

Spring Term 2022/23:

Theme: Body Rocks

Thematic / Cross Curricular Coverage Chart

SCI & TECH	Progression Step 1	Progression Step 2	Progression Step 3
ST1 - Being curious and searching for answers is essential to understanding and predicting phenomena			
Enquiry	I can show curiosity and question how things work.	I can ask questions and use my experience to suggest simple methods of inquiry.	I can identify questions that can be investigated scientifically and suggest suitable methods of inquiry.
	I can explore the environment, make observations and communicate my ideas.	I can recognise patterns from my observations and investigations and can communicate my findings.	I can suggest conclusions as a result of carrying out my inquiries.
		I can use my <i>knowledge</i> and understanding to predict effects as part of my scientific exploration.	I can evaluate methods to suggest improvements.
ST3 - The world around us is full of living things which depend on each other for survival			
Living Things			I can explain the role of different organs and systems that enable plants and animals to live and grow.
		I can explore relationships between living things, their habitats and their <i>life cycles</i> .	I can describe some changes in growth and development caused by hormones.
Health & Disease			I can identify the threats to the development and health of organisms and recognise some natural defences, preventions and treatments.
ST6 - Computation is the foundation of our digital world			
Data			I can explain how data is stored and processed.
			I can effectively store and manipulate data to produce and give a visual form to useful information.

HEALTH & WELLBEING	Progression Step 1	Progression Step 2	Progression Step 3
HWB1 - Developing physical health and well-being has lifelong benefits			
Physical Literacy	I have the confidence and motivation to move in different ways and I am beginning to develop control of <i>gross motor movements</i> and <i>fine motor movements</i> in different environments, moving safely in response to instructions.	I can use and improve basic movement skills in familiar and unfamiliar situations. I can respond to prompts in imaginative and creative ways. I have the confidence and motivation to persevere when faced with physical challenges.	I can develop and apply a range of skills in familiar, unfamiliar and changing situations, exploring space creatively in response to a variety of stimuli. I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress.
Impact of Nutrition	I am beginning to make connections between my diet and my physical health and well-being.	I have developed an understanding that I need a balanced diet and I can make informed choices about the food I eat and prepare to support my physical health and well-being.	I can explain the importance of a balanced diet and nutrition and the impact my choices have on my physical health and well-being. I can plan and prepare basic, nutritious meals.
Emotional and Physical Connection	I am beginning to recognise the connection between the physical and emotional changes that can occur in different contexts.	I can describe the way in which physical and emotional changes are connected in different contexts.	I can explain the way in which physical and emotional changes are connected in different contexts, and I can monitor, review and adapt my behaviour to support my physical and emotional health, setting myself relevant targets.
Physical Health and Safety	I am beginning to recognise some of the behaviours, conditions and situations that affect my physical health and well-being and I am beginning to know how to respond and get help.	I can recognise some of the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond and get help in a safe way.	I can describe the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond to and/or manage these in order to actively reduce the risk of harm to myself.
HWB3 - Our decision making impacts on the quality of our lives and the lives of others			
Informed Choices	I can make decisions based on what I like and dislike.	I can make decisions based on what I know.	I can make considered decisions, taking into account available information, including past experiences.
			I can set appropriate goals.
Impact of Decisions	I have developed an awareness that my decisions can affect me and others.	I can recognise that my decisions can impact on me and others, both now and in the future.	I can recognise that some decisions I make will have a long-term impact on my life and the lives of others.
	I can take part in group decisions.	I can take part in group decisions and I understand why some	I can understand that decisions can be made individually and collectively, and that they can be influenced by a range of factors.

		decisions need to be made as a group.	
Managing Risks	I have an understanding that things can be safe or unsafe.	I can identify and assess risks.	I can identify and assess risks, and I can take steps to reduce them.
HWB4 - How we engage with social influences shapes who we are and affects our health and well-being			
Influence & Values	I can recognise and follow rules and norms in the groups and situations in which I take part.	I can recognise and follow the rules and norms of different groups and situations in which I take part.	I have an understanding of the rules, norms and behaviours of different groups and situations, and I recognise that these have an influence on me.
	I can show care and respect for others.	I can change how I interact and behave in different situations with support.	I can interact <i>pro-socially</i> in different groups and situations.
		I can recognise that there are similarities and differences between people's <i>values</i> and <i>attitudes</i> .	I have developed an understanding that my <i>values</i> , <i>attitudes</i> and identity are shaped by different groups and influences.