

# Year 1 Curriculum Map 2023-24

|              | Autumn 1<br>Our School  | Autumn 2<br>Local history -<br>linked to<br>buildings/homes  | Spring 1<br>The UK   | Spring 2<br>Transport  | Summer 1<br>The World   | Summer 2<br>Explorers  |
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| <b>Maths</b> | <b>Place Value (within 10)</b> <ul style="list-style-type: none"> <li>Counting 1:1 correspondence - Representing 10</li> <li>Counting on and back</li> <li>Finding one more/one less</li> <li>Greater than less than</li> <li>Ordering/ comparing</li> <li>Ordinal numbers</li> <li>Number lines/tracks</li> </ul><br><b>Addition and subtraction</b> <ul style="list-style-type: none"> <li>Part whole model</li> <li>Symbols (+, -, =)</li> <li>Number bonds to 10</li> <li>Fact families</li> <li>Simple addition</li> </ul> | <b>Addition and Subtraction cont.</b> <ul style="list-style-type: none"> <li>Simple subtraction</li> <li>Finding the difference</li> <li>Comparing addition and subtraction statements</li> </ul><br><b>Geometry</b> <ul style="list-style-type: none"> <li>Recognise 3D shapes</li> <li>Sort 3D shapes - Recognise 2D shapes</li> <li>Sort 2D shapes</li> <li>Identifying patterns within 2D &amp; 3D shapes</li> </ul> | <b>Place Value cont. – (Numbers from 11-20)</b> <ul style="list-style-type: none"> <li>Tens and Ones</li> <li>One more one less</li> <li>Compare objects/ numbers</li> <li>Order numbers</li> </ul><br><b>Addition and Subtraction (within 20)</b> <ul style="list-style-type: none"> <li>Add by counting on</li> <li>Add ones using number bonds</li> <li>Find and make number bonds</li> <li>Subtraction not crossing 10</li> <li>Subtraction, counting back</li> <li>Subtraction crossing 10</li> <li>Comparing number sentences</li> </ul> | <b>Place value (within 50)</b> <ul style="list-style-type: none"> <li>Counting to 50 in 10s</li> <li>Counting on and back to 50</li> <li>Tens and Ones</li> <li>Representing numbers to 50</li> <li>One more one less</li> <li>Compare objects/ numbers</li> <li>Order numbers</li> <li>Counting in 2s</li> <li>Counting in 5s</li> </ul><br><b>Length &amp; Height</b> <ul style="list-style-type: none"> <li>Compare lengths</li> <li>Compare heights</li> </ul><br><b>Mass &amp; Volume</b> <ul style="list-style-type: none"> <li>Introduce weight &amp; mass</li> <li>Measure mass</li> <li>Compare mass</li> <li>Weight &amp; mass problems</li> </ul> | <b>Multiplication &amp; Division</b> <ul style="list-style-type: none"> <li>Recap count in 2s</li> <li>Recap count in 5s - Count in 10s</li> <li>Make equal groups</li> <li>Add equal groups</li> <li>Intro &amp; make arrays</li> <li>Make doubles</li> <li>Making equal groups and sharing groups</li> </ul><br><b>Fractions</b> <ul style="list-style-type: none"> <li>Making half</li> <li>Making a whole</li> <li>Finding half of a quantity</li> <li>Finding a quarter of a quantity</li> </ul><br><b>Position &amp; Direction</b> <ul style="list-style-type: none"> <li>Describe turns</li> </ul> | <b>Place value (within 100)</b> <ul style="list-style-type: none"> <li>Counting to 100 by making 10s</li> <li>Counting on &amp; back</li> <li>Introducing the 100 square</li> <li>Partitioning numbers</li> <li>Comparing/ordering numbers</li> <li>One more one less</li> </ul><br><b>Money</b> <ul style="list-style-type: none"> <li>Recognising coins</li> <li>Recognising notes - Counting coins</li> </ul><br><b>Time</b> <ul style="list-style-type: none"> <li>Before &amp; after</li> <li>Dates</li> <li>Time to the hour</li> <li>Time to the half hour</li> <li>Writing time</li> </ul> |

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|                            |  |  |   | <ul style="list-style-type: none"> <li>Capacity &amp; volume</li> <li>Measure &amp; compare</li> </ul>  | <ul style="list-style-type: none"> <li>Describe positions</li> </ul>  | <ul style="list-style-type: none"> <li>Comparing time</li> </ul>  |
