

# Bradfield Primary School – Long Term Plan

## Pippin Class – Year 1/2

### CYCLE A (UPDATED 2026) CS/EQ

| Autumn 1                                                                                                              | Autumn 2                                                                                                                      | Spring 1                                                                                                | Spring 2                                                                                                                                     | Summer 1                                                                                                                    | Summer 2                                                                                           |
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| <b>Our Amazing Adventures</b>                                                                                         | <b>Time Moves On</b><br><br>Enrichment: Braintree Museum                                                                      | <b>London Life</b>                                                                                      | <b>Nature Detectives</b><br><br>Enrichment: Village Walk                                                                                     | <b>Watery Worlds</b>                                                                                                        | <b>Change and Grow</b><br><br>Enrichment: Walton Beach                                             |
| <b>English</b>                                                                                                        |                                                                                                                               | <b>English</b>                                                                                          |                                                                                                                                              | <b>English</b>                                                                                                              |                                                                                                    |
| <b>Beegu</b><br>Narrative<br>Own alien story<br><br><b>Alien Poems</b><br><br><b>Guided reading</b><br>Too Small Tola | <b>Goldilocks using three different versions</b><br>Narrative<br>Fairy Tale<br><br><b>Guided Reading:</b><br>The Magic Finger | <b>A Walk in London</b><br>Guide Book<br><br><b>Guided reading:</b><br>The Street Beneath my Feet       | <b>Tadpole's Promise</b><br>Own version narratives<br><br><b>Guided reading:</b><br>Fanatical about Frogs/<br>The Magic and Mystery of Trees | <b>We are Water Protectors</b><br>Environ-mental campaign<br><br><b>Guided reading:</b><br>There's a Rang-Tan in my bedroom | <b>Yeti and the Bird</b><br>Own version narratives<br><br><b>Guided reading:</b><br>After the Fall |
| <b>Maths</b>                                                                                                          |                                                                                                                               | <b>Maths</b>                                                                                            |                                                                                                                                              | <b>Maths</b>                                                                                                                |                                                                                                    |
| Place Value (within 20)<br>Addition and subtraction<br>Place value (within 100)<br>Shape                              |                                                                                                                               | Addition and subtraction (within 100)<br>Multiplication and division<br>Length and height<br>Statistics |                                                                                                                                              | Money<br>Fractions<br>Time<br>Mass, capacity and temperature<br>Geometry                                                    |                                                                                                    |

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| <p><b>Science: Seasonal Changes-</b> Learn about the four seasons/weather associated with each/how seasonal changes affect trees/weather reports</p>                                                | <p><b>Science Habitats (Link to Bears and Homes)</b><br/>Considering the life processes that all living things have in common, pupils classify objects into alive, was once alive or has never been alive. Pupils explore global habitats, naming plants and animals that can be found there. They learn how a range of different living things depend on each other for food or shelter. Pupils explore this further by creating food chains to show the sequence that living things eat each other for energy to grow and stay healthy</p> | <p><b>Science- Introduction to plants</b><br/>Venturing outside, children identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They use magnifying glasses to observe and name plant parts and draw and label diagrams of flowers. Children closely observe leaves and sort them into groups based on their appearance. They use non-standard units to measure leaf length and record their observations in a table. Pupils investigate if beans need water for growth and identify edible plant parts.</p> | <p><b>Science – Animals including humans: Life Cycles and Growth</b><br/>Comparing and grouping animals based on similarities and differences in their characteristics, physical features and diets.</p> | <p><b>Science: We are Water Protectors (Making Connections)</b><br/>Drawing on their cumulative knowledge of materials and physical forces, children take on the role of ‘Engineers’ to solve real-world problems set at the coast. Working scientifically, they transition from simple observation to active inquiry: asking questions, making predictions, and conducting comparative tests. Pupils investigate the properties of materials to determine their suitability for sea-based challenges, specifically exploring the concepts of buoyancy and water resistance.</p> | <p><b>Science: Plant Growth</b><br/>Carrying out comparative tests, pupils identify the conditions required for seed germination and compare these to the survival needs of plants in later growth phases. Pupils use rulers to measure stem growth and record data in a table. They use their results to conclude that plants need water, light and a suitable temperature to grow and stay healthy. Children identify the stages in a plant's life cycle and discover how humans impact plants in the environment.</p> |
| <p><b>R.E- What do I believe? and Why do we need to give thanks? (Link to Harvest)</b><br/>Using a range of sources including survey data, children learn the beliefs around using offerings to</p> | <p><b>RE – (Link to seasonal religious festivals) What do some people believe God looks like?</b><br/>Looking at Islamic art, Hindu avatars and images of the Christmas story, children explore how different people</p>                                                                                                                                                                                                                                                                                                                     | <p><b>RE – How do we know some people feel a special connection to a god? (Link to place of worship in London)</b><br/>Building on their understanding of how people perceive God on</p>                                                                                                                                                                                                                                                                                                                                                                      | <p><b>RE – How did the world begin? (Link to new life and lifecycles)</b><br/>Exploring a range of creation stories in imaginative ways, children present their own ideas using art and language.</p>    | <p><b>RE – Why should we care for the world? (Link to water conservation)</b><br/>Building on their understanding of creation stories, children explore beliefs about the</p>                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>RE – What is a prophet?(Link to parables and fables)</b><br/>Asking questions about the religious stories they read, children find out more about significant people like Abraham, Jonah, Moses, Jesus,</p>                                                                                                                                                                                                                                                                                                        |

