

Woodlands Primary School Curriculum Framework Overview Year 1

CURRICULUM DRIVERS	Community		Enterprise		Possibilities		Diversity/Spirituality		Enquiry/Knowledge of the World			
Subject area	AUTUMN TERM 1 st Half		AUTUMN TERM 2 nd Half		SPRING TERM 1 st Half		SPRING TERM 2 nd Half		SUMMER TERM 1 st Half			
Visits	Oakengates Theatre-Pantomime Blist's Hill-Victorians				Sea Life Centre				Beach			
	Past and Present What do the children understand about the past?		Wild Weather What do the children know about the weather? What are the children's experiences?		Seas and Oceans What are the children's experiences of the United Kingdom and the wider world?		Space Exploration What was special about Neil Armstrong and his team?		Fantastic Fieldwork What do the chn know about maps?			
History/ Geography	*Chronology-timeline the chronology of their family, their life-note when they were born, their siblings and parents (language of time). *Add to the timeline to include the birth of Queen Elizabeth II and Queen Victoria and King Charles III. <u>Visit Blists Hill.</u> *What was it like to be a child in Victorian times-compared to life now? School, housing, toys, family life, jobs for children. Substantive History concepts: Civilisation, Conflict, Monarchy, Power, Religion, Society, Invasion, Culture, Legacy , Achievement		* Human and physical Geog- identify seasonal and daily weather patterns in local area (as part of the UK-North of the Equator). *Research weather in a hot country. (Ghana- South of the Equator) and compare these. Explore the Geographical Features (key human and physical) of UK, and Ghana: *Landscape *Homes and communities Substantive Geography concepts: Location, Place and Space, Physical World, Human Environment Interdependence and Sustainability, Cultural Understanding, Scale		* Locational Knowledge Name 7 continents, five oceans and location of the UK. Identify UK, locate and name four countries Name all of the seas that surround the UK (English Channel, North Sea, Irish Sea, North Atlantic) <u>Visit Sea Life Centre.</u> Focus on the North Atlantic ocean (Wales-consider the chn's experiences of Welsh beaches). Research the physical elements of the ocean environment (beaches, water temp, currents, how this influences weather etc). Research Ocean wildlife and how the ocean is used locally. Focus on the Atlantic ocean surrounding Africa -Ghana. Compare the physical elements of the ocean environment (beaches, water temp etc). Research Ocean wildlife and how the ocean is used locally, compare with UK. Substantive Geography concepts: Location, Place and Space, Physical World, Human Environment Interdependence and Sustainability, Cultural Understanding, Scale		*Revisit prior learning and timeline of chronology. Add Neil Armstrong-key events. *Learn about the life of Neil Armstrong and his international achievement. *Investigate space exploration since the Moon Landing. Substantive History concepts: Civilisation, Conflict, Monarchy, Power, Religion, Society, Invasion, Culture, Legacy , Achievement		Revisit the names of continents, Oceans and countries of UK. Identify these on World map, Globes, Google earth etc. Geographical fieldwork Identify basic Human and physical features of each of the 4 countries of UK (for example, Bridges, Rivers, Castles, beaches. Look at these on a variety of ground level and aerial photos, using appropriate Geog vocab. Match aerial pics of landscape features with eye level. Plan a perspective of their bedroom -sketch, build etc.(basic mapwork skills). Substantive Geography concepts: Location, Place and Space, Physical World, Human Environment Interdependence and Sustainability, Cultural Understanding, Scale			
Mathematics	Number and Place Value Targets 2 and 6 (to 10) Number and Place Value Target 1 (to 10) Shape Targets 1 and 2 Number and Place Value Targets 4 and 5 Addition and Subtraction: Addition (to 10) Targets 1, 2 and 3 Addition and Subtraction: Subtraction (to 10) Targets 1, 2 and 3 Measurement Targets 1 and 5		Number and Place Value Targets 2 and 6 (to 20) Number and Place Value Target 1 (to 20) Position Addition (to 20) Targets 1, 2 and 3 Addition and Subtraction: Subtraction (to 20) Targets 1, 2 and 3 Measurement Targets 3 and 7 Assessment week		Number and Place Value Targets 2 and 6 (to 50) Number and Place Value Target 1 (to 50) Measurement Target 9 Addition and Subtraction: Targets 1, 2, 3 and 4 (addition inc probs) Addition and Subtraction: Targets 1, 2, 3 and 4 (subtraction inc probs) Shape Target 2 Measurement Targets 2 and 6		Number and Place Value Targets 2 and 6 (to 100) Number and Place Value Target 1 (to 100) Multiplication and Division: Multiplication Target 1 and also Target 3 of NPV (groups of/counting in/repeated addition) Multiplication and Division: Multiplication Target 1 (arrays) Measurement: Targets 8, 10 and 11		Multiplication and Division: Division Target 1 (grouping) Multiplication and Division: Division Target 1 (sharing) Fractions (amounts) Fractions (shapes) Measurement: Target 4 and Target 12 (to the hour)		Addition and Subtraction Target 2 (fact families) Measurement: Target 4 and Target 12 (half past) Multiplication and Division Multiplication and Division Assessments Spare two weeks	
Science	Seasonal changes: Make observations and record measurements over the half term temperature, rainfall, sunrise and sunset)	Everyday materials Materials link to suitability in different weather – What is the best material for a raincoat?		Seasonal changes: Make observations and record measurements over the half term (temperature, rainfall, sunrise and sunset)	Animals including humans		Seasonal changes: Make observations and record measurements over the half term (temperature, rainfall, sunrise and sunset)	Plants				
Art Line	Outcome: Tile designed in the style of Clarice Cliff Type: Contemporary				Outcome: Ocean Pictures Type: Contemporary			Outcome: 3D Sea creature Type: Modern/Contemporary				