| <b>Literacy</b>            | <b>Acrostic poem</b><br>Fred the dog<br><br><b>Instructions</b><br>Planting  | <b>Narrative</b><br>Linked to guided reading text<br><br><b>Recount</b><br>Trip to Leatherhead's oldest house<br><br><b>Letter</b><br>Father Christmas   | <b>Diary</b><br>Paddington<br><br><b>Non-chronological report</b><br>Weather  | <b>Narrative</b><br>Mrs Armitage on Wheels<br><br><b>Recount</b><br>Trip to Brooklands Museum   | <b>Narrative</b><br>Stories from around the world (Little Red and the very hungry lion)<br><br><b>Letter</b><br>Dear Greenpeace   | <b>Adventure story</b><br>Lost and Found<br><br><b>Explanation</b><br>Seasonal changes<br><br><b>Poetry</b><br>Shape poems linked to explorers/ modes of transport  |
| <b>Guided Reading</b>      | <ul style="list-style-type: none"> <li>The Bumblebear</li> <li>The Leaf Thief</li> <li>My Shadow is Pink</li> <li>What the ladybird heard</li> <li>Oliver's vegetables</li> <li>Non-fiction texts linked to topics</li> <li>Coming to England</li> </ul> | <ul style="list-style-type: none"> <li>Three little pigs</li> <li>Body information book</li> <li>Something else</li> <li>The Christmas Story</li> <li>The Jolly Christmas Postman</li> <li>Dear Santa</li> <li>Non-fiction texts linked to topics</li> </ul> | <ul style="list-style-type: none"> <li>My Nana's Garden</li> <li>Alfie weather</li> <li>Paddington books – Paddington at the Palace</li> <li>The Tower bridge cat</li> <li>The Invisible</li> <li>Poetry books linked to topics – People Need People</li> </ul> | <ul style="list-style-type: none"> <li>Journey</li> <li>Oi! Get off our Train</li> <li>Mrs Armitage on wheels</li> <li>If All The World Were...</li> <li>The great paper caper</li> <li>Non-fiction texts linked to topics - Materials</li> </ul> | <ul style="list-style-type: none"> <li>The Colour of Home</li> <li>Ruby's Chinese new year</li> <li>Dear Greenpeace</li> <li>Where are you from?</li> <li>And tango makes three</li> <li>Here we are</li> <li>Non-fiction texts linked to topics</li> </ul> | <ul style="list-style-type: none"> <li>Tree: seasons come, seasons go</li> <li>The Lumberjack's Beard</li> <li>Look up</li> <li>Little People Big Dreams – Mae Jamieson</li> <li>Lost and found</li> <li>The tiny seed</li> <li>Non-fiction texts linked to topics</li> </ul> |
| <b>History / Geography</b> | <b>Our School</b>  | <b>Local history - linked to buildings/homes</b>   | <b>The UK</b><br>Name, locate and identify  | <b>Transport - Donald Campbell and Amy Johnson</b>  | <b>The World</b> (7 continents/five oceans)   | <b>Explorers (space)</b>  |

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|  | <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map with labels with key features; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features</p> | <p>Significant historical events, people and places in their own locality - Leatherhead</p> <p>Lucy Quinnell oldest house in Leatherhead</p> <p>I can describe some themes from the past.</p> <p>I can point out some similarities and differences between aspects of my life and the life of people in the period I am learning about.</p> <p>I can use information from more than one source in and for my answers.</p> | <p>characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>Use aerial photographs and</p> | <p>Look at modern transport – changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally, the first aeroplane flight</p> <p>I can describe some events from the past.</p> <p>I can sequence a few events, objects or pieces of information on a timeline.</p> <p>I can point out some similarities and some differences between the ways of life of different people living at the time I am learning about.</p> <p>I can use information from</p> | <p>Name and locate the world's seven continents and five oceans.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom (2) and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries (2)</p> | <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods for example Example Christopher Columbus, Neil Armstrong</p> <p>I can describe some features, events, people and themes from the past.</p> <p>I can use a wider range of "time" terms including: recently, before, after, now, later. I can use past and</p> |