## Pippin Long Term Curriculum map

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| show gratitude. They get hands on with artefacts used during puja and write their own lyrics for a song of thanks.                                                                                                                                      | understand God on Earth. They consider these representations when creating their own artwork and talk about why putting ideas about God into words and pictures is challenging.                                                                                    | Earth, children listen to stories from diverse perspectives about the early lives of significant religious figures. They explore how we recognise that some individuals have a special connection to God by searching for clues in religious stories and comprehending the symbolism within them. | They consider how creation stories help some people understand what God is like.                                                                  | relationship between humans and nature.                                                                                      | Muhammed and Guru Nanak. They look for clues in religious stories and art to understand their characteristics and the promises they shared with humanity. By investigating different perspectives and drawing connections, children create their own definition of a prophet. |
| <b>How am I making history?</b><br>Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born. | <b>Did my Grandparents and Great Grandparents play with the same toys as me?</b><br>Changes within living memory. Using artifacts and interviews to understand how materials (wood/tin vs. plastic/digital) and domestic life have changed over three generations. | <b>What is a monarch like? (Link to London and mapping landmarks)</b><br><b>Queen Elizabeth compared to Queen Victoria</b><br>Understanding the role of a monarch and how it has changed over time; identifying the purpose, structure and evolution of castles.                                  |                                                                                                                                                   |                                                                                                                              | .                                                                                                                                                                                                                                                                             |
| <b>How did we learn to fly? (Link with space travel/Armstrong and Jemison)</b><br>.                                                                                                                                                                     |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                   | <b>Geography – What is it like here?</b><br>Locating where they live on an aerial photograph, children recognise local features. They create maps | <b>Geography - What can you see at the coast?</b><br>Naming and locating continents and oceans of the world while revisiting | <b>Geography – What is the weather like in the UK?</b><br>Studying the countries and cities that make up the UK, children discuss the four                                                                                                                                    |

Pippin Long Term Curriculum map

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|                                                                                                                                                                                                                              |                                                                                                                                                                                             |                                                                                                 | using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.                                                                                                                                                          | countries and cities of the UK and surrounding seas Children learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism..                                        | seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key. |
| <b>Art and Design<br/>Line and Shape (linked to Seasons)</b><br><br>Exploring line and shape; working and experimenting with different materials through observational and collaborative pieces inspired by Brianna McCarthy | <b>Art and Design<br/>Tone and Texture<br/>(Linked to drawings of artefacts)</b><br><br>Exploring how artists use tone and texture, and applying these techniques in observational drawings |                                                                                                 | <b>Art and Design<br/>Map it out!<br/>(Link to local area)</b><br><br>Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief | <b>Art and Design:<br/>Craft and design: woven wonders (Link to water)</b><br>Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña |                                                                                                                                                                                                                                                       |
|                                                                                                                                                                                                                              | <b>Design and Technology<br/>Stitches or Puppets<br/>(Linked to Toys)</b>                                                                                                                   | <b>Design and Technology –<br/>Mechanism:<br/>Wheels and Axles (Linked to London Transport)</b> | <b>Design and Technology<br/>Moving Story Books<br/>(Linked to the Tadpole's Promise)</b>                                                                                                                                                                                                                                                                            | <b>Design and Technology:<br/>Stable Structures (Link to the Coast – beach huts, sea wall and light houses)</b>                                                                                                                        | <b>Design and Technology –<br/>Cooking and nutrients:<br/>Balanced Diet (Smoothies linked to plants)</b>                                                                                                                                              |

