



Cameley Church of England Primary School

Science - Our Curriculum

2022-2023



'Nurturing Faith: Inspiring Learning'



Curriculum Intent for Science at Cameley CEVC Primary School

As a result of our planned science curriculum, pupils will acquire a sound basic knowledge of the world they inhabit from the scientific point of view. They will be interested and excited by the range of phenomena they encounter within the discipline they will eventually come to recognise as biology, physics and chemistry. Pupils will be enthusiastic about scientific enquiry because their journey is rooted in practical opportunities for them to develop specific skills of prediction, observation, measuring and recording. We want them to build on their recording and presentational experiences elsewhere in the curriculum to develop the specific scientific skills. They will encounter a range of changing states of matter in familiar context and explore habitats, plants and humans in the natural environment as well as the future of earth and will encourage them to use their knowledge and skills to actively support the quest for a better world. In the context of their personal journeys as scientists, pupils will learn and practise their ability to use language increasingly to hypothesise, predict and explain.

Reading and Vocabulary within Science

The way that we have designed the curriculum engages pupils to read a wider breadth of fiction and non-fiction texts. We are passionate about reading at Cameley and demonstrate this in **Science** by exploring different types of genre and texts to help discover new information both visually and through written word. This enables us to help put topics within subjects in to a context whilst building upon previous learning. As well as this, it helps children to recall important information and embed learnt knowledge from the short term memory in to the long term memory. Within our reading, we aim to expose children, of differing needs, to high quality contexts linking back to cultural capital and with an aim to develop a wider range of vocabulary across the curriculum subjects. In **Science** we aim to promote reading and vocabulary by displaying a range of quality and age-appropriate non-fiction texts in the classrooms (relevant to the taught topic) and identification of key topic vocabulary to discuss definition and use within evidenced work.

Long Term Overview (Implementation)

Through high quality teaching of knowledge, skills and vocabulary across all subjects, children will be challenged to be inquisitive, compassionate, courageous and creative learners. They will have opportunities to influence their own learning through appropriate and progressive themes.

Effective learning characteristics are our threshold concepts and drive our teaching and learning.

| Area | Foundation/EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Autumn Term | The body Dental hygiene and self-care Seasonal change | Animals including humans | Animals including humans | Light and shadows | States of matter Habitats | Earth and space Forces and magnets | Evolution and inheritance Light |
| Spring Term | Everyday materials Natural environment | Plants Weather | Living things and habitats Plants and growth | Plants and animals Rocks | Animals including humans | Living things and their habitats | Electricity |
| Summer Term | Animals including humans | Everyday materials Seasonal changes | Uses of everyday materials | Forces and magnets | Electricity | Properties and changes of materials | Living things and their habitats Animals including humans |

Long Term Overview (Implementation)

Beneath, is a long term overview of **Science Implementation**.

| Area | Foundation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Asking questions | Answer open questions and begin to ask them too. | Asking simple questions - What, When ,Where? | Asking relevant questions - How, Why/ Why Don't? | Asking relevant questions in response to a hypothesis. | Asking further questions based on discussion. | Asking informed questions using scientific vocabulary | Asking informed, counter questions to opposing arguments. |
| Observations | Observe Discussing what they observe with an adult and peers. | Observing closely Recording what they observe and interpreting this in a summary. | Systematic observation using a table to record data. | Adding own time frames to tables to record and analyse data. | Observe more than one variable and record on a graph/table | Select the correct tool to observe and take accurate measurements to 1 DP. | Taking accurate measurements to 2 DP. |
| Enquiries/Tests | Explore through | Performing simple tests. | Performing simple tests | Comparative and fair tests - | Comparative and fair | Planning enquiries | Planning enquiries to |

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| | discussion including predicting. | | making a prediction first. | discussion about how variables need to be controlled. | tests - discussion about how variables need to be controlled and explaining the effects of these not being controlled. | to answer questions(including recognising/controlling variables) | answer questions(including recognising/controlling variables) |
| Identifying | Recognise similarities and differences | Identifying plants and animals. | Identifying and classifying plants and animals. | Identifying similarities/differences | Identifying similarities / differences and changes | Identifying patterns over time. | Identifying links between observations. |
| Making conclusions | Making observations on natural environment | Using observations to answer questions. | Make predictions to answer questions. | Draw simple conclusions, make predictions and raise new questions. | Draw well explained conclusions and explain next steps. | Use data to make conclusion with evidence. | Using test data to raise new questions and predictions for comparative testing |

