



## Hollymount Curriculum Handbook

At Hollymount, all members of the school community are encouraged and inspired to know, understand and reflect on our School values of:

**Respect, Resilience, Friendship, Kindness, Courage and Happiness**

### **Curriculum Intent**

When planning and delivering our Curriculum, we know that the key elements of learning for each child should be secured, allowing them to develop their fluency, confidence and mastery of the wider Curriculum. There should therefore be a crisp focus on securing those elements necessary for progression and understanding.

This is enabled through the provision of a carefully planned, progressive curriculum, where subjects are discretely based with purposeful links which are meaningful. We believe that knowledge is as important as the development of skills in our pupils, so they can actively engage, question and develop their understanding. There is a strong emphasis on richness of content, relevance of material and great rigour in the teaching and learning of this material.

Joseph Croft



**Through the provision of our Curriculum, the primary focus is to foster a lifelong love of learning; create a sense of personal pride in achievement; develop proactive thinkers; create resilient and independent learners and ultimately to help every child find their strengths and interests.**

### Subject leaders

Subject leaders are passionate about their Subjects and therefore play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review where impact and outcomes for all children are always central. Resources are provided to enhance Curriculum and leaders are regularly upskilled through training.

### Defined but adaptable

We recognise that any Curriculum design should be tensile as well as robust. We consider ours as living documents, which are sufficiently defined, challenging and demanding in their scope and vision for all our pupils, regardless of their ability. They are also flexible enough to adapt to all pupils' developing needs as they emerge over time.

### Diversity and Inclusion

All children learn best when they feel safe, valued and successful. We have therefore designed our Curriculum to meet the needs and aspirations of our children, carefully considering their social, economic, and cultural backgrounds. We ensure that the learning opportunities provided are accessible, purposeful and inspiring. We actively encourage the children to connect to the past, different cultures, our community and the wider world, while ensuring that they are well prepared for life in modern Britain.

Hollymount provides a highly inclusive environment where learners enjoy their education and pupils are helped to achieve their potential. Those who are most able are challenged and encouraged to expand their skills and knowledge through varied curriculum opportunities whilst those who find learning more difficult are provided with scaffolded opportunities and given targeted support to embed skills, to develop at their own pace and to learn in a style that best suits their individual needs.

In recognising the development of the whole child, the pastoral support given to children so they can access the curriculum is strong. Supporting children's emotional and mental well-being sits at the heart of our school; programmes such as ELSA allow vulnerable children to access their learning and curriculum entitlement.

### Enrichment

The Curriculum is enhanced through the targeted addition of resources, which bring it to life and enable all learners to experience a sense of wonder and interest in their learning. Engaging visits and visitors are chosen to enrich the curriculum and create a sense of wonder about the subjects and topics.



## Assessment

Assessment has an important place in the education system and through designing a broad, challenging and forward-thinking curriculum that focuses on deepening knowledge, this is considered at all stages. We encourage the provision of high-quality learning opportunities to develop confident and skilled pupils, who are able to apply their learning in a range of situations, including statutory testing.

## Curriculum delivery

Our school's aim is that everyone is involved in the clear and successful delivery of our Curriculum.

Curriculum leader – Understands the design of the curriculum, what is expected to be learnt when and how teachers facilitate this learning through their delivery of lessons.

Subject leaders – Understand in detail the progression of intended learning throughout their subject and how this is built upon from Nursery to Y6. They know how well this is taught and that the children are accessing this learning. They are the champion for their subject, have good subject knowledge and support their colleagues to improve in their delivery and provide resources for them to do so.