# Pippin Long Term Curriculum map

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|                                                                                                                                                           | Developing textile skills to design and create hand puppets based on characters from a well-known fairytale.                                                      | Developing an understanding of how wheels, axles and axle holders work while practising cutting straight and curved shapes with scissors.                  | Exploring slider mechanisms and the movement they output to design, make and evaluate a moving storybook.                                     | Investigating stable shapes and using an understanding of balance to discover how wide or heavy bases improve stability in freestanding structures. | Explore and learn what forms a balanced diet, pupils will taste test ingredient combinations from different food groups that will inform a wrap design of their choice which will include a healthy mix of protein, vegetables and dairy. |
| <b>Music:</b><br>My favourite things:<br>Keeping the Pulse                                                                                                | <b>Music:</b> Nativity                                                                                                                                            | <b>Music:</b><br>Snail and Mouse: Tempo                                                                                                                    | <b>Music</b><br>Superheroes: Pitch                                                                                                            | <b>Music</b><br>Musical Storytelling:<br>Instruments                                                                                                | <b>Music:</b><br>On this island:<br>Singing                                                                                                                                                                                               |
| <b>Computing:</b><br><b>Computing Systems &amp; Network</b><br><b>What is a computer?</b><br>Identifying parts of a PC/Tablet and using a mouse/keyboard. | <b>Computing:</b><br>Programming 1:<br>Algorithms<br><b>Unplugged Coding:</b> Giving and following clear instructions (algorithms) to move a friend or a Bee-Bot. | <b>Computing:</b><br>Data Handling:<br>Introduction<br><b>Pictograms:</b> Collecting data and representing it digitally (e.g., favourite fruit/transport). | <b>Computing:</b><br>Creating Media: Word Processing<br><b>Typing &amp; Editing:</b> Using a keyboard to write, change fonts, and add images. | <b>Computing:</b><br>Digital Literacy: E-Safety<br><b>Staying Safe:</b><br>Understanding private information and who to ask for help online.        | <b>Computing:</b><br>Digital Literacy: E-Safety<br><b>Artistic Tools:</b> Using "paint" tools, brushes, and shapes to recreate a scene.                                                                                                   |
| <b>PSHE</b><br><b>Being me in my world</b><br>Special and safe<br>My class<br>Rights and responsibilities<br>Rewards and feeling proud                    | <b>PSHE</b><br><b>Celebrating difference</b><br>The same as...<br>Different from...<br>What is bullying?<br>What do I do about bullying?                          | <b>PSHE :</b><br><b>Dreams and Goals</b><br>My treasure chest of success<br>Steps to Goals<br>Achieving together<br>Stretchy Learning                      | <b>PSHE –</b><br><b>Healthy Me</b><br>Being Healthy<br>Healthy Choices<br>Clean and Healthy<br>Medical Safety<br>Road Safety                  | <b>PSHE –</b><br><b>Relationships</b><br>Families<br>Making friends<br>Greetings<br>People who help us<br>Being my own best friend                  | <b>PSHE –</b><br><b>Changing me</b><br>Life Cycles<br>Changing Me<br>My changing body<br>Boys' and Girls' bodies<br>Learning and Growing<br>Coping with changes                                                                           |