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| Reporting | Recording findings using drawings | Recording simple data | Recording data into a table/chart. | Recording, reporting, classifying and presenting data in a variety of ways (using drawings, diagrams and bar charts) | Recording, reporting, classifying and presenting data in a variety of ways (using drawings, diagrams, scatter graphs and bar charts) | Recording, reporting, classifying and presenting data in a variety of ways (diagrams, line graphs. Classification keys etc) | Recording, reporting, classifying and presenting data in more complex ways using digital technology. |
| Using scientific evidence (KS2) | | | | Using scientific evidence to answer questions | Using scientific evidence to reflect on a prediction. | Identifying scientific evidence that has been used to support/refute. | Evaluating the value of scientific evidence that has been used to support/refute. |

Progression: Autumn Term

KEY: Observing Measuring Communicating Recording Interpreting

| | Foundation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | <p>Changes Discuss what they observe with an adult. Talk about seasonal change</p> <p>Learn body parts - what are we made of?</p> <p>Dental Hygiene and self-care</p> | <p>Animals including Humans</p> <ul style="list-style-type: none"> • Experience five senses and how they are used. • Arrange and name body parts. • Give reasons for each body part and why it is important • Describe features of a certain group of animals (e.g. birds). • Classify animals into 5 groups. • Question why different animal groups have different features. | <p>Animals including Humans</p> <ul style="list-style-type: none"> • Experience what happens when humans exercise and measure in experiment. • Articulate why exercise and healthy diet is important for human survival. • Analyse differences between children's experiment results. • Describe what each animal group needs to survive. • Compare how animal groups grow babies or lay eggs. • Present a life cycle of a | <p>Light and Shadows</p> <ul style="list-style-type: none"> • Compare length of shadows at different moments of the day outside. • Question why we are unable to see without light. • Explain that there are different colours within white light. • Articulate how light travels. • Give reasons for the position of light source affecting length of shadow (experiment). | <p>States of Matter / Habitats</p> <ul style="list-style-type: none"> • Classify animals into habitats. • Give reasons for animals adapting to their habitats. • Explain how changing of habitats from humans can damage wildlife. • Classify materials and chemicals by states of matter. • Analyse which of these are reversible or non-reversible changes. • Explain how herbivores/ carnivores/ omnivores are | <p>Earth and Space / Forces and Magnets</p> <ul style="list-style-type: none"> • List the planets in the solar system. • Observe how magnets attract or repel each other and attract some materials and not others. • Conclude the effects of air resistance, water resistance and friction, that act between moving surfaces. • Give reasons for Day and Night using what you have learned about the Sun, Earth and Moon. • Explain how gravity works on Earth using | <p>Evolution and Inheritance / Light</p> <ul style="list-style-type: none"> • Present Darwin's theory of Evolution. • Interpret using 'variation', why siblings do not always have the same characteristics • Generate questions on why people may not believe Darwin's theory to be true. • Find and use examples of how light travels into the eye. • Work out how inheritance explains similarities within your own family. • Generate ideas for the best |
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| | | | <p>mammal and an amphibian.</p> <ul style="list-style-type: none"> Respond to lunchbox critic explaining why and how these should be balanced. Arrange foods into those which are more nutritional and less nutritional using a presentation. Present data from experiment on a graph or chart. | <p>Interpret findings to see where the pattern lies.</p> <ul style="list-style-type: none"> Articulate how findings can be used to explain length of shadows in the environment. Present data from experiment on a graph or chart. Select examples to present how light travels. | <p>interlinked in the food chain.</p> <ul style="list-style-type: none"> Articulate three types of matter. Present how condensation and evaporation work to change states of matter. Explain how other factors can affect this (experiment - salt). | <p>theory of Isaac Newton.</p> <ul style="list-style-type: none"> Justify why shadows are longer in the morning than at midday. | <p>way to 'blindfold' somebody.</p> |
| Key Vocabulary | Hot, cold, warm, cool, autumn, winter, spring, summer, Body names - head, arms, legs, hands, feet, teeth, chew, tooth | Sight, hearing, sound, taste, bitter, sweet, touch, smell, body parts - brain, ears, eyes, mouth, shoulder, elbow, hand, thumb, fingers, toes, listen, fish, reptiles, birds, | Test, measure, time, pulse, heart rate, exercise, healthy, balanced diet, results, compare, results, survival, food, air, water, shelter, heat, warmth, sun, eggs, growth, | Light, shadows, length, light, sunset, sunrise, position, source, prism, dark, reflection, ray, pupil, retina, opaque, translucent, transparent, shiny surfaces, | Living/ non-living, vertebrates, invertebrates, environments, classification key, classify, characteristics, impact, herbivore, omnivore, carnivore, adapting, food | Solar System, galaxy, universe, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Neptune, Pluto, Dwarf Planet, repel, attract, Magnetic, axis, rotation, tilted, phases of the moon, | Evolution, origins of the species, evolution inheritance, genetics, adaptation, fossils, reproduction, variation, offspring, pupil, iris refraction, spectrum, |

