

# AAT Curriculum Progression

## Wellbeing Progression Document

Terms 1 & 2	T1 Why do squirrels hide their nuts?  T2 What happens when I fall asleep?	A Toy Story  A study of how toys have changed over time Developing an understanding of materials and their properties.	Pudding to Pepys  A study of the Great Fire of London and Samuel Pepys Study of modern day London	Changing Ages  Changes in Britain from the Stone Age to the Iron Age	Walk like an Egyptian  The achievements of the Ancient Egyptians Understanding rivers and the water cycle	We'll Meet Again  World War II- A significant turning point in the history of Britain Europe and how it changed before, during and after WW2 to the present day.	Who let the Gods out?  Ancient Greeks: their achievements and impact on the Western world Study of a region in Modern Greece
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1 Key Question		What is the same/ different about us?	What makes a good friend?	How can we be a good friend?	What strengths, skills and interests do we have?	What makes up our identity?	How can we keep healthy as we grow?
Curriculum Theme	Health and Wellbeing/ Living in the Wider World	Relationships	Relationships	Relationships	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing
Children will...	<p>Learning to be aware and able to express my feelings and developing the ability to talk about them and see myself as an individual (self-regulation)</p> <p>Learning to understand that feelings and reactions can change depending upon what is happening around them. Learning to understand their own behaviour and the way others behave around them. Therefore being aware of behavioural expectations and the idea of justice and fairness (Self-regulation)</p> <p>Learning to recognise that they belong to different communities and social</p>	<p>Explain what they like/dislike and why Recognise what makes them special Identify their strengths Explain what makes them unique Recognise some similarities/differences with others Use correct vocabulary to name body parts including external genitalia</p>	<p>Explain how to make friends Recognise loneliness and what to do about it Understand what behaviours are friendly and what makes a good friend Develop strategies to resolve arguments within friendships Learn ways to ask for help if a friendship is upsetting or worrying them</p>	<p>Learn about the importance of friendships and seeking support if it is needed Understand how to recognise when others are feeling lonely and excluded and how to help them Discuss how to build good friendships, identifying qualities needed Explain that friendships sometimes have difficulties and how to manage this, resolve disputes and reconcile differences Recognise if a friendship makes them uncomfortable or unhappy and how to get support</p>	<p>Recognise personal qualities and individuality Develop their self-worth by identifying positive things about themselves and their achievements Identify how positive attributes, strengths, skills and interests contribute to self-esteem Discuss how to set their own goals Learn how to manage when there are setbacks, learn from mistakes and reframe unhelpful thinking</p>	<p>Recognise and respect similarities and differences between themselves and others Understand that there are a range of factors that contribute to a person's identity (eg ethnicity, faith, culture, family, gender, hobbies, likes and dislikes) Explore how individuality and personal qualities make up someone's identity (inc that gender identity is part of personal identity) Understand what stereotypes are and how they are not always accurate and can be negative Know and explain how to challenge stereotypes &amp; assumptions</p>	<p>Explore how physical and mental health are linked Understand that positive friendships and activities support wellbeing Explore how to make choices that support a healthy, balanced lifestyle -Research how to plan a healthy meal -Demonstrate how to stay physically active -Show how to maintain good dental health -Discuss how to benefit from and stay safe in the sun -Understand how and why to balance time spent online -Investigate how sleep contributes to a healthy lifestyle -Talk about how to manage the influence of family/friends</p>

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## Wellbeing Progression Document

