	and wellbeing, learning rules for and ways of keeping safe around roads, knowing who can help to keep me safe around roads, develop an awareness of the green cross code, demonstrating basic road safety skills.					
Emotions	know that 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, learn about making positive choices and	Understand that all actions have consequences, take responsibility for our actions, learn from experiences, recognise what is right and wrong, recognise and manage feelings in a positive way, reflecting on and respecting others views,	Recognise and talk about emotions, recognise how behaviour of others may influence people, listen to and consider other people's views, develop strategies for managing and controlling strong feelings and emotions, empathise with others, know how to keep safe and where to get help, recognise and respond to issues of safety, develop social skills showing sensitivity to others, manage risk in everyday activities, make responsible	know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate, develop strategies for managing and controlling strong feelings and emotions, recognise how their behaviour and that of others may	recognise and talk about emotions, using a varied vocabulary of words when doing so, recognise that people can feel alone and misunderstood and learn how to give appropriate support, develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures, identify how to find information and advice through help lines, manage changing emotions and recognise how they can impact on relationships, know about	

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	<p>how they can lead to happiness, recognise, name and manage my feelings in a positive way, recognise how my behaviour affects other people, listen to, reflect on and respect other people's views and feeling.</p>	<p>recognise what we are good at, recognise choices we can make, valuing our achievements, how to set simple goals and targets, making positive real-life choices, recognise my strengths can contribute to others, managing time and resources</p>	<p>choices and consider consequences.</p>	<p>influence people both positively and negatively.</p> <p>know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support, identify strategies to respond to negative behaviour constructively and ask for help, learn to prepare and cook a variety of dishes, identify the range of jobs carried out by the people we know, reflect on the range of skills needed in different jobs,</p>	<p>and understand the cyclic nature of life and how death is an inevitable part of this cycle, recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed, understand the need for empathy when peers are experiencing conflict at home, reflect on how to deal with feelings about ourselves and others in a positive way, recognise that positive friendships and relationships can promote health and wellbeing, identify how to find information and advice through help lines, manage changing emotions and recognise how they can impact on relationships, talk with a wide range of adults.</p>	
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				<p>face new challenges positively and know when to seek help, behave safely and responsibly in different situations, form and maintain appropriate relationships with a range of different people.</p> <p>understand that everyone has different strengths and weaknesses, recognise my strengths and how I can contribute to different groups , learn about the importance of self-respect and how its links to happiness, recognise,</p>		
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				name and manage my feelings in a positive way, identify and talk about my own and others' strengths and weaknesses and how to improve, self-assess, understanding how this will help my future actions, reflect on my worth as an individual by identifying positive things about myself and my achievements, know how to set realistic targets, understand how to break down the steps needed to achieve a goal, reflect on the range of skills needed in different jobs,		
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				recognise why people work, make responsible choices and consider consequences.		
<b>Hygiene</b>	understanding how germs spread and the importance of washing hands, make simple choices that improve health and wellbeing, basic personal hygiene.	the importance of bathing and showering and maintaining personal hygiene, making simple choices that improve health and wellbeing including healthy eating, good dental hygiene and how to take care of our teeth, healthy eating and which foods are good for us, learn about the importance of medicine safety, know that household products and medicines can be harmful if not used			know key facts about puberty and the changing adolescent body, particularly from age 9-11, why they are taking place and the importance of personal hygiene, including physical and emotional changes, recognise how my behaviour and that of others may influence people both positively and negatively, work and play independently and in groups, showing sensitivity to others, recognise how new relationships may develop, manage changing emotions and recognise how they can impact on relationships, know the characteristics and mental and physical benefits of an active lifestyle, understand the importance of making changes in adopting a healthier lifestyle, negotiate and present my own views, reflect on how	

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		properly, seeking help from an appropriate adult when necessary, recognise and manage risk in everyday activities.			to deal with feelings about myself, my family and others in a positive way, develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures, recognise that when the body changes during puberty it can affect feelings and behaviour, take responsibility for my physical activity and nutrition in achieving a physically and mentally healthy lifestyle, identify how to find information and advice through help lines.	
<b>Bullying</b>	Understanding the different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help, understand that bullying is wrong, understanding the difference between	Understanding the different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help, keep talking until we are heard, understand that bullying is wrong, understanding		know the difference between isolated hostile incidents and bullying, recognise how attitude, peer pressure and behaviour, including bullying, may affect others including how they influence choice and		