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|  | <p>of its surrounding environment.</p> <p>Look at a simple map of the local area and identify the things they know and have seen.</p> <p>Create an aerial map of the school/local area as a class by using different sized blocks.</p> <p>Observe and record information, take photos, explain what the photos show. Create memory maps to show a journey.</p> |  | <p>plan perspectives to recognise landmarks and basic human and physical features (use geographical language, including: forest, hill, mountain, soil, valley, vegetation); devise a simple map; and use and construct basic symbols in a key (2).</p> <p>Use basic geographical vocabulary to refer to: key physical features,</p> <p>Ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live?</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Express own views about a place,</p> | <p>more than one source in and for my answers.</p> <p>I can talk about some of the different ways that the past is recorded or represented.</p> <p>I can name some which tell us about the past.</p> |  |  |
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|                 |   |   | people and environment.<br>Draw and label pictures to show how places are different.   |   |  |  |
| <b>Art / DT</b> | <b>Design and technology</b> <ul style="list-style-type: none"> <li>Aspect: Structures</li> <li>Focus: Free standing structures</li> <li>Link: Trim trail</li> </ul>  | <b>Art</b> <ul style="list-style-type: none"> <li>Drawing, sketchbooks (Spirals – Molly Haslund)</li> <li>Focus: drawing, sketch books</li> </ul> | <b>Art</b> <ul style="list-style-type: none"> <li>print, colour, collage (Simple print making/ explore water colour/inspired by flora/fauna – link to science topic if possible)</li> <li>Focus: print, paint, collage, drawing, sketchbook</li> <li>Surface and colour</li> </ul> | <b>Design and technology</b> <ul style="list-style-type: none"> <li>Aspect: Food</li> <li>Focus: Preparing fruit and Veg including cooking and nutrition</li> <li>Link: PSHE our community. Inviting people from our school community to share the food.</li> </ul>   | <b>Art</b> <ul style="list-style-type: none"> <li>Working in three dimensions - sculpture (playful making/making birds – link to topic if possible)</li> <li>Focus: sculpture, drawing, collage</li> </ul>   | <b>Design and technology</b> <ul style="list-style-type: none"> <li>Aspect: mechanisms</li> <li>Focus: sliders and levers</li> <li>Link: link to Lost and Found (pop up book)</li> </ul> |
| <b>Science</b>  | <b>Animals including Humans</b> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> </ul> |   | <b>BSW Weather</b> <ul style="list-style-type: none"> <li>Discuss the difference between the weather and the climate. (Link to seasonal changes Y1)</li> <li>Understand how some greenhouse gases are produced.</li> </ul>   | <b>Materials</b> <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made.</li> <li>Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.</li> <li>Describe the simple properties of a variety of everyday materials.</li> <li>Compare and group together a variety of everyday materials on the basis of their simple properties.</li> </ul> <b>Seasonal Changes</b> | <b>Plants</b> <ul style="list-style-type: none"> <li>Identify and describe the basic structure of a variety of common flowering plants including trees.</li> <li>Identify and name a variety of common wild and garden plants including</li> </ul> |  |