	<p>groups and communicate freely about own home and community (Managing Self)</p> <p>Learning to be pro-active in seeking adult support and learning to articulate their wants and needs (Building relationships)</p> <p>Learning to develop particular friendships with other children, which help them to understand different points of view. (Building relationships)</p>						<p>-Recognise how habits can be healthy/unhealthy</p> <p>-Explain how legal/illegal drugs can affect health</p> <p>-Explore how to recognise signs of physical or mental ill-health</p>
<b>Autumn 2 Key Question</b>	<b>What is a friend?</b>	<b>Who is special to us?</b>	<b>What is bullying?</b>	<b>What are families like?</b>	<b>How do we treat each other with respect?</b>	<b>How can friends communicate safely?</b>	
<b>Curriculum Theme</b>	<b>Relationships</b>	<b>Relationships</b>	<b>Relationships</b>	<b>Relationships</b>	<b>Relationships</b>	<b>Relationships</b>	
<b>Children will...</b>	<p>Learning to be aware and able to express my feelings and developing the ability to talk about them and see myself as an individual (self-regulation)</p> <p>Learning to understand that feelings and reactions can change depending upon what is happening around them. Learning to understand their own behaviour and the way others behave around them. Therefore being aware of behavioural expectations and the idea of justice and fairness (Self-regulation)</p> <p>Learning to recognise that they belong to different</p>	<p>Discuss groups they belong to including Family</p> <p>Identify different people who love/care for them</p> <p>Recognise what their special people do to make them feel loved/cared for</p> <p>Understand there are similarities and differences between families</p> <p>Talk about the features of family life</p> <p>Know how to get help if something about their family life worries them</p>	<p>Understand how words/actions affect how people feel</p> <p>Learn how to ask for and give/not give permission for physical contact and how to respond to unwanted touch</p> <p>Understand and explain that name-calling, teasing, bullying, deliberately excluding others is not ok or acceptable</p> <p>Know how to respond to these behaviours in different situations</p> <p>Know how to get help or report bullying</p>	<p>Explore how families differ from each other; including that every family does not have the same structure</p> <p>Unpick the stereotypes surrounding families</p> <p>Discuss how shared experiences are part of family life (positive)</p> <p>Describe how people within families should care for one another and different ways of showing this</p> <p>Understand how to ask for help if family relationships are making them feel unsafe, worried or unhappy</p>	<p>Discuss how people's behaviour affects themselves &amp; others</p> <p>Model polite and courteous behaviour and recognise respectful behaviour</p> <p>Understand about the link between rights and responsibilities</p> <p>Know that they have a right to privacy and how to recognise when a confidence should be kept or not</p> <p>Discuss the rights children have and how to protect these</p> <p>Explain that everyone should be included, respected and not discriminated against</p> <p>Learn how to deal with negative behaviours such as aggressive or unwanted behaviour</p>	<p>Investigate different relationships people have</p> <p>Discuss how friends and family communicate including using the internet/social media</p> <p>Explain how not knowing someone online can be risky</p> <p>Demonstrate how to recognise risks in friendships and keep safe</p> <p>Understand what is safe to share online and the importance of consent</p> <p>Recognise how to respond if a friendship is making them feel worried or unsafe</p> <p>Know how to ask for help and respond to pressure, in appropriate contact or personal safety concerns</p>	

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**Wellbeing Progression Document**

	<p>communities and social groups and communicate freely about own home and community (Managing Self)</p> <p>Learning to be pro-active in seeking adult support and learning to articulate their wants and needs (Building relationships)</p> <p>Learning to develop particular friendships with other children, which help them to understand different points of view. (Building relationships)</p>						
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# AAT Curriculum Progression