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	<p>impulsive and considered behaviour, recognising how our behaviour affects others.</p>	<p>how we can help someone who has been bullied, knowing how to deal with bullying, recognise there are people who care for and look after me, identify different relationships and why they are important, getting help from appropriate adults, recognising how our behaviour affects others.</p>		<p>behaviour, talk about our views on issues that affect us and others, identify strategies to respond to negative behaviour constructively and ask for help, understand what self-esteem is and why it is important, know how to communicate our opinions in a group setting, empathise with another viewpoint, understand the terms 'resilience' and 'persistence' and their importance, reflect on how people can take actions, make a</p>		
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				<p>positive contribution and have a say in what happens, both locally and nationally, work and play independently and in groups, showing sensitivity to others, respond to challenges, including recognising, taking and managing risk, face new challenges positively and know when to seek help, know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an</p>		
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				adult) and how to get help, recognise right and wrong, what is fair and unfair and explain why.		
<b>Healthy Relationships</b>			Know and understand the features of a good friend, understand why it is important to be positive in relationships with others, work cooperatively showing fairness and consideration to others, talk about views on issues that affect me and my class, empathise with others, know how important that friendships are I making us feel happy and secure, how people choose and make friends, know that healthy friendships are positive and do not make others feel lonely and excluded, know that friendships have 'ups and downs' and that these can often be worked through, know that friendships can be repaired or even strengthened and that resorting to violence is never right, understand appropriate boundaries		know what a stereotype is, and how stereotypes can be unfair, negative or destructive, understand the term 'diversity' and appreciate diversity within school, learn about the need for tolerance for those who are different from us, listen to, reflect on and respect other people's views and feelings, talk about my views on issues that affect me and my class.  know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact, understand the importance of touch in a range of contexts, know the difference between appropriate and inappropriate touches, know how to recognise	Know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong, reflect on the many different types of relationships that exist.  know that mental wellbeing is a normal part of daily life, in the same way as physical health, know that bullying (including cyberbullying) has a negative and, often, lasting impact on mental wellbeing, recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying, recognise that positive friendships and relationships can promote health and wellbeing, know that relationships can change as a result of

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			with peers and others (including online), forming and maintaining relationships with different people, recognise individuals for their excellent skills and actions.		and report feelings of being unsafe or feeling bad about any adult, take responsibility for my own safety and the safety of others and be able to seek help in an emergency.	growing up, recognise how my behaviour and that of others may influence people both positively and negatively, reflect on how to deal with feelings about myself, my family and others in a positive way, develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressure, recognise that when the body changes during puberty it can affect feelings and behaviour, manage changing emotions and recognise how they can impact on relationships.
<b>Safe Zone</b>	I can recognise that there are many people online who could make me feel sad, embarrassed or upset. If something happens that make me feel sad, worried, uncomfortable or frightened I can give	I can use the internet to communicate with people I don't know well (e.g. email a pen-pal in another school / country). I can give examples of how I might use technology to communicate	I can explain how information put online about me can last for a long time. I know who to talk to if I think someone has made a mistake about putting something online.  I can give examples of bullying behaviour and how it could look online. I understand how bullying can make someone feel. I can talk about how someone can / would get			

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	<p>examples of when and how to speak to an adult I can trust.</p> <p>I can explain why work I create using technology belongs to me (e.g. 'It's my idea' or 'I designed it'). I can save my work so that others know it belongs to me (e.g. filename, name or content).</p> <p>I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's name, where I go to school). I can explain why I should always ask a trusted adult</p>	<p>with others I don't know well</p>	<p>help about being bullied online or offline.</p>			
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	before I share any information about myself online. I can explain how passwords can be used to protect information and devices.					
<b>Extremism and Radicalism</b>	Understand the meaning and differences between 'fact' and 'opinion'. Learn that beliefs are kinds of opinions that should be accepted, but not necessarily adopted. Recognise and know how to deal with situations involving peer pressure. Recognise and respect similarities and differences between people	Recognise the difference between 'fact' and 'opinion'. Recognise and know how to deal with situations involving confrontation. Recognise and respect similarities and differences between people  Understand the meanings of 'same' and 'different'. Recognise ways in which they are connected to	Understand the meaning and importance of resilience and courage. Recognise and know how to deal with situations involving peer pressure	Recognise the features of extremism. Identify why and how people are recruited into extremist activity. Identify some of the stereotypes relevant to extremism. Understand how extremism can lead to harm  Lesson 3 Minority Groups  Recognise individuality and celebrate	Recognise extremism and radicalisation. Identify why and how people are recruited into radicalised activity. Identify some of the stereotypes relevant to radicalisation. Identify the risks faced in relation to extremist activity. Understand how they can lead to harm	Recognise extremism and radicalisation. Identify why and how people are recruited into radicalised activity. Identify some of the stereotypes relevant to extremism. Identify the risks faced in relation to extremist activity. Understand how they can lead to harm

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		each other. Understand that difference is a positive feature. Identify and respect similarities and differences between people.		differences. Identify and challenge stereotypes, including LGBT and other minority groups		
<b>Substance Related Abuse</b>				Understand why it is important to focus on keeping healthy and take appropriate action by making healthy choices	Understand the term 'risk' and how it links to consequence  Understand the term 'addiction' and know some of the different forms it can take. Recognise the link between choice and consequence	Become familiar with the names of the most common drugs  Understand how advertising influences our choices
<b>Relationship and Sex Education</b>					Know how and understand why close relationships are formed, especially during adolescence. Understand why friendship is important in the establishment of close relationships	Know about and understand the physical, mental and emotional changes that take place during puberty. Learn about sex (and bust some myths!)  Understand why friendship is important in the establishment of close relationships. Know the