Shape Colour Form Value Texture space	Artist: Clarice Cliff Skills Focus: Painting and Mixed Media 1. Making Colours 2. Painting with Colour 3. Printing with Paint 4. Clarice Cliff Plates		Artist: Zaria Forman Skills Focus: Drawing 1. Exploring line 2. Making waves 3. Mark Making Drawing from Observation		Artist: Louise Bourgeois Skills Focus: Sculpture and 3D 1. Tube Towers 2. 3D Drawings 3. Tree of Life 4. Giant Creature model (2 parts)	
DT Mechanism Join Structure Material Functionality	Mechanisms: Wheels and axels (Victorian toy) 1.How do wheels move? 2. Fixing broken wheels 3. Designing a vehicle. 4. Build a moving vehicle.		Food: Fruit and vegetables 1.Fruit or vegetable? 2. Where fruit and vegetables grow 3. Smoothie ingredients tasting 4. Making smoothies		Structures: Constructing windmills 1.Designing the structure. 2. Assembling the structure. 3. Assembling the windmill 4.Testing and evaluating.	
Music	Recorder book 1: 'Blown Away' Introducing B Introducing A Introducing children to the correct playing technique. Identifying the notes on the staff – staff notation Cross Curricular: Science 'seasonal changes' – compose music for Autumn: song lyrics and/or music.		Charanga yr 1 unit 3 'In the Groove' – exploring different types of music: Baroque, Blues, Funk, Bhangra, Folk and Latin. 6 x lessons across the term Cross Curricular: MFL - singing (performing strands)		Charanga yr 1 unit 6 'Reflect, Rewind and Reply' – improvisation, transcribe and composition. 6 x lessons across the term. Cross Curricular: PSHE – circle time rhythm games History/Geog/DT Making musical instruments	
Computing Online safety Chicken Clicking by Jeanne Willis	Digital Literacy <u>Creating media:</u> 1.exploring the keyboard 2.Adding and removing text 3.Exploring the keyboard 4.Making changes to text 5.Explaining my choices 6.Pencil or keyboard	Digital Literacy <u>Digital Painting:</u> 1.Using paint on computers 2.Using shape and lines 3.Making careful choices 4.Why did I choose this? 5.Painting independently 6.Coparing computer vs. paintings	Information technology <u>Tech around us:</u> 1.Tech in the classroom 2.Using tech 3.Developing mouse skills 4.using a comp keyboard 5.developing keyboard skills 6.using a computer responsibly.	Information technology <u>Grouping data:</u> 1.Label and match 2.Group and count 3.Describe an object 4.Making different groups 5.Comparing groups 6.Answering questions	Computer Science <u>Moving a robot:</u> 1.Buttons 2.Directions 3.Forwards and backwards 4.Directions 5.Getting there 6.Routes	Computer Science <u>Intro to animation:</u> 1.Comparing tools 2.Joining blocks 3.Make a change 4.Adding sprites 5.Project design 6.Following my design
Physical Education	Fundamental movement skills Multi skills	Dance-Island life Functional fitness	Gymnastics Multi sports Term 1	Multi sports Term 2 Fundamental movement skills	Multi skills Functional fitness	Games Athletics
Personal development	<u>Families and relationships</u> 1: what is family 2: What is friendship people's emotions 5: Friendship problems 6: Healthy friendships 7: Gender stereotypes	<u>Health and Wellbeing</u> 1: Understanding my emotions 2: What am I like 3: Ready for bed 4: Relaxation 5: Handwashing and personal hygiene 6: Sun safety 7: Allergies 8: People who keep us healthy.	<u>Safety and the changing body</u> 1: Adults in school 2: Adults outside of school 3: Getting lost 4: Making an emergency phone call 5: Appropriate contact 6: Safety with substances 7: Safety at home 8: People who keep us safe	<u>Citizenship</u> 1: Rules 2: Caring for others: animals 3: The needs of others 4: Similar, yet different 5: Belonging 6: Democratic decisions	<u>Economic Wellbeing</u> 1: Introduction to money 2: Looking after money 3: Banks and Building Societies 4: Saving and spending 5: Jobs in school *Extend the unit, or get the children involved with some jobs and responsibilities around school	<u>Transition</u> 1: Individual strength and skills
Secrets of Success	Work hard Try New things	Concentrate Push yourself	Imagine – focus on aspirations, inspirational role models and possibilities for your future.	Improve	Understand others	Don't give up