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|           | <ul style="list-style-type: none"><li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li></ul> <p><b>Seasonal Changes</b> to be revisited across the year (At least first science lesson of each term)</p> <p>Observe changes across four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> |  | <ul style="list-style-type: none"><li>Know how climate change can affect the planet.</li><li>Discuss ways to slow down and prevent climate change.</li><li>Discuss ways to slow down and prevent climate change.</li></ul> <p><b>Seasonal Changes</b></p>   |  | deciduous and evergreen trees.  |  |
|           | <p><b>Seasonal Changes</b></p>  |  |   |  |   |  |
| Computing | <p><b>Unit 1.1</b></p> <p>Online Safety &amp; Exploring Purple Mash</p> <ul style="list-style-type: none"><li>What is a password and why should we keep them safe?</li><li>What is a digital avatar?</li><li>Where is my work stored on Purple Mash?</li></ul>  | <p><b>Unit 1.2</b></p> <p>Grouping &amp; Sorting</p> <ul style="list-style-type: none"><li>In what ways can we sort objects?</li></ul> <p><b>Unit 1.3</b></p> <p>Pictograms</p> <ul style="list-style-type: none"><li>What is a pictogram?</li><li>What is data?</li><li>How can I compare data?</li></ul> | <p><b>Unit 1.4</b></p> <p>Lego Builders</p> <ul style="list-style-type: none"><li>What is an instruction?</li><li>Why do we need to debug code?</li></ul> <p><b>Unit 1.5</b></p> <p>Maze Explorers</p> <ul style="list-style-type: none"><li>What is 2Go?</li><li>How do I undo a mistake on 2Go?</li></ul> | <p><b>Unit 1.6</b></p> <p>Animated Story Books</p> <ul style="list-style-type: none"><li>What is 2Create a Story?</li><li>What is an animated story?</li><li>How can I make my story better?</li></ul> | <p><b>Unit 1.7</b></p> <p>Coding</p> <ul style="list-style-type: none"><li>What is coding?</li><li>Why is it useful to design before coding?</li><li>How can you make characters move in a 2Code program?</li></ul> | <p><b>Unit 1.8</b></p> <p>Spreadsheets</p> <ul style="list-style-type: none"><li>What does a spreadsheet look like?</li><li>How could you use a spreadsheet to add up values?</li><li>How could you use the count and speak tools?</li></ul> <p><b>Unit 1.9</b></p> <p>Technology outside school</p> <ul style="list-style-type: none"><li>What is technology?</li></ul> |

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|             |  |  |  |  |   | <ul style="list-style-type: none"> <li>How does technology make our lives easier?</li> </ul>   |
| <b>PSHE</b> | <b>Health and Wellbeing</b> <ul style="list-style-type: none"> <li>Keeping healthy; food and exercise, hygiene routines; sun safety</li> <li>Recognising what makes them unique and special; feelings; managing when things go wrong</li> <li>How rules and age restrictions help us; keeping safe online</li> </ul> |  | <b>Living in the Wider World</b> <ul style="list-style-type: none"> <li>Belonging to a community</li> <li>Media literacy and digital resilience</li> <li>Money and work</li> </ul>   |  | <b>Relationships</b> <ul style="list-style-type: none"> <li>Families and friendships</li> <li>Safe relationships</li> <li>Respecting ourselves and others</li> </ul>  |  |