Pippin Long Term Curriculum map

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| Consequences<br>Owning our learning<br>charter | Making new friends<br>Celebrating me | Overcoming obstacles<br>Celebrating my success |                    |                     |                        |
| <b>PE</b><br>Multi-skills                      | <b>PE</b><br>Football                | <b>PE</b><br>Gymnastics                        | <b>PE</b><br>Dance | <b>PE</b><br>Tennis | <b>PE</b><br>Athletics |

**Bradfield Primary School – Long Term Plan**  
**Pippin Class – Year 1/2**  
**CYCLE B (UPDATED 2026)**

| Autumn 1                                                                                 | Autumn 2                                     | Spring 1                                                                                                         | Spring 2                                         | Summer 1                                                        | Summer 2                                                      |
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| <b>Wild Wonders</b><br><br>Enrichment-Colchester Zoo                                     | <b>Map it Out!</b>                           | <b>Eco-Explorers</b><br><br>Enrichment- Fingringhoe Wick                                                         | <b>Sunny Skies or Winter Wonderland?</b>         | <b>Castles and Crowns</b>                                       | <b>Where in the World</b><br><br>Enrichment-Colchester Castle |
| English                                                                                  |                                              | English                                                                                                          |                                                  | English                                                         |                                                               |
| <b>The Sea Saw</b><br>Own version narrative                                              | <b>Grandad's Camper</b><br>Sequel narratives | <b>Lost and Found</b><br>Own version narratives                                                                  | <b>House Held up by Trees</b><br>Factual Reports | <b>The Great Fire of London</b><br>Information booklet          | <b>Wolves</b><br>Non-chronological leaflet                    |
| <b>Guided reading:</b><br>Hotel Flamingo                                                 | <b>Guided reading:</b><br>Hotel Flamingo     | <b>Guided reading:</b><br>Grimwood                                                                               | <b>Guided reading:</b><br>Lost Species           | <b>Guided reading:</b><br>Eric                                  | <b>Guided reading:</b><br>Cinderella - an Art Deco Fairy Tale |
| Maths                                                                                    |                                              | Maths                                                                                                            |                                                  | Maths                                                           |                                                               |
| Place Value (within 20)<br>Addition and subtraction<br>Place value (within 100)<br>Shape |                                              | Addition and subtraction (within 100)<br>Multiplication and division<br>Length and height<br>Statistics<br>Money |                                                  | Fractions<br>Time<br>Mass, capacity and temperature<br>Geometry |                                                               |

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| <p><b>Science- Animals including humans: Sensitive Bodies</b><br/>Identifying and naming body parts and conducting practical activities with the senses to spot patterns and answer questions.</p> | <p><b>Science- Lifecycles and health</b><br/>Studying the life cycles of various animals, children learn what animals need to survive and how they change over time. Pupils collect data that allows them to observe changes in their peers, while also developing their ability to take measurements and record data. They consider how scientific knowledge helps people to make healthy choices.</p> | <p><b>Science – Making Connections</b><br/>Children revisit and apply their knowledge of animals, the five senses, habitats, microhabitats and everyday materials. Through practical investigations, they explore how living things are suited to their environments and how the properties of materials make them suitable for different purposes, developing their scientific enquiry skills and making connections with their learning about hot and cold climates.</p> | <p><b>Science: Microhabitats</b><br/>Developing their understanding of scientific enquiry, pupils learn that scientists use a range of skills to answer questions. They discover that microhabitats provide what minibeasts need to survive and carry out a survey to find out where different minibeasts live in the school grounds. They practise asking scientific questions and follow a method to investigate which conditions woodlice prefer. Pupils explore the job role of a botanist by identifying flowering plants.</p> | <p><b>Science- Uses of everyday materials</b><br/>Building on their knowledge of everyday materials and their properties, pupils recognise that materials are suited to specific purposes and explore how actions such as stretching and bending affect the shape of solid objects. They compare the suitability of materials; gather and record data in tables and block graphs and use their results to answer questions. Children learn about the harmful effects of plastic and explore eco-friendly alternatives.</p> | <p><b>Science: Material Properties</b><br/>Investigate why 1666 London was a "tinderbox" compared to modern cities. Children compare 17th-century building materials (wood, straw) with modern alternatives (brick, stone). Working scientifically, they use comparative testing to explore material properties like absorbency (for firefighting) and heat resistance. By observing how shapes change under heat and identify which materials are combustible and which are fire-resistant. They record findings.</p> |
| <p><b>R.E- How do we know new babies are special?</b><br/>Finding out about different ceremonies to welcome a new baby and identifying similarities across different worldviews.</p>               | <p><b>RE – What is light important to people?</b><br/>Investigating the many ways light is used in religious and worldview contexts, children explore different festivals through</p>                                                                                                                                                                                                                   | <p><b>R.E- What is God's job?</b><br/>Investigating the roles of God through stories and sacred texts, children look at the things God does and what this means to different people.</p>                                                                                                                                                                                                                                                                                   | <p><b>R.E Why should we care for others?</b><br/>Investigating the importance of taking care of others from different views.</p>                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>RE – How do some people talk to God?</b><br/>Investigating the importance of communication in relationships, children examine the different ways people pray and why</p>                                                                                                                                                                                                                                                                                                                                             | <p><b>RE: Where do some people talk to God?</b><br/>Expanding on their learning about prayer and worship, children examine buildings within their local area and beyond. Through investigating, they discover</p>                                                                                                                                                                                                                                                                                                      |