RE Substantive Concepts Places of worship Celebrations Religious symbols Ethics and moral codes	Unit 5: Creation and Thanksgiving: How do we say thank you for a beautiful world?	Unit 6: Special stories for Christians and Muslims	Unit 7: I wonder...Questions that puzzle us Christians	Unit 8: Finding out about Christian Churches
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YEAR 1 CURRICULUM OBJECTIVES:

ENGLISH	<p><u>Reading – word reading</u> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading.</p> <p><u>Reading – comprehension</u> develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p><u>Writing – transcription</u> Spelling - spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms</p>
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	<p>learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>distinguishing between homophones and near-homophones</p> <p>add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>apply spelling rules and guidance, as listed in English Appendix 1</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>Handwriting</p> <p>form lower-case letters of the correct size relative to one another</p> <p>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>use spacing between words that reflects the size of the letters.</p> <p>Writing – composition</p> <p>develop positive attitudes towards and stamina for writing by:</p> <p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events</p> <p>writing poetry</p> <p>writing for different purposes</p> <p>consider what they are going to write before beginning by:</p> <p>planning or saying out loud what they are going to write about</p> <p>writing down ideas and/or key words, including new vocabulary</p> <p>encapsulating what they want to say, sentence by sentence</p> <p>make simple additions, revisions and corrections to their own writing by:</p> <p>evaluating their writing with the teacher and other pupils</p> <p>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Writing – vocabulary, grammar and punctuation</p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>learn how to use:</p> <p>sentences with different forms: statement, question, exclamation, command</p> <p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>the present and past tenses correctly and consistently including the progressive form</p> <p>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>the grammar for year 2 in English Appendix 2</p> <p>some features of written Standard English</p> <p>use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>
MATHEMATICS	<p>Number – number and place value</p> <p>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>given a number, identify one more and one less</p> <p>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>read and write numbers from 1 to 20 in numerals and words.</p> <p>Number – addition and subtraction</p> <p>read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</p> <p>represent and use number bonds and related subtraction facts within 20</p> <p>add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.</p> <p>Number – multiplication and division</p> <p>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Number – fractions</p> <p>recognise, find and name a half as one of two equal parts of an object, shape or quantity</p>

	<p>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>Measurement</p> <p>compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later] measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) recognise and know the value of different denominations of coins and notes sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] recognise and use language relating to dates, including days of the week, weeks, months and years tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Geometry – properties of shapes</p> <p>recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</p> <p>Geometry – position and direction</p> <p>describe position, direction and movement, including whole, half, quarter and threequarter turns</p>
SCIENCE	<p>Plants</p> <p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Animals, including humans</p> <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Everyday materials</p> <p>distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Seasonal changes</p> <p>observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.</p> <p>Working scientifically 🧪🔍📊</p> <p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.</p>
PE	<p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>

	<p>participate in team games, developing simple tactics for attacking and defending</p> <p>perform dances using simple movement patterns.</p>
GEOGRAPHY	<p>Locational knowledge name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Human and physical geography identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical skills and fieldwork use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 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 use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
HISTORY	<p>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, [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] 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, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality.</p>
DESIGN AND TECHNOLOGY	<p>Design design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p>Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Nutrition use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.</p>
COMPUTING	<p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>
ART	<p>to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>

	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
MUSIC	use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.
PSHE	<p><u>Developing confidence and responsibility and making the most of their abilities</u></p> <ul style="list-style-type: none"> a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; b. to share their opinions on things that matter to them and explain their views; c. to recognise, name and deal with their feelings in a positive way; d. to think about themselves, learn from their experiences and recognise what they are good at; e. how to set simple goals. <p><u>Preparing to play an active role as citizens</u></p> <ul style="list-style-type: none"> a. to take part in discussions with one other person and the whole class; b. to take part in a simple debate about topical issues; c. to recognise choices they can make, and recognise the difference between right and wrong; d. to agree and follow rules for their group and classroom, and understand how rules help them; e. to realise that people and other living things have needs, and that they have responsibilities to meet them; f. that they belong to various groups and communities, such as family and school; g. what improves and harms their local, natural and built environments and about some of the ways people look after them; h. to contribute to the life of the class and school; i. to realise that money comes from different sources and can be used for different purposes. <p><u>Developing a healthy, safer lifestyle</u></p> <ul style="list-style-type: none"> a. how to make simple choices that improve their health and wellbeing; b. to maintain personal hygiene; c. how some diseases spread and can be controlled; d. about the process of growing from young to old and how people's needs change; e. the names of the main parts of the body; f. that all household products, including medicines, can be harmful if not used properly; g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe. <p><u>Developing good relationships and respecting the differences between people</u></p> <ul style="list-style-type: none"> a. to recognise how their behaviour affects other people; b. to listen to other people, and play and work cooperatively; c. to identify and respect the differences and similarities between people; d. that family and friends should care for each other; e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying. a. take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well); b. feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves); c. take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from'); d. make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly); e. meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse); f. develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task); g. consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues); h. ask for help (for example, from family and friends, midday supervisors, older pupils, the police.)