| <b>RE</b>   | <b>Christianity – Why do Christians call God ‘creator’?</b> <ul style="list-style-type: none"> <li>‘Create’ / ‘creation’ / ‘creator’</li> <li>Biblical creation story</li> <li>God as ‘creator’ of the world and in other parts of the Bible</li> <li>Celebration of Harvest</li> </ul>                              | <b>Christianity – What is the ‘Nativity’ and why is it important to Christians?</b> <ul style="list-style-type: none"> <li>‘Nativity’ as the birth of Jesus</li> <li>Other important people in the Nativity</li> <li>Why did angels announce Jesus’ birth?</li> <li>Diversity of Nativity sets across the world</li> <li>Christmas as a focus of worship of Jesus</li> </ul> | <b>Judaism – Why do Jewish families celebrate the gift of Shabbat?</b> <ul style="list-style-type: none"> <li>Shabbat as a special gift of rest</li> <li>Links with creation story</li> <li>Friday night meal and symbols: Saturday night ceremony as start of new week</li> </ul> | <b>Christianity – What do Christians learn from stories of Jesus?</b> <ul style="list-style-type: none"> <li>Stories about Jesus, baby – man</li> <li>Jesus human ‘like us’ and divine, like God’</li> <li>Jesus’ stories (‘parables’) and miracles</li> <li>Christian as ‘followers’ of Jesus</li> <li>End with Easter story and symbols</li> </ul> | <b>Islam – What is important for Muslim families?</b> <ul style="list-style-type: none"> <li>Muhammad (pbuh) is the most important Prophet (messenger) for Muslims</li> <li>Muslims learn from his life and example</li> <li>Qur’an contains the holy words of Allah</li> </ul> | <b>Why should we look after the world?</b> <ul style="list-style-type: none"> <li>Link to ideas from prior learning about creation</li> <li>Caring about the world from non-religious perspective – we all share our world</li> <li>Tu B’Svat (Jewish tree-planting festival)</li> </ul> |
| <b>PE</b>   | <ul style="list-style-type: none"> <li>Ball skills</li> <li>Dance</li> </ul>   | <ul style="list-style-type: none"> <li>Fundamentals</li> <li>Sending and receiving</li> </ul>  | <ul style="list-style-type: none"> <li>Invasion</li> <li>Gymnastics</li> </ul>   | <ul style="list-style-type: none"> <li>Net &amp; Wall games</li> <li>Fitness</li> </ul>  | <ul style="list-style-type: none"> <li>Athletics</li> <li>Target games</li> </ul>   | <ul style="list-style-type: none"> <li>Striking and fielding</li> <li>Team building</li> </ul>   |

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| <b>Music</b> | <b>Move to the Beat</b> <ul style="list-style-type: none"><li>• Learn to recognise pulse, matching movements to music</li><li>• Explore percussion instruments</li><li>• Perform simple instrumental accompaniments to familiar songs</li><li>• Create simple choreography and learn about dance traditions such as South African Gumboot Dancing and North Indian Kathak Dance</li></ul> |   | <b>Exploring Sounds</b> <ul style="list-style-type: none"><li>• Explore how sounds can be produced in different ways using voices and instruments</li><li>• Sing simple songs, adding facial expressions and actions to enhance performance</li><li>• Recognise how composers using dynamics, tempo and timbre to reflect a character or theme</li><li>• Use song lyrics as a stimulus for a composition</li><li>• Compose short sound sequences to tell a story and perform them to each other</li><li>• Follow musical instructions and invent notation to represent sound sequences</li></ul> |  | <b>High or Low</b> <ul style="list-style-type: none"><li>• Learn to identify and describe pitch</li><li>• Explore sounds created by a variety of different instruments and voice, describing their pitch and timbre</li><li>• Play simple listening games, identifying and copying simple pitch patterns</li><li>• Use a variety of tuned and untuned percussion instruments</li><li>• Compose simple sound effects to accompany sections of a story</li><li>• Compose pitch patterns and represent them using simple graphic notation</li><li>• Prepare songs for a class performance</li></ul> |  |