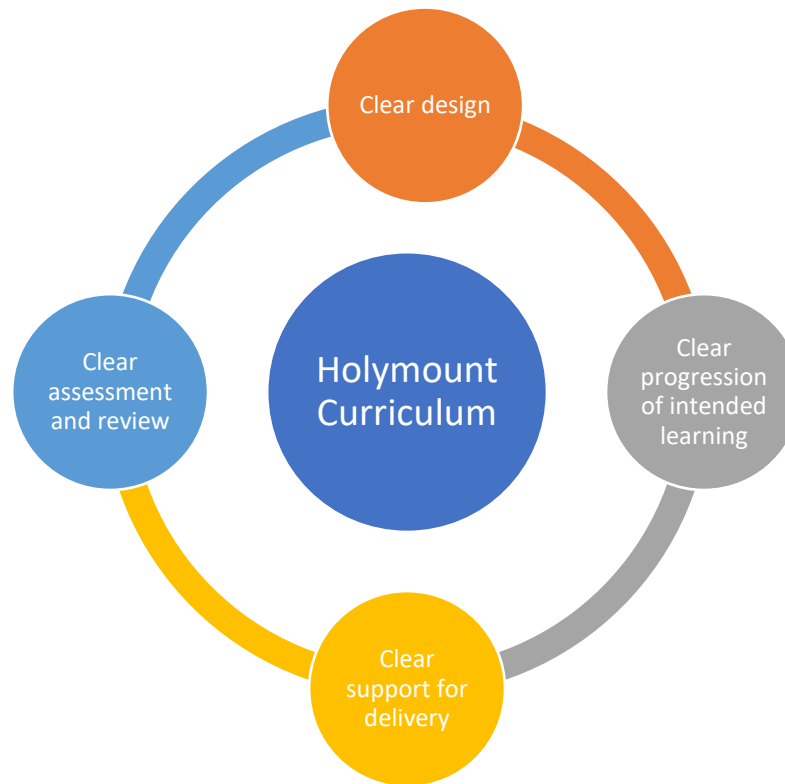
Class teachers/support staff – Design lessons that match the layout of the curriculum. They know how learning in each subject is built upon throughout each year group and can pinpoint what their children needs next. They maximise learning time through specific delivery and activities that reinforce the intended learning for that subject.

Children – Experience learning in all subjects that match their starting point. They can talk through what they have learnt in each subject. Not just what they have done. This learning is built upon throughout their time at the school.



## Principles of Hollymount Curriculum

The four key principles of the Hollymount Curriculum, are rooted in the rich history of the school and encapsulate what our curriculum stands for, what we want our pupils to know and understand and the kind of individuals we our pupils to be when they leave us.





## **Clear Design:**

We know what subjects are being taught, when they are taught and why they are taught.

## **Clear progression of intended learning:**

To know what knowledge it is intended that the children should learn, within the subjects that are being taught.

## **Clear delivery support:**

To provide a clear starting point for teaching to draw upon to deliver the lessons that allow for learning to take place. This will include key vocabulary, subject knowledge, progression from previous lessons.

## **Clear Assessment and Review:**

To provide a framework to understand what the children have learnt and what they still don't know so that gaps can be filled or extensions made.



## **Our Curriculum has been planned, considering three key principles:**

### **Knowledge:**

We believe in the importance of a rich knowledge base in developing critical thinking so this area is a key cornerstone of our curriculum. The idea that a rich base of factual knowledge helps pupils to make connections and exponentially leads to further learning is at the heart of the design of each unit through the years. The framework for each year group considers explicitly the knowledge that will be learnt and how this knowledge develops cumulatively throughout the unit.

### **Skills**

Once children have a broad knowledge base, they need to explore, practise and master skills to allow them to apply this knowledge in a meaningful way. The Hollymount Curriculum highlights these key skills and demonstrates how these are applicable in real life contexts. It is important that our pupils are clear on how content relates to real life. This is integral to pupils' developing positive learning attitudes from the earliest stages of their education.

### **Experience**

Pupil's experiences are of paramount importance in the delivery of the Hollymount Curriculum; it is these experiences that provide meaningful context to learning. Our Curriculum therefore encourages experiences that enrich and complement each unit and suggest that teachers seek appropriate educational visits that will ultimately enhance pupil understanding. These experiences also serve allow our pupils, who come from differing backgrounds, equal opportunity to experience people and places that they may not have access to otherwise. Through these experiences, they will also develop key life skills, including how to use transport systems, how to interact with others and how to conduct themselves in public.



