Livingstone Road Primary Federation Together We Can Learn Laugh Dream Grow

Curriculum Safety Coverage Map

Size from the form one-designable per services and the services of the service		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing—Earthorizing Figurated Art and Reging—To use to Colorate or extensionary to	EFYS		the community. To understand how every-				RHE—Keeping our bodies healthy and keeping myself safe. How my body has changed.
Conclusion for and Design—1 ower sections of Chick and Market Marky. Part 1					Storm break focus — Self-Care	Storm break focus— relationships	Storm break focus— Hope and Opti-
VR 1 Will — Facility excitationships. Right According the North Colorance of the Colorance			Computing—Technology		Computing—E-Safety	Computing—Technology	
PR 1 Rev—Protine relationships. Right And addition Rev—Protine relationships. Right And addition Rev—Reporting positive resolution Rev—Reporting positiv		_	change including how to keep and stay	Expressive Art and Design—To use tools and materials		animals and me and keeping myself	Science— safe hands—what is safe to
PRI 1 Process of the Composition of the Vortice Debing safe in york cal area. Process of the Composition			T =	Understanding the World - Keeping positive relation-	Expressive Art and Design—To be hygienic and	RE—respecting others' beliefs	
### 24 A Part - Comparing - Further Peak Incorner relationships with the community, Rullying and street-organic flower for the weather) ### 2				RE—understanding other's beliefs.			
YR 2 Mit— Conjuding—Examination of the Safety Dat—using tools safely Dat—using tools safe	YR 1		1 - 1		safe, use of medicines, crossing the road, hygiene,		
YR 2 RE—costive relationships. Rights and responsibilities. RE—behaviour towards others Computing—Use technology safely, respectfully and responsibly relationships. With the community. Sulfying and streetopes, some break focus—relationships. Rights and responsibilities. RE—behaviour towards others RE—behaviour towards others RE—children's rights and responsibilities. A computing—E safety RE—children's rights and responsibilities. Storm break focus—resilience Computing—Use technology safely, respectfully and responsibly relationships. With the community. Sulfying and streetopes. Some break focus—self-touther. Some break focus—relationships. With the community. Solf-touther. Some break focus—self-touther. Some break focus—self-t		Storm break focus— relationships	Storm break focus —resilience		· ·	Storm break focus— relationships	, , ,
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RHE—Realistic goal setting and perseverance groups. Storm break focus—relationships. Rights & responsibilities and positive relationships. Storm break focus—self-Care PE—Behaviour towards others RE—behaviour towards others RHE—Realistic goal setting and perseverance groups. Storm break focus—self-Care Geography—Beach safety D&T—using tools safely RHE—Realistic goal setting and perseverance groups. Storm break focus—self-Care Geography—Beach safety RE—behaviour towards others RHE—Realistic goal setting and perseverance groups. Storm break focus—self-Care Geography—Beach safety RE—dealistic goal setting and perseverance groups. Storm break focus—self-Care Storm break focus—self-Care RHE—Realistic goal setting and perseverance groups. Storm break focus—self-Care Storm break focus—relationships. Storm break focus—relationships. Storm break focus—relationships. Storm break focus—relationships. Storm break focus—self-Worth Storm break focus—self-Care RHE—Realistic goal setting and perseverance groups. Storm break focus—self-Worth Computing—E safety RHE—Realistic goal setting and perseverance groups. Storm break focus—self-Care RE—behaviour towards others RHE—Realistic goal setting and perseverance groups. Storm break focus—self-Worth Storm break focus—self-Care RHE—Realistic goal setting and perseverance groups body healthy. Sorting food groups. Storm break focus—relationships. Storm break focus—self-Worth Storm break focus—self-Care Storm break focus—self-Care Storm break focus—self-Care Storm break focus—self-Worth Storm break focus—self-Worth Storm break focus—self-Worth Storm break focus—self-Care Storm break focus—self-Care Storm break focus—self-Care Storm break focus—relationships. Storm break focus—self-Worth Storm break focus—relationships. Storm break focus—self-Worth Storm break focus—self-Worth Storm break focus—self-Worth Storm break focus—self-Care Storm break focus—self-Worth Storm break focus—self-Worth Storm break focus—self-Worth Storm break focus—self-Worth				RE—positive friendships	Science—sun safety		
### Computing—E safety ### A BRE—Children's rights and responsibly **Storm break focus—relationships **Storm break focus—relationships **Re—behaviour towards others **Storm break focus—relationships **Storm break focus—r					First Aid skills		
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sibilities and positive relationships Storm break focus— relationships Computing—Use technology safely, respectfully and responsibly Keeping positive relationships with the community Storm break focus— resilience Computing—E safety Science—protecting our eyes from light sources D&T—using tools safely Keeping my body healthy. Storm break focus— Self-Care Storm break focus— relationships S						Bikeability	
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D&T—using tools safely First Aid skills Municating online safely Science—keeping a balanced diet and a healthy body RE—respecting others' beliefs PE—Swimming D&T—To use cooking equipment safely.			Storm break rocus —resilience		PE—HRE	·	The state of the s
D&T—using tools safely Science—keeping a balanced diet and a healthy body RE—respecting others' beliefs D&T—To use cooking equipment safely.		respectfully and responsibly			First Aid skills		PE—Swimming
RE—respecting others' beliefs safely.				D&T—using tools safely			
							safely.
DF_Cwimming						PE—Swimming	