## Pippin Long Term Curriculum map

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|                                                                                                                                                                                                                                                                            | artwork and stories, focusing on candles. They use natural resources to create advent wreaths and explore different hanukiah to develop their understanding of the symbolism of candles during Hanukkah.                                                                                            |  |                                                                                                                                                                                                                                                                                                         | they consider this important. They explore the objects that some people use during prayer and consider how the whole body is sometimes used in prayer. | what the features of the buildings might reveal about people's beliefs about God. Children design their own place of worship based on their learning.                                            |
|                                                                                                                                                                                                                                                                            | <b>Why do we have fireworks on Bonfire Night?</b><br>Significant events beyond living memory (The Gunpowder Plot).<br>Focus: The story of Guy Fawkes and the transition from a historic plot to a modern national tradition. This allows children to distinguish between "history" and "tradition." |  | <b>Why were Florence Nightingale, Mary Seacole and Edith Cavell important to the nursing and medical professions?</b><br>Comparing the lives of significant individuals who have contributed to national and international achievements.<br>Focus: How these three women changed hospitals and hygiene. | <b>What was the Great Fire of London and how did it change London forever?</b><br>Events beyond living memory that are significant nationally.         | <b>Local Study: The Secrets of Colchester Castle</b><br><br><b>Who was the Warrior Queen?</b> Significant historical places in their own locality; significant individuals beyond living memory. |
| <b>Ongoing-</b><br><b>How am I making history?</b><br>Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born. |                                                                                                                                                                                                                                                                                                     |  |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                        |                                                                                                                                                                                                  |
|                                                                                                                                                                                                                                                                            | <b>Geography – Where am I?</b><br>Locating the countries of the UK on a map, recognising features within                                                                                                                                                                                            |  | <b>Geography – Would you prefer to live in a hot or cold place?</b><br>Introducing children to the basic concept of climate                                                                                                                                                                             |                                                                                                                                                        | <b>Geography</b><br><b>What is it like to live in Shanghai?</b><br>Using a world map, children start recognising continents,                                                                     |

# Pippin Long Term Curriculum map

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|                                                                                                      | the school grounds. Using directional language to explore the location of features on maps. Creating their own map using symbols to represent features and thinking about how places on the school grounds make them feel. |                                                                                                                            | zones and mapping out hot and cold places globally. Children compare features in the North and South Poles and Kenya as well as in the local area. They learn the four compass points and the names and location of the seven continents.                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                            | oceans and countries outside the UK with a focus on China. They identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land use. Pupils then compare these features to those in the local area and make a simple map using data they have collected through fieldwork. |
|                                                                                                      | <b>Art and Design: Sculpture and 3D Paper Play</b><br>Making paper-based 3D art forms using techniques such as rolling, folding and scrunching paper                                                                       |                                                                                                                            | <b>Art and Design Sculpture and 3D: clay houses</b><br>Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay. | <b>Art and Design – Painting and mixed media: life in colour</b><br>Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork |                                                                                                                                                                                                                                                                                                                                               |
| <b>Mechanisms: Fairground Wheel</b><br>Design and create a functional Ferris wheel, consider how the |                                                                                                                                                                                                                            | <b>Design and Technology – Textiles: Pouches</b><br>Explore different ways of joining fabrics before creating hand puppets | <b>Design and Technology: Cooking and Nutrition: Balanced Diet</b><br>Discovering the importance of a balanced                                                                                                                                                                                                             | <b>Design and Technology – Mechanisms: Levers</b><br>Investigating different types of levers and how                                                                                                                                                                                                                                                                                       | <b>Design and Technology: Structure's: Baby Bear's Chair</b><br>Using the tale of Goldilocks and the Three Bears as                                                                                                                                                                                                                           |