## Hollymount's Curriculum structure and standards -2023/24

**This table** sets out the curriculum structure and ensures everyone is aware of the expectations set out for each curriculum area, across each phase of the school

**Notes: All curriculum maps are saved onto the Team's channel (Curriculum maps) and are on our websites. These are the fundamentals of our intended learning over time and are the starting point for any teacher at the start of the any unit of work.**

Knowledge Organisers for each unit to be at start of unit in Pupil books (also on website) where applicable

### Early Years

<b>7 Areas of Learning</b>	<b>Nursery – Topic based</b>
<b>Communication and Language</b>	Topic based book read during fruit time daily  ECAT / LLC -differentiated according to language needs - Taught over 2 days - Vocabulary baseline assessment then reassesses after the 3-week programme - Programme is divided into vocabulary topics e.g., animals/in the home/transport etc. - Format: Hello activity, listening activity, talking activity, songs - HA children participate in 1 x wordless book group once a week
<b>Literacy</b>	<b>PHONICS LWLS</b> - daily focus on sound and blending, mnemonic cars used to teach the sound, not the grapheme - Format: teach the sound (What's in the box), Blend from the box (focus on sound), blending game - Introduce LWLS reading programme Love to Read – use for lowest 20%. - phonics homework <b>Sound of the Week</b> sent home 1x week  -Reading bus visit 1x a week for reading for pleasure
<b>Mathematics</b>	<b>Mastering the curriculum</b> - 3 sessions per week -math's tables have linked activity for consolidation
<b>Understanding of the World</b>	Topic based and linked text – 2 Week cycle



<b>Expressive Art and Design</b>	Linked with Text, Kapow and provided for in continuous provision
<b>Physical Development</b>	1 x PE lesson per week 1 x dough gym per week at the end of the day Funky fingers table provided in continuous provision
<b>PSED</b>	1 x a week at the end of the day

<b>7 Areas of Learning</b>	Reception – Topic based
<b>Communication and Language</b>	Topic based book read daily throughout Topic Neli groups for EAL 2 x per week
<b>Literacy</b>	<p><b>PHONICS LWLS</b></p> <ul style="list-style-type: none"> <li>- Daily phonics lesson 9.00 - 9.30</li> <li>- Phonics homework sent home weekly. Sent on Wednesday, returned on Monday</li> <li>- Tricky word packs sent home the week after taught in class</li> <li>- Termly phonics assessment in week 6</li> <li>- Keep up groups start in Autumn 2. 3 x per week.</li> </ul> <p><b>READING LWLS</b></p> <ul style="list-style-type: none"> <li>- 2 x per week, Monday – Decoding, Tues/Wed Prosody and comprehension (+ extra day if needed)</li> <li>- Taught by Teacher/TA, rotated weekly</li> <li>- Books sent home weekly with Phonics books. Sent on Wednesday returned on Monday</li> <li>- Reading for pleasure book taken home weekly</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Daily, before lunch 10.45 to 11.15</li> <li>- Done on white boards on mat</li> <li>- Practise graph/digraph/trigraph</li> <li>- Practise words (on LW phonics sheet)</li> <li>- When children are ready. Start to write words and then sentences</li> <li>- <u>Teacher models under visualiser</u></li> </ul>
<b>Mathematics</b>	<p><b>Mastering the Curriculum/NCTEM</b></p> <ul style="list-style-type: none"> <li>- 4 sessions per week</li> <li>- Taught directly after lunch 12.45 - 1.15</li> </ul>
<b>Understanding of the World</b>	Topic based & linked to a text Taught at the end of the day





	Power Points to introduce key vocabulary and links to History, Science, Geography Also planned & provided for in continuous provision
<b>Expressive Art and Design</b>	Kapow Music taught on a Friday Art and Design and D&T taught in Continuous provision/ Teacher-led activity normally by TA Provided for in continuous provision
<b>Physical Development</b>	2x Week, once on Muga, once in hall, led by CT. Following MSSP
<b>PSED</b>	Kapow Taught on a Friday