YR 4	RHE— roles within children's lives & the impact on rights & responsibilities and positive relationships Storm break focus— relationships Computing—Use technology safely, respectfully and responsibly Science—how to look after our ears RE—keeping ourselves happy D&T—To use cooking equipment safely. RHE— rights and responsibilities as a	RHE—Spotting Bullying and Keeping positive relationships with the community Storm break focus —resilience Science—electricity RHE—differences can cause conflict and	RHE— Set goals after a disappointment Computing—E safety Storm break focus— Self-Worth Science— dangerous materials D&T—using tools safely RHE - to know what needs to be done to achieve	RHE— Facts about Smoking & Alcohol. Keeping my body healthy. Storm break focus— Self-Care PE—HRE Science—Livings things & their habitats— recognise that environments change and pose danger Geography—Keeping safe in my local area RE—Positive relationships First Aid skills RHE— Risks of smoking. Keeping my body healthy.	RHE— Understand feelings of Love and Loss. Keeping positive relationships. Keeping ourselves safe online. Storm break focus— relationships Computing—using the internet and communicating online safely Science—healthy teeth and our digestive system RE—making the right choices RHE—peer pressure. Keeping positive	RHE - Girls & Puberty. Keeping our bodies healthy and keeping myself safe. Storm break focus— Hope and Optimism RHE - Puberty for Girls /
	British citizen and positive relation- ships Computing—Use technology safely,	Keeping positive relationships with the community Storm break focus —resilience	Computing—E safety Storm break focus— Self-Worth	Storm break focus— Self-Care PE—HRE	relationships. Keeping ourselves safe online. Storm break focus— relationships	Puberty for Boys. Keeping our bodies healthy and keeping myself safe. Storm break focus— Hope and Opti-
	Storm break focus— relationships	D&T—using tools safely Primary Futures—Careers related Learning	Science—mixing materials safely	D&T—To use cooking equipment safely.	Computing—using the internet and communicating online safely	mism Science— growing healthily and under- stand how to look after people of
	Geography—Keeping safe near water RE—understand and respect the			First Aid skills	Bikeability	all ages in our community. RE— understanding and respecting the beliefs of others.
	beliefs of others Primary Futures—Careers related Learning					D&T—using tools safely
YR 6	RHE—Democracy and voice benefitting the school &wider world and and positive relationships	RHE— sources of conflict and celebration and Keeping positive relationships with the community	RHE - working well with others Storm break focus— Self-Worth	RHE— emotional wellness. Keeping my body healthy.	RHE—Grief, loss and taking responsibility for safety and wellbeing. Keeping positive relationships. Keeping our-	RHE—Puberty / Girl Talk/ Boy Talk.Keeping our bodies healthy and keeping myself safe.
	Computing—Use technology safely, respectfully and responsibly	Science—keeping our eyes safe Storm break focus —resilience	Science— a healthy body—drugs and alcohol Computing—E safety	Storm break focus— Self-Care PE—HRE	selves safe online. Storm break focus— relationships	Storm break focus— Hope and Optimism
	Science—electricity Storm break focus— relationships		D&T—To use tools safely.	First Aid skills	Computing—using the internet and communicating online safely	RE—understanding the choices people make PE—Swimming
	RE—understand and respect the beliefs of others				PE—Swimming RE—positive choices	
	D&T—To be safe around electricity.				Bikeability D&T—To use cooking equipment safely.	
Whole School	Autumn 1 Keeping Positive Relationships within the community	Autumn 2 Keeping ourselves safe	Spring 1 Keeping ourselves safe online	Spring 2 Keeping our bodies Healthy	Summer 1 Keeping Positive relationships	Summer 2 Keeping ourselves Safe within the community
Assembly	Citizenship & British Values Walk to School & Bike Safety Mental Health Halloween & Safety Anti social behaviour	Diversity Anti Bullying Week PANTS Firework Night Safety Save the children UK	People who can keep us Safe Safer Internet Day Apps & Sites	Keeping Healthy Food Excersise Drugs / Alcohol / smoking First Aid County Lines	Living streets Challenge Positive communication online	Beach Safety PANTS