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| | paste, gums, taste, tongue, dental fit, healthy, strong | mammals, amphibians, wings, beak. | nutrition, life cycle, mammals, birds, amphibians, reptiles, fish, characteristics | | chain, predator, prey, producer, decomposer, matter, solids, liquids, gases, water vapour, reversible, non-reversible, condensation, evaporation, melt, freeze | constellation, gravity/gravitational pull, Newton, force, | absorption, dispersion, |
| British Values | Democracy, Solidarity and equality | Democracy, Solidarity and equality | Democracy, Solidarity and equality | Democracy, Solidarity and equality | Democracy, Solidarity and equality | Democracy, Solidarity and equality | Democracy, Solidarity and equality |
| Christian Values | Generosity / Justice | Generosity / Justice | Generosity / Justice | Generosity / Justice | Generosity / Justice | Generosity / Justice | Generosity / Justice |
| SMSC Links | Encourage a respect for democracy and support for participation in the democratic processes including respect for how laws are made and applied. | Encourage a respect for democracy and support for participation in the democratic processes including respect for how laws are made and applied. | Encourage a respect for democracy and support for participation in the democratic processes including respect for how laws are made and applied. | Encourage a respect for democracy and support for participation in the democratic processes including respect for how laws are made and applied. | Encourage a respect for democracy and support for participation in the democratic processes including respect for how laws are made and applied. | Encourage a respect for democracy and support for participation in the democratic processes including respect for how laws are made and applied. | Encourage a respect for democracy and support for participation in the democratic processes including respect for how laws are made and applied. |