### KS1 & KS2

Subject	Planning resources	Taught when KS1 Whole school KS1 KS2	How work is recorded & progressed Whole school KS1 KS2	Marking/Feedback Whole school KS1 KS2	Assessment Whole school KS1 KS2
Reading / Phonics	<ul style="list-style-type: none"> <li>Little Wandle Phonics &amp; Catch up</li> <li>VIPERS Display in every classroom</li> </ul>	Year 1- Daily Phonics lessons (LW)- am lessons Year 1- Keep up sessions- identified from ongoing LW assessments every 6 weeks (pm) Year 1 – Reading practice sessions x2 weekly 20mins in am ( Book matched to home reading book and assigned the same ebook) Home reading books matched to Placement Assessments and every 6 weeks. Books go home on a	Phonics lessons Placement assessments LW phonics ongoing assessment every 6 weeks. Heatmaps Reading practice record sheets Fluency assessments Rapid Catch up assessments		Phonics lessons Placement assessments LW phonics ongoing assessment every 6 weeks. Heatmaps Reading practice record sheets Fluency assessments Rapid Catch up assessments



		<p><b>Wednesday and back on a Tuesday</b></p> <p>Year 2- Phase 5 review in mornings ( 5 weeks)          Bridge to spelling am ( 5 weeks)          LW/Twinkle spelling program x 4 weekly ( 20 weeks) Spellings sent home for the half term- lessons taught during the week and tested on a Tuesday          Reading practice sessions x 2 weekly 20mins (book matched to home reading book and assigned the same ebook online). At the start of the year home reading books matched to their assessments , once they come off LW they move on to RA books.  <b>Books go home on a Tuesday and back in on a Monday.</b>          After 5 weeks of Phase 5, Review test fluency using LW fluency and start VIPERS          VIPERS 4 x week          Rapid Catch Up sessions also starts 4 x week 20mins.          RCU assess every 4 weeks.</p>	<p>Excel assessment document for rapid catch up.          VIPERS activities          Some reading activities from literacy lesson go into books          Spelling tests- linked to spelling lessons in class</p>		<p>Excel assessment document for rapid catch up.          VIPERS activities          Spelling tests            NFER tests</p>
		<p>Rapid Catch up for selected children – 3 X phonics &amp; 2 X reading per week</p>	<p>Five times every three/four weeks in or outside Literacy</p>	<p>Self and peer Assessment &amp; marking</p>	<p>Rapid Catch up assessment every 6 weeks</p>



		LW/Twinkle Spelling Programme continued for continuity and fidelity to LW phonics (weekly spelling lesson and test with daily practice inc handwriting, games)	<p>lessons, linked to class book or specific extract (15 – 30 min may form part of Literacy )</p> <p>In Literacy books (mostly) with specific reference to VIPERS and Skill being used in each task.</p> <p>(Verbal discussion is also used and clearly not recorded)</p>	Feedback with specific reference to VIPERS and Skill being used in each task.	NFER Reading Comprehension assessments (3 texts) per term for summative assessment
Maths	<ul style="list-style-type: none"> <li>• White Rose booklets</li> <li>• Challenge Activities (NCETM, I can reasoning...)</li> </ul>	<p>Year 1- 4 x weekly lessons</p> <p>Year 2 start with 5 x weekly lesson and reduce to 4 x weekly in summer term</p>	<p>Year 1- start in Autumn term with practical and slowpaced examples using WR slides. Where appropriate use some of the tasks from the WR booklets.</p> <p>Move to more formal lesson structure with children completing booklets fully in Spring term.</p>	<p>Live marking</p> <p>Instant feedback</p> <p>Teacher marking booklets</p> <p>Year 2 in Spring term introduce self marking.</p>	<p>WR end of block assessments as appropriate</p> <p>NFER Formative assessment</p>