## Wellbeing Progression Document

Terms 3 & 4	T3 Where do I belong?	Amazing Discoveries	Under the Microscope Medicine a	When in Rome	Raiders and Traders Vikings and Anglo Saxon comparison – raids/ settlement	Rainforest Realms The Mayans AD 900 contrast with British society South America	Earth and Space, the final frontier
	T4 What is an explorer?	A study Neil Armstrong & Christopher Columbus/ Understanding the Earth’s seasons and weather	A comparative study of Florence Nightingale/ Mary Seacole/Edith Cavell and their impact on British History Understand the human body and animals	Study of Roman Empire in Britain Comparison Italy/UK	A comparative study of a European country (Sweden) and the UK	Study am area of south America including the rainforest	Understanding our solar system and forces in space Volcanoes and Earthquakes
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Spring 1 Key Question		What can help us stay healthy?	What jobs do people do?	What keeps us safe?	How can we manage our feelings?	What jobs would we like?	How can the media influence people?
Curriculum Theme	Health and Wellbeing / Relationships	Health and Wellbeing	Living in the wider world	Health and Wellbeing	Health and Wellbeing	Living in the wider world	Living in the wider world
Children will...	<p>Learning to consider the feelings of others and think about the perspectives of others (Self-regulation)</p> <p>Learning to build constructive and respectful relationships (Self-regulation)</p> <p>Playing with others and learning to find solutions without adult support (managing self)</p> <p>Learning to identify and moderate their own feelings socially and emotionally (building relationships)</p>	<p>Know what being healthy means and who helps them to stay this way</p> <p>Explain some different ways to keep healthy</p> <p>Understand that eating or drinking too much sugar can affect their health inc dental health</p> <p>Know why it is important to be physically active</p> <p>Understand the sunshine helps bodies to grow</p> <p>Talk about how to keep safe and well in the sun</p>	<p>Understand that jobs help us earn money to pay for things we want/need</p> <p>Explore a range of different jobs including those done by people they know or in the local community</p> <p>Recognise that people have different strengths and interests that enable them to do different jobs</p> <p>Know that people use the internet and digital devices in their jobs and everyday life</p>	<p>Recognise hazards and what they can do to reduce risk</p> <p>Understand how to help keep their bodies protected and safe</p> <p>Know that their body belongs to them and should not be hurt or touched without permission</p> <p>Discuss what to do if they feel uncomfortable or unsafe (including online and unwanted touch)</p> <p>Explore how everyday health and hygiene helps to keep us safe and healthy</p> <p>Explain how to react and respond to accidents and deal with minor injuries</p> <p>Know what to do in an emergency</p>	<p>Understand how everyday things can affect our feelings</p> <p>Know feelings change over time and can vary in intensity</p> <p>Demonstrate the importance of expressing our feelings and the different ways of doing this</p> <p>Respond appropriately to, and manage, feelings in different circumstances</p> <p>Explore ways of managing feelings at times of loss, grief and change</p> <p>Discuss how to access advice and support to help manage their own and others’ feelings</p>	<p>Recognise that there is a broad range of jobs and people often change jobs in their lifetime</p> <p>Discuss that jobs pay different amounts and some are unpaid</p> <p>Explain about skills, attributes, qualifications and training needed for different jobs</p> <p>Understand that there are ways into jobs/careers eg college, apprenticeships</p> <p>Discuss how people choose their job/career</p> <p>Question and challenge stereotypes about jobs people do</p> <p>Identify how they might choose their job/career when they’re older and what might influence their decision</p>	<p>Explore how the media and their online experiences can affect people’s wellbeing</p> <p>Explain what should/nt be shared online and rules about this</p> <p>Understand that mixed messages are shared in the media and how this influences people</p> <p>Discuss that text and images can be manipulated</p> <p>Explore how to evaluate online content and media sources</p> <p>Recognise and report unsafe/suspicious content online</p> <p>Make decisions about what they view online and, in the media, and know if it is appropriate</p> <p>Learn how to respond to and report, when necessary, information viewed that is upsetting, frightening or untrue</p>
Spring 2 Key Question		Who helps us to keep safe?	What helps us to grow and stay healthy?	What makes a community?	How can our choices make a difference to others and the environment?	How will we grow and change?	
Curriculum Theme	Health and Wellbeing/ Relationships	Health and Wellbeing	Health and Wellbeing	Living in the wider world	Living in the wider world	Health and Wellbeing	