Progression: Spring Term

KEY: Observing Measuring Communicating Recording Interpreting

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| <p>Everyday Materials</p> <p>Explore how sticks burn and the changes that are made. Discuss what this gives out.</p> <p>Nursery - Use their senses in hands on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Reception - Describe what they see hear and feel while outside.</p> | <p>Plants and Weather</p> <ul style="list-style-type: none"> Observe how flowers and plants grow Name and draw different plants and flowers and their structure How do plants and flowers change over time? Identify different types of flowers in the local area Group different flowers and plants with similarities and differences Identify seasonal changes. | <p>Living Things and Habitats / Plants and Growth</p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants. Identify and name a variety of plants and animals. Compare the different habitats of living things including micro-habitats. Present how animals obtain their food from plants and other animals in a simple food chain. Describe how habitats are | <p>Plants and Animals / Rocks</p> <ul style="list-style-type: none"> Identify and describe the function of different parts of flowering plants: roots stem/trunk, leaves and flowers Compare, group together different kinds of rocks on the basis of their appearance and simple physical properties Give reasons for grouping. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed | <p>Animals including Humans</p> <ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Compare the teeth of different animals and explain why they are suited to their diet. Construct and interpret a variety of food chains, identifying | <p>Living Things and Their Habitats</p> <ul style="list-style-type: none"> Present the differences in the life cycles of a mammal, an amphibian, and insect and a bird. Explain the difference between sexual and asexual reproduction in some plants and animals. Conduct a study of plants and animals in the local environment. Interpret the data collected on the changes in the life cycles of plants and animals. Generate ideas and conclude | <p>Electricity</p> <ul style="list-style-type: none"> Choose the correct symbols when creating a circuit diagram. Justify the reasons for taking safety precautions with electricity. Associate the brightness of a lamp or volume of a buzzer with the number of voltage of cells used in the circuits. Compare and give reasons for variations in how components |
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| | | <ul style="list-style-type: none"> • Measure the growth of plants and flowers • How does the day length vary in different seasons? • How does the weather change in different seasons? | <p>suited for living things</p> <ul style="list-style-type: none"> • Compare things that are living, dead and things that have never been alive. • Present how living things depend on each other by studying the local area. • Identify and name different food sources • Find out and describe how plants need water, light and a suitable temperature to grow. | <p>formation and seed dispersal</p> <ul style="list-style-type: none"> • Measure the rate different plants grow • Investigate the way in which water is transported within plants. • Explain the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant. • Recognise that soils are made from rocks and organic matter. • Find out how fossils are formed. | <p>producers, predators and prey</p> <ul style="list-style-type: none"> • Present ideas on what damages teeth and how best to look after them. | <p>reasons for the changes in the life cycles of plants and animals.</p> | <p>function, including the brightness of bulbs (using more than one component)</p> |
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| | | | | <ul style="list-style-type: none"> Explain in simple terms how fossils are formed when things that have lived are trapped within rock. | | | |
| Key Vocabulary | Heat Fire Wood Burn | Sight, hearing, touch, taste, smell, Arms, legs, face, head, fingers, toes, shoulders, ears, eyes, nose, teeth, elbow, thumb, knee, foot, mouth | Adult, develop, life cycle, offspring, young, live young, diet, disease, exercise, germs, hygiene, nutrition, pulse | Healthy, nutrients, energy, saturated fats, unsaturated fats, vertebrate, invertebrate, muscles, tendons, joints | Light source, dark, reflect, ray, mirror, bounce, visible, beam, sun, glare, travel, straight, opaque, shadow, block, transparent, translucent. | . Light source, dark, reflect, ray, mirror, bounce, visible, beam, sun, glare, travel, straight, opaque, shadow, block, transparent, translucent. | Light source, dark, reflect, ray, mirror, bounce, visible, beam, sun, glare, travel, straight, opaque, shadow, block, transparent, translucent. |
| POP Tasks | Nursery I can talk about an animal that comes out at nighttime Reception - Sort animals into nocturnal and non-nocturnal Sort animals into their habitats | Label the human body. | Labelling the human body. Create a healthy living advert | Labelling the human body. Create a healthy living advert. | Annotated diagram to show findings | Annotated diagram to show findings | Annotated diagram to show findings |

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| British Values | Mutal respect, equality, equity and solidarity | Mutal respect, equality, equity and solidarity | Mutal respect, equality, equity and solidarity | Mutal respect, equality, equity and solidarity | Mutal respect, equality, equity and solidarity | Mutal respect, equality, equity and solidarity | Mutal respect, equality, equity and solidarity |
| Christian Values | Compassion / Perseverance | Compassion / Perseverance | Compassion / Perseverance | Compassion / Perseverance | Compassion / Perseverance | Compassion / Perseverance | Compassion / Perseverance |
| SMSC Links | Encourage respect for others | Encourage respect for others | Encourage respect for others | Encourage respect for others | Encourage respect for others | Encourage respect for others | Encourage respect for others |