			<p><u>Year 2</u>- use WR booklets along with slides. Complete challenges and stick directly into blank pages of booklets.</p>		
		<p>4 times a week (1 hour) Some Arithmetic tests as additional fifth lesson</p> <p>5 times weekly in Y6</p>	<p>In WR books (archived in Folders perchild) Extension or Challenge in Green Maths Books (Yr3) &amp; at back of WR Booklet on blank pages On whiteboards in UKS2</p>	<p>Self mark Purple pen Verbal feedback Live marking when possible</p>	<p>Self mark and assess</p> <p>NFER tests termly</p> <p>End of unit Assessments</p> <p>Y6 – mock SATs every half term (no WR end of block assessments)</p>
Literacy	<p>Hollymount planned using writing Progression grids and three week journey (Immersion, skills, writing) Class Books linked to Geography or History at times but based around Quality texts</p>	<p><u>Year 1 &amp; 2</u> - 4 x week (1hr each lesson)</p>	<p><u>Year 2</u>- work is recorded in literacy books where necessary. Date and LO. (Start with printing out and sticking in and move towards them writing their own)</p>	<p>Year 1 &amp; Year2- live marking/feedback Instant feedback CT/TA marking within lesson Self marking from Spring (purple pen) Whole class feedback</p>	<p>Year 1 &amp; Year 2- Whole Class Feedback Formative assessment Deep marking of one extended independent piece</p>



		4 times a week (1 hr) 4-5 times in Y6	In Literacy books – Date and LO clearly stated.	Mix of self, peer and Teacher Assessment	Self & peer marking Whole Class Feedback Teacher assessed Big Write Extended feedback for longer pieces 1:1 conferencing with teachers or support staff Y6 – deep marking of pre-writing so extended pieces are more independent
Science	Hollymount planned using National Curriculum	Year 1 & 2- 1 session a week (1- 1/2hr)	In Science book – LO and date clearly shown	Instant feedback in lesson Live marking when possible Teacher acknowledged	Retrieval questions Formative assessment Concept cartoons End of unit final question
		Once a week (1 – ½ hrs)	In Science book – LO and date clearly shown	Verbal feedback during lessons Self, peer and/or teacher marking every time	Retrieval quiz at start of lessons Concept cartoons/photos Quizzes throughout unit (formative assessment) Scientific write-ups
History	KAPOW	Once a week every half term (3 times a year) (1 hr +)	History Books- LO and date	Instant feedback in lesson Live marking when possible	Retrieval questions Formative assessment Concept cartoons



				Teacher acknowledged	End of unit final question
		Once a week every half term (3 times a year)	History Books Ringbinders would be best for UKS2	Self, peer and/or teacher marking when appropriate	
Geography	KAPOW	Once a week every half term (3 times a year) (1 hr +)	Geography books	Instant feedback in lesson Live marking when possible Teacher acknowledged	Retrieval questions Formative assessment Concept cartoons End of unit final question
		Once a week every half term (3 times a year) (1 hr +)	Ringbinders would be best for UKS2	Self, peer and/or teacher marking when appropriate	
Computing	National Centre for Computing Education plus Twinkl E-safety SOW	1 hour per week PPA time	no books – digital folders on network - any unplugged work is kept in an assessment folder.	End of Strand assessment	End of year assessment
		1 hour per week PPA time	no books – 365 digital folders	End of Strand assessment	End of year assessment
PHSE and RSE	KAPOW	Once a week- 45 min	Growth books	No marking	Through involvement in discussion.
Physical Education	MSSP	Twice a week – 2 hrs 1 X PE Specialist 1X Class teacher	N/A		



Art and Design	KAPOW	Half term blocks 3 X a year to be alternated with DT	Ideas Books		
Design and Technology	KAPOW		Folders for sheets		
Religious Education	Twinkle	Once a week – 45 mins	RE books		
MFL	Language Angels	Once a week – 45 mins lesson Weekly recap?	French books taken up with child from year 3 to show progression		Writing and Speaking and Listening Activities
Music	KAPOW Musical instruments	Once a week – 45 mins Year 2 Recorders weekly Singing Assembly weekly	Music folders		
Spelling	Twinkle Spellings on VS for parents Spelling test books	Once a week teach new rule Once a week spelling test (differentiated) Spellings kept in VS for parents to access half-termly ( see KS1 under reading/phonics)	In packs printed weekly from Twinkle kept in folder		Weekly testing
Handwriting	Twinkle spellings used for handwriting (KS2)	Every day with spellings	Handwriting folders using weekly spellings Handwriting Books		