# AAT Curriculum Progression

## Wellbeing Progression Document

<b>Children will...</b>	<p>Learning to consider the feelings of others and think about the perspectives of others (Self-regulation)</p> <p>Learning to build constructive and respectful relationships (Self-regulation)</p> <p>Playing with others and learning to find solutions without adult support (managing self)</p> <p>Learning to identify and moderate their own feelings socially and emotionally (building relationships)</p>	<p>Discuss the different roles in the community people have to help us stay safe (the jobs and how they do this)</p> <p>Identify who can help them in different places and situations</p> <p>Learn ways to respond to adults they don't know</p> <p>Know what to do if they feel unsafe or worried</p> <p>Know how to get help if there has been an accident and someone has been hurt including how to dial 999</p>	<p>Show an understanding of how different things help their bodies to be healthy</p> <p>Know that the things people put into their bodies effect how they feel</p> <p>Understand that medicines can help people stay healthy</p> <p>Learn about how much rest/ sleep they need to have</p>	<p>Discuss how they belong to different groups and communities</p> <p>Understand what is meant by a diverse community</p> <p>Explain how the community helps everyone to feel included and values the different contributions people make</p> <p>Explore how to be respectful to those who may live differently to us</p> <p>Learn what stereotypes are</p> <p>Develop ways to challenge stereotypes &amp; assumptions</p>	<p>Know we have a shared responsibility to help look after the world around us</p> <p>Talk about how everyday choices can affect the environment</p> <p>Explain how what we buy or spend money on can affect others or the environment</p> <p>Identify the skills and vocabulary to share their thoughts, ideas and opinions</p> <p>Demonstrate how to show care and concern for others</p>	<p>Learn about puberty and how bodies change during puberty; including menstruation, erections and wet dreams</p> <p>Explore how puberty effects emotions and feelings</p> <p>Understand how personal hygiene routines change during puberty</p> <p>Discuss how to ask for advice and support about growing and changing during puberty</p>	<p>Recognise risks with online gambling</p> <p>Discuss and debate what influences peoples decisions</p>
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# AAT Curriculum Progression

## Wellbeing Progression Document

Terms 5 & 6  Local study	<b>T5 How do Plants grow?</b>	<b>Who's the King of the Castle?</b> A study of Hastings and Pevensey Castles and their surrounding landscapes including plants.	<b>War and Peace</b> A local study of the Battle of Hastings; the site of Battle Abbey and its surrounding landscape including animal's habitats. significant events, people, places in the locality	<b>Postcards from the Seaside</b>  How seaside towns are similar and different today to how they were in Victorian times. / Features of our local area.	<b>Tudor Rose</b>  A study of Michelham Priory and its significance in the changes that happened in Britain during the Tudor period.	<b>Brilliant Building and Lovely Landscapes</b> A study of Eastbourne Pier and its importance to the town. Understanding our local landscape including Seven Sisters /Cuckmere Haven	<b>It's a Smugglers Life for me</b> A study of Smuggling in the local area and how smuggling has changed over time.
	<b>YR</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>Summer 1 Key Question</b>		<b>What can we do with money?</b>	<b>What helps us to stay safe?</b>	<b>Why should we eat well and look after our teeth?</b>	<b>How can we help in an accident or emergency?</b>	<b>How can drugs common to everyday life affect health?</b>	<b>What will change as we become more independent?</b>  <b>How do friendships change as we grow?</b>
<b>Curriculum Theme</b>	<b>Relationships / Living in the wider world</b>	<b>Living in the wider world</b>	<b>Health and wellbeing</b>	<b>Health and wellbeing</b>	<b>Health and Wellbeing</b>	<b>Health and Wellbeing</b>	<b>Relationships</b>
<b>Children will...</b>	<p>Learning skills to support during challenging times , attempting to repair a relationship or where they have caused upset and understand how their actions impact other people (Self-regulation)</p> <p>Learning to show resilience and perseverance in the face of challenge (Self-regulation)</p> <p>Learning to be flexible and cooperative as they are more able to understand other people's needs wants and behaviours (Building relationships)</p>	<p>Know what money is and that it comes in different forms</p> <p>Explore ways we get money</p> <p>Think about how people make choices about what to do with their money</p> <p>inc spending and saving</p> <p>Know the difference between wants and needs</p> <p>Find out about ways to keep money safe and different ways of doing this</p>	<p>Understand that rules and restrictions help us to be safe</p> <p>Identify some risky or potentially unsafe situations and how to avoid them</p> <p>Develop strategies to resist pressure to do something they don't want to including keeping secrets</p> <p>Understand that not everything you see online is true or to be trusted</p> <p>Learn how to tell someone if they are worried about something or if they feel scared or uncomfortable</p>	<p>Understand how to eat a healthy diet and the benefits of this</p> <p>Demonstrate how to maintain good oral hygiene</p> <p>Learn about the impact on health from not eating a balanced diet including the impact of sugar on dental health</p> <p>Discuss how people decide what to eat/drink and what influences these decisions</p> <p>Know how, when and where to get advice or help about healthy eating and dental care</p>	<p>Learn how to carry out basic first aid</p> <p>Explore some rules of first aid such as not moving someone with a head injury</p> <p>Understand when it is appropriate to use first aid and the importance of seeking adult help</p> <p>Discuss the importance of keeping calm in an emergency</p> <p>Give clear information about an incident when needed to the emergency services</p> <p>Explore some of the changes that will happen to us during puberty, with a particular focus on menstruation</p> <p>Develop an understanding of how puberty effects emotions and feelings</p>	<p>Explain how drugs common to everyday life can affect health and wellbeing</p> <p>Discuss that some drugs are legal and some are illegal</p> <p>Understand that there are laws about the use of drugs to keep people safe</p> <p>Recognise why some people choose to use certain drugs or not</p> <p>Know how the risks can be prevented/reduced</p> <p>Identify that drug use can become a habit</p> <p>Learn about organisations and support for people who want to stop using drugs eg stopping smoking</p> <p>Discuss how and where to get help if they have concerns about drugs</p>	<p>Accept that people have different kinds of relationships in their lives, including romantic or intimate relationships</p> <p>Understand that people who are attracted to and love one another can be of any gender, faith or ethnicity</p> <p>Discuss the ways that couples care for each other</p> <p>Explain that adults can choose to be part of a committed relationship or not (inc marriage/ civil partnerships)</p> <p>Discuss that marriage should be equally wanted by both parties and nobody should be forced into this (crime)</p> <p>Explain that puberty is about growing from a child to an adult</p>