## Pippin Long Term Curriculum map

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| different components fit together so that the wheels rotate and the structure stands freely. Select appropriate materials and develop their cutting and joining skills. |                                                                                                                                                                                                          | based upon characters from a well-known fairytale. Develop technical skills of cutting, gluing, stapling and pinning.                                                        | diet and creating a tasty, balanced wrap.                                                                                               | they work in everyday mechanisms.                                                                                          | inspiration, pupils help Baby Bear by making him a brand new chair, exploring different shapes and materials. When designing the chair, they consider his needs and what he likes                 |
| <b>Music:</b><br>Seaside: Dynamics                                                                                                                                      | <b>Music:</b> Nativity                                                                                                                                                                                   | <b>Music:</b><br>Fairytale: Sound Patterns                                                                                                                                   | <b>Music:</b><br>Animals: Call and Response                                                                                             | <b>Music:</b><br>Space: Contrasting Dynamics                                                                               | <b>Music:</b><br>Myths and Legends: Structures                                                                                                                                                    |
| <b>Computing: Programming 2: ScratchJr</b><br><b>Sequencing:</b> Using blocks to create a sequence of actions for a character (Sprite).                                 | <b>Computing: Creating Media: Digital Photography</b><br><b>Capturing Images:</b> Taking clear photos, framing, and basic editing/filtering.                                                             | <b>Computing: Data Handling: Grouping</b><br><b>Sorting &amp; Searching:</b> Understanding how computers organize data into groups.                                          | <b>Computing: Programming 3: Bee-Bots Route Planning:</b> Predicting and testing routes. Debugging when the Bee-Bot goes the wrong way. | <b>Computing: Creating Media: Stop Motion Animation:</b> Taking a series of photos to make a short moving film.            | <b>Computing: Computing Systems: International</b><br><b>The Internet:</b> Understanding that the internet is a network of computers around the world.                                            |
| <b>PSHE</b><br><b>Being me in my world</b><br>Hopes and Fears<br>Rights and Responsibilities<br>Rewards and Consequences<br>Boys and Girl<br>Why does bullying happen?  | <b>PSHE</b><br><b>Celebrating difference</b><br>Boys and Girl<br>Why does bullying happen?<br>Standing up for myself and others<br>Making a new friend<br>Celebrating difference and still being friends | <b>PSHE :</b><br><b>Dreams and goals</b><br>Life cycles in nature<br>Growing from young to old<br>The changing me<br>Boys and girls bodies<br>Assertiveness<br>Looking ahead | <b>PSHE –</b><br><b>Healthy me</b><br>Goals to success<br>My learning strengths<br>Learning with others<br>Group challenge              | <b>PSHE –</b><br><b>Relationships</b><br>Healthy Me<br>Being Healthy<br>Being relaxed<br>Medicine Safety<br>Healthy eating | <b>PSHE –</b><br><b>Changing me</b><br>Families<br>Keeping safe – exploring physical contact<br>Friends and Conflict<br>Secrets<br>Trust and Appreciation<br>Celebrating my special relationships |

Pippin Long Term Curriculum map

|                                      |                |                  |             |              |                 |
|--------------------------------------|----------------|------------------|-------------|--------------|-----------------|
| Standing up for myself<br>and others |                |                  |             |              |                 |
| PE<br>Multi-skills                   | PE<br>Football | PE<br>Gymnastics | PE<br>Dance | PE<br>Tennis | PE<br>Athletics |