| French       | <b>J' apprends le Français</b> <ul style="list-style-type: none"><li>• Locate France, Paris, and a few key cities on a map.</li><li>• Understand the Francophone world better.</li><li>• Ask somebody how they are feeling and what their name is.</li><li>• Say how we are feeling and our names.</li><li>• Count to 10.</li><li>• Read, write, say, and recall</li></ul>                | <b>Les couleurs et les nombres</b> <ul style="list-style-type: none"><li>• Say 10 common colours in French.</li><li>• Count from 1-10 in French</li></ul> | <b>Les Salutations</b> <ul style="list-style-type: none"><li>• Say 'hello' (formally and informally) in French.</li><li>• Say 'my name is...' in French.</li><li>• Ask somebody in French how they are feeling and give a reply.</li><li>• Say 'goodbye' and 'see you soon' in French.</li></ul>   | <b>Les transports</b> <ul style="list-style-type: none"><li>• Recognise and recall 7 modes of transport in French.</li><li>• Recall numbers 1-5 and the colours yellow, red, green, orange &amp; blue more easily in French.</li></ul> | <b>Comptines et chansons</b> <ul style="list-style-type: none"><li>• Actively participate and enjoy six traditional nursery rhymes in French.</li><li>• Start to understand and decode more of the spoken/sung French we hear.</li></ul>   | <b>Dans la jungle</b> <ul style="list-style-type: none"><li>• Recognise and recall seven jungle animals in French.</li><li>• Recall numbers 1-5 more easily in French.</li></ul> |



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|   | ten different colours.   |   |   |  |  |  |
| <b><i>Trips/Visitors</i></b>  | <b>PSHE</b> - kitchen staff talk about healthy eating and food hygiene<br><b>Science</b> – The Lookout: Discovery Centre                                       | <b>History</b> - visit Leatherhead's oldest house   | <b>PSHE</b> – visit care home (belonging to a community)<br><b>Geography</b> – members of staff/parents talking about the countries of the UK they are from | <b>History</b> - Brooklands Museum<br><b>PSHE</b> - visitors talking about different jobs<br><b>Guided Reading</b> - Leatherhead Library visit<br><b>PSHE</b> – using money to buy something at the shop | <b>Music</b> - Roger visit - sharing a variety of tuned and untuned percussion instruments<br><b>Geography</b> – parents in to talk about living in different countries (different continents) | <b>Geography</b> - Space Dome<br><b>PSHE</b> – invite grandparents/relatives for afternoon tea<br><b>Science</b> - Wisley  |
| <b><i>Opportunities for outdoor learning and maximising locality</i></b>  | <ul style="list-style-type: none"> <li>Geography - mapping school grounds – walking around the school finding different human and physical features</li> </ul> | <ul style="list-style-type: none"> <li>PSHE – keeping healthy, exercise</li> <li>Science – school wildlife walk</li> <li>Science – seasons – Autumn walk</li> </ul> | <ul style="list-style-type: none"> <li>PSHE – share books with the children in nursery</li> <li>Science – seasons – Winter walk</li> </ul>                  | <ul style="list-style-type: none"> <li>Science – material hunt around the school</li> <li>History – transport survey at the gates.</li> </ul>  | <ul style="list-style-type: none"> <li>Science – seasons – Summer walk</li> <li>Maths /Computing – positions, turns and instructions</li> </ul>  | <ul style="list-style-type: none"> <li>Guided reading – litter pick (Clean Up)</li> <li>Science – recognising plants around the school and planting</li> </ul>   |
| <b><i>How does the school's theologically rooted Christian vision enable pupils, adults and children to flourish?</i></b> | <ul style="list-style-type: none"> <li>Class rules and expectations</li> </ul>   | <ul style="list-style-type: none"> <li>Nativity production</li> </ul>   | <ul style="list-style-type: none"> <li>Resilience – Guided Reading - What happened to you?</li> </ul>   | <ul style="list-style-type: none"> <li>Community - PSHE</li> </ul>   | <ul style="list-style-type: none"> <li>Family and Friends - PSHE</li> </ul>  | <ul style="list-style-type: none"> <li>Children suggest GR text and vote on it.</li> <li>Spiritual garden</li> <li>Class assembly</li> <li>Sports Day</li> </ul> |