# AAT Curriculum Progression

## Wellbeing Progression Document

Summer 2 Key Question	How can we look after the world around us?	How can we look after each other and the world?	How do we recognise our feelings?	Why should we keep active and sleep well?	How can we manage risk in different places?	What decisions can people make with money?	Learn about the reproductive organs and process- how babies are conceived and born and how they need to be cared for Understand that there are ways to prevent a baby being conceived Explore how growing up and becoming independent brings increased opportunities and responsibilities Understand how friendships may change as they grow up and how to manage this Explore how to manage change; inc moving to secondary schools Discuss where and how to get support, information and advice about growing up and changing.
Curriculum Theme	Relationships / Living in the wider world	Living in the wider world	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Living in the wider world	
Children will...	<p>Learning skills to support during challenging times , attempting to repair a relationship or where they have caused upset and understand how their actions impact other people (Self-regulation)</p> <p>Learning to show resilience and perseverance in the face of challenge (Self-regulation)</p> <p>Learning to be flexible and cooperative as they are more able to understand other people’s needs wants and behaviours (Building relationships)</p>	<p>Recognise that kind and unkind behaviour can affect others Learn how to work and play co-operatively Understand the responsibilities they have in and out of the classroom Explain to look after and care for people and animals Investigate what can harm the local/ global environment and how it can be cared for Recognise that people and their needs change as they get older Learn ways to manage change when moving to a new class/year group</p>	<p>Know how to recognise, name and describe a range of feelings Explain things that help them to feel good or to feel better Recognise that different things/times can bring different feelings for different people Understand how feelings can affect people (in their bodies and behaviour) Develop strategies to manage ‘big’ feelings and understand the importance of sharing them with someone they trust Learn to recognise when they might need help with feelings and how to ask for this help</p>	<p>Talk about how regular physical activity benefits us and the impact a lack of it has on health and wellbeing Investigate different types of physical activity and how to balance this with time online Identify how to make choices about physical activity Understand how a lack of sleep can affect the body and mind Develop simple sleep routines Discuss how and where to seek support in relation to these areas</p>	<p>Recognise and manage risk in different situations Explore how to keep safe in the local environment and some less familiar situations Discuss how people can be influenced by others and how to manage this Know how online actions can impact on other people Describe how to keep safe online- inc managing requests for information and recognising what is appropriate or not to share Understand how to report concerns and worries Identify that rules, restrictions and laws exist to help people keep safe and what to do if they are aware of a situation that is against these</p>	<p>Learn how people make decisions about spending and saving their money Explore how to keep track of money Discuss how people make choices about ways of paying for things they want/need Recognise what ‘value for money’ is and means to them Understand that there are risks associated with money and how it can affect people’s feelings and emotions</p>	