# Curriculum Maps

These are planned and used by Subject leaders and teachers to ensure the smooth and progressive transition of knowledge and learning as appropriate for each year group. Previous learning is used to develop new learning in small, discrete steps. Plans are available for each Subject on the School Website and on Teams, and are updated by Subject leads if appropriate.

*Main learning children will be taught*

*Hyperlinks to lessons if appropriate*

Year 1

*What learning will have preceded this unit*

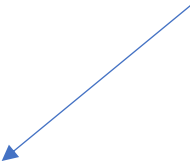
Taught in...	Unit of work	Previous Learning	Intended Learning	Supporting resources
Autumn	What is it like here?	<p><b>ELG</b></p> <ul style="list-style-type: none"> <li>- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> <li>- Understand that some places are special to members of their community.</li> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>- Draw information from a simple map.</li> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> </ul>	<p><b>Lesson 1: Where in the world are we?</b></p> <ul style="list-style-type: none"> <li>• I know that aerial means from above.</li> <li>• I know that objects look different from an aerial view.</li> <li>• I know the name of the country I live in.</li> <li>• I know the name of the village/town/city I live in.</li> <li>• I can identify three features of my local area on an aerial photograph.</li> <li>• I can locate the country I live in on a map.</li> </ul> <p><b>Lesson 2: What can we see in our classrooms?</b></p> <ul style="list-style-type: none"> <li>• I know a map is a picture of a place from above.</li> <li>• I know that we can use a map to find out information about a place.</li> <li>• I can represent four classroom features using objects to create a messy map.</li> <li>• I can begin to use directional language to describe the location of features.</li> </ul> <p><b>Lesson 3: What can we find in our school grounds?</b></p> <ul style="list-style-type: none"> <li>• I can identify four features in the school grounds.</li> <li>• I can use a simple map to identify these features.</li> <li>• I can begin to use directional language (near, far, up, down, left, right, forwards and backwards) to describe direction and location.</li> </ul> <p><b>Lesson 4: Where are the different places in our school?</b></p> <ul style="list-style-type: none"> <li>• I can draw three features on a map.</li> <li>• I can use simple shapes or symbols.</li> <li>• I can use directional language to describe the location of features.</li> </ul> <p><b>Lesson 5: How do we feel about our playground?</b></p> <ul style="list-style-type: none"> <li>• I can explain how I feel about three areas of the playground.</li> <li>• I can complete a questionnaire to express my opinion.</li> <li>• I can summarise the results of a survey.</li> </ul> <p><b>Lesson 6: Can we make our playground even better?</b></p> <ul style="list-style-type: none"> <li>• I can draw a design to improve three areas of the playground.</li> <li>• I can use the results from the survey to think of ideas for my design.</li> </ul>	<p><b>Lesson Links:</b></p> <p><a href="#">Lesson 1</a></p> <p><a href="#">Lesson 2</a></p> <p><a href="#">Lesson 3</a></p> <p><a href="#">Lesson 4</a></p> <p><a href="#">Lesson 5</a></p> <p><a href="#">Lesson 6</a></p> <p><b>Key Vocabulary:</b></p> <p>aerial view land location village city aerial photograph sea country town map globe place directional language symbol features atlas</p>





Each subject has a written **context** to explain the particular features of that subject. This includes any specific notes about the subject's delivery as well as resources such as Subject specific vocabulary.