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						<p>features of a healthy relationship.</p> <p>Understand what an unhealthy relationship is and know how to deal with relationship issues.</p> <p>Know about gender identities and have an awareness of transgender issues. Understand the difference between being transgender and cross-dresser</p>
<b>Art</b>						
<b>Sculpting and Modelling</b>	Use tools such as scissors, clay tools, split pins and shape cutters competently and appropriately					
<b>Computing</b>						
<b>Beyond School</b>	Use technology safely and respectfully.	Use appropriate language in emails. Use technology safely and respectfully, keeping	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Use technology safely, respectfully and responsibly; know a range of ways to report	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

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		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.		concerns and unacceptable behaviour		
<b>DT</b>						
<b>Food</b>	Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of <i>The Eatwell Plate</i> .	Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of <i>The Eatwell Plate</i> .	Select and use appropriate utensils and equipment to prepare and combine ingredients. Know how to use appropriate equipment and utensils to prepare and combine food.	Select and use appropriate utensils and equipment to prepare and combine ingredients. Know how to use appropriate equipment and utensils to prepare and combine food.	Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Know how to use utensils and equipment including heat sources to prepare and cook food.	Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Know how to use utensils and equipment including heat sources to prepare and cook food.

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PE						
<b>Swimming</b>			<p>Swims competently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively – front crawl, backstroke and breaststroke</p> <p>Performs safe self -rescue in different water based situations</p>	<p>Swims competently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively – front crawl, backstroke and breaststroke</p> <p>Performs safe self -rescue in different water based situations</p>	Continuation of objectives for any child yet to reach them	Continuation of objectives for any child yet to reach them
<b>Health and Fitness</b>	Can start to say how exercise affects their body	<p>Can describe the effect exercise has on their body</p> <p>Can identify the importance of exercise and a healthy lifestyle</p> <p>Can identify how they exercise and</p>	<p>Can describe the effect exercise has on their body</p> <p>Can identify the importance of exercise and a healthy lifestyle</p> <p>Understand the need to warm up and cool down</p>	<p>Can describe the effect exercise has on their body</p> <p>Can identify the importance of exercise and a healthy lifestyle</p> <p>Understand the need to</p>	<p>Can describe the effect exercise has on their body</p> <p>Can identify the importance of exercise and a healthy lifestyle</p> <p>Understand the need to warm up and cool down and can demonstrate to their peers</p>	<p>Can describe the effect exercise has on their body</p> <p>Can identify the importance of exercise and a healthy lifestyle</p> <p>Understand the need to warm up and cool down and can demonstrate individually</p>

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		how this links to their lifestyle		warm up and cool down and can demonstrate individually		
<b>RE</b>						
Gain and deploy skills needed to engage seriously with religion and worldwide views.  (Substantive)	C1, Explore questions about belonging, meaning and truth. C2. Find out about examples of cooperation between people who are different. C3. Find out about questions of right and wrong.	C1. Express their own ideas and opinions about belonging, meaning and truth. C2. To respond with ideas to examples of cooperation between people who are different. C3. Express ideas and opinions in response to questions of right and wrong.	C1: Discuss and present thoughtfully their own views on belonging, meaning, purpose and truth. C2: Consider ideas about ways in which diverse communities can live together. C3: Discuss their own ideas about ethical questions including what is right and wrong.	C1: Discuss and present thoughtfully their own and others' views on belonging, meaning, purpose and truth. C2: Consider and apply ideas about ways in which diverse communities can live together.  C3: Discuss their own and others' ideas about ethical questions including what is right and wrong.	C1: Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth. C2: Consider and apply ideas about ways in which diverse communities can live together, responding thoughtfully to ideas about community, values and respect. C3: Discuss their own and others' ideas about ethical questions including what is right and wrong and what is just and fair.	C1: Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth applying ideas of their own in different forms. C2: Consider and apply ideas about ways in which diverse communities can live together, responding thoughtfully to ideas about community, values and respect. C3: Discuss their own and others' ideas about ethical questions including what is right and wrong and what is just and fair and express their own ideas clearly in response.
<b>Forest School</b>						
<b>Tools</b>	Use basic tools described for EYFS, plus bow saw to cut discs (1:1). Be able to use them safely with correct PPE.	Continue to use basic tools described for Year 1.	Continue to use basic tools safely. Begin to use the bow saw independently. Introduce secateurs and loppers.	Develop skills when using a range of tools.  Tools to include but not limited to: bow saw, whittling knives, folding saw, secateurs, loppers, palm drill.	Develop skills when using a range of tools. Allow for increased independence.	Develop skills when using a range of tools. Allow for increased independence.

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<b>Fire</b>	Be safe around the firepit. Understand what fires need as fuel.	Use the strikers to spark a flame.	Light a fairy fire (piece of cotton wool) with a fire striker.	Light a fairy fire (piece of cotton wool) with a fire striker.	Light a fairy fire and keep it going with kindling.  Introduction to campfires. Support keeping the fire going.	Light a small fire to boil the Kelly Kettle. Make hot chocolate for the group.  Toast/cook food on the campfire.
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