Progression: Summer Term

KEY: Observing Measuring Communicating Recording Interpreting

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| | <p>Animals including humans Name a range of animals and sort into environments where they may live.</p> <p>Nursery - Explore collections of materials with similar and/or different properties.</p> <p>Understand key features of a life cycle.</p> <p>Use a wider range of vocabulary.</p> <p>Understand why questions. (why does a polar bear need fur?)</p> <p>Reception - Recognise some similarities and differences between life in this country and others.</p> | <p>Everyday Materials - Seasonal Changes (day length)</p> <ul style="list-style-type: none"> Describe the simple physical properties of a variety of everyday materials. Distinguish between an object and the material from which it is made. Give reasons why some materials are used for particular purposes Identify and name a variety of everyday materials, including wood, plastic, glass and metal. Compare and group together | <p>Uses of Everyday Materials</p> <ul style="list-style-type: none"> Identify a variety of everyday materials e.g. wood, plastic, glass, brick, rock, paper and cardboard Compare the suitability of different materials Find out how the of solid objects made from some objects can be changed by squashing, bending, twisting and stretching. Find out about inventor John Dunlop | <p>Forces and Magnets</p> <ul style="list-style-type: none"> Observe how magnets attract and repel each other and attract some materials and not others. Compare how things move on different surfaces. Explain that some forces need contact between two objects but magnetic forces can act at a distance. Identify magnetic materials. Explain that magnets have two poles | <p>Electricity</p> <ul style="list-style-type: none"> Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp | <p>Properties and Changes of Materials</p> <ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution | <p>Living Things and their Habitats / Animals including Humans</p> <ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics. Identify and name the main parts of the human circulatory system, and |
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| <p>Recognise some environments are different to the one in which they live.</p> <p>ELG - know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> | <p>a variety of everyday materials on the basis of their simple, physical properties.</p> <ul style="list-style-type: none"> • Give reasons why the day length varies from season to season. • Experience changes in day length across the four seasons • Compare the differences in day length throughout the year. | <ul style="list-style-type: none"> • Compare the uses of materials in different places e.g. home and school/ visits/ in stories • Give reasons why John Dunlop is important today. | <ul style="list-style-type: none"> • Predict whether two magnets will attract or repel each other depending on which poles are facing. • Compare and group together a variety of everyday materials that are attracted to magnets. • Present findings of investigations in a simple chart (bar chart/ pictogram) • Explain why certain materials are attracted to magnets. | <p>is part of a complete loop with a battery</p> <ul style="list-style-type: none"> • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • Recognise some common conductors and insulators, and associate metals with being good conductors. | <ul style="list-style-type: none"> • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • Demonstrate that dissolving, mixing and changes of state are | <p>describe the functions of the heart, blood vessels and blood.</p> <ul style="list-style-type: none"> • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Describe the ways in which nutrients and water are transported within animals, including humans. |
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| | | | | | | <p>reversible changes</p> <ul style="list-style-type: none"> Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. | |
| Key Vocabulary | Leaves, trunk, branch, root, seed, bulb, flower, stem, wild, garden, | Wild plants, garden plants, weed, deciduous, evergreen, Roots, stem, leaves, flowers, | Igneous Rock, Sedimentary Rock, Metamorphic Rock | Igneous rock, sedimentary rock, metamorphic rocks, magma, lava, sediment, permeable, impermeable, | Canine Molar Incisor Mouth Stomach Small intestine Large intestine | Canine Molar Incisor Mouth Stomach Small intestine Large intestine | Canine Molar Incisor Mouth Stomach Small intestine Large intestine |

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| | | petals, fruit, seed, bulb | | fossilisation, palaeontology, erosion | Oesophagus Herbivore Carnivore Digestion | Oesophagus Herbivore Carnivore Digestion Non-digested food Transportation Bile | Oesophagus Herbivore Carnivore Digestion Non-digested food Transportation Bile Salivary gland Pancreas |
| POP Tasks | Nursery - Order pictures of lifecycle of a hen. Talk about what happens in each stage. Reception - sorting activity (picture). Quote - what are the differences in these environments and where might you find them (e.g. desert, Africa). | Label plant diagram. | Children to create top trump cards about different types of rocks and their features. Fact file about Mary Anning. | Children to create top trump cards about different types of rocks and their features. Fact file about Mary Anning. | Create a quiz on teeth and the digestive system. | Create a quiz on teeth and the digestive system. | Create a quiz on teeth and the digestive system. |
| British Values | Individual liberty, self-help, self-responsibility and equality | Individual liberty, self-help, self-responsibility and equality | Individual liberty, self-help, self-responsibility and equality | Individual liberty, self-help, self-responsibility and equality | Individual liberty, self-help, self-responsibility and equality | Individual liberty, self-help, self-responsibility and equality | Individual liberty, self-help, self-responsibility and equality |
| Christian Values | Courage / Service | Courage / Service | Courage / Service | Courage / Service | Courage / Service | Courage / Service | Courage / Service |
| SMSC Links | Encourage pupils to accept | Encourage pupils to accept | Encourage pupils to accept | Encourage pupils to accept | Encourage pupils to accept | Encourage pupils to accept | Encourage pupils to accept |

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| | responsibility for behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely | responsibility for behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely | responsibility for behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely | responsibility for behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely | responsibility for behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely | responsibility for behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely | responsibility for behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely |
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