*Main Context and principles for the Curriculum design of the subject*



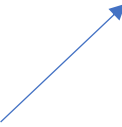
### Subject Specific Curriculum Delivery Notes

#### Context behind curriculum delivery

At Hollymount the music curriculum enables our children to feel that they are musical and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need to become confident performers, composers, and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

#### Points for teachers to note

- There are 6 units of work per year and there are 5 lessons per unit. These lessons can be merged if appropriate, to ensure skills are being taught align to the progression grid, for example 6 lessons can be merged into 3 lessons maximum, if appropriate. You can teach the units of work in any order within your year group, but the order of lessons within that unit cannot be switched. Lessons should last for approximately 30 –40 minutes. Please ensure equipment is prepared before the lesson.
- **Year 2 and 3 – condensed curriculum due to recorders.**
- **Year 6 – condensed curriculum due to SAT preparation and end of year production.**



*Subject specific notes about planning and delivery*



*Extra subject specific information as appropriate provided within the context.*

#### Key Vocabulary for teachers to know - Inter-dimensional key words:

- o **Timbre** - Timbre (Pronounced Tam-ber) is the quality of a musical note. It is what makes a musical note sound different from another one. Words like round, brassy, sharp, or bright can be used to describe the timbre of a sound.
- o **Tone** - tone is a vocal or instrumental sound that denotes its pitch, relevant to where it is on the musical scale.
- o **Pitch** - how high or low the sound is.
- o **Dynamics** - how quietly or loudly a piece of music should be played.
- o **Duration** - the length of time each note is played for.
- o **Tempo** - the rate of speed of a musical piece
- o **Texture** - Texture describes how layers of sound within a piece of music interact
- o **Structure** - Structure is the order that different parts of the song are played in
- o **Musical notation** - Music notation are the symbols used in written music. Music notation, or music notes, lets players know which note to play and how long to play it for.

#### Supporting resources for implementation

- [https://www.kapowprimary.com/wp-content/uploads/2022/07/Transitioning-to-Kapow-Primary-Music\\_18.10.22.pdf](https://www.kapowprimary.com/wp-content/uploads/2022/07/Transitioning-to-Kapow-Primary-Music_18.10.22.pdf)



A Summary of coverage of units for each subject for each year group and term is provided to aid understanding of prior and next steps for learning and show progression throughout school.

A s

TERM and WEEKS	Wk	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A1		Self-regulation: My feelings	1. Introduction lesson 2. Family and relationships	1. Introduction lesson 2. Family and relationships	1. Introductory lesson 2. Family and relationships	1. Introductory lesson 2. Family and relationships	1. Introductory lesson 2. Family and relationships	1. Introductory lesson 2. Family and relationships
A2		Building relationships: Special relationships	1. Family and relationships 2. Health and wellbeing	1. Family and relationships 2. Health and wellbeing	1. Family and relationships 2. Health and wellbeing	1. Family and relationships 2. Health and wellbeing	1. Family and relationships 2. Health and wellbeing	Health and wellbeing
<del>Spr</del> 1		Managing self: Taking on challenges	1. Health and wellbeing 2. Safety and the changing body	1. Health and wellbeing 2. Safety and the changing body	1. Health and wellbeing 2. Safety and the changing body	1. Health and wellbeing 2. Safety and the changing body	1. Health and wellbeing 2. Safety and the changing body	1. Health and wellbeing 2. Safety and the changing body
<del>Spr</del> 2		Self-regulation: Listening and following instructions	1. Safety and the changing body 2. Citizenship	1. Safety and the changing body 2. Citizenship	1. Citizenship	1. Safety and the changing body	1. Citizenship	1. Citizenship
Sum 1		Building relationships: My family and friends	1. Citizenship 2. Economic wellbeing	Citizenship	1. Citizenship 2. Safety and the changing body	Citizenship	1. Citizenship 2. Safety and the changing body	1. Economic wellbeing
Sum 2		Managing self: My wellbeing	1. Economic wellbeing 2. Transition lesson	1. Economic wellbeing 2. Transition lesson	1. Economic wellbeing 2. Transition lesson	1. Citizenship 2. Economic wellbeing 3. Transition lesson	1. Economic wellbeing 2. Transition lesson: Roles and responsibilities	1. Safety and the changing body 2. Identity 3. Transition lesson: Dealing with change