

**PSHE: Developing confidence and responsibility and making the most of their abilities**

**KS1:**

- 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.

**KS2:**

- a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society.
- b. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.

**PSHE: Preparing to play an active role as citizens**

**KS1:**

- 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 realise that people and other living things have needs, and that they have responsibilities to meet them.
- e. what improves and harms their local, natural and built environments and about some of the ways people look after them.

**KS2:**

- a. to research, discuss and debate topical issues, problems and events.
- b. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
- c. to recognise the role of voluntary, community and pressure groups.
- d. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.

**PSHE: Developing good relationships and respecting the differences between people**

**KS1:**

- a. to recognise how their behaviour affects others.
- b. to listen to other people, and play and work cooperatively.
- c. to identify and respect the differences and similarities between people.

**KS2:**

- a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.

**'Nature's Call' can also be used to explore a range of other Curriculum subject areas.**

**PSHE: Breadth of Study**

**KS1:**

- a. take and share responsibility (for example, for their own behaviour; by looking after pets well).
- b. take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern).
- c. meet and talk with people (for example, with outside visitors).
- d. 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).

**KS2:**

- a. take responsibility (for example, for planning and looking after the school environment; for looking after animals properly).
- b. make real choices and decisions (for example, about issues on the use of scarce resources; how to spend money, including pocket money and contributions to charities).
- c. meet and talk with people (for example, people who contribute to society through environmental pressure)

**Computing**

**KS1:** use technology purposefully to create, organise, store, manipulate and retrieve digital content

**KS2:**

- a. use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- b. understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- c. use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- d. select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

**Geography**

**KS1:**

**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

**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

**KS2:**

**Place knowledge** - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

**Human and physical geography** - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

**Music**

**KS1:**

- a. use their voices expressively and creatively by singing songs and speaking chants and rhymes
- b. play tuned and untuned instruments musically
- c. experiment with, create, select and combine sounds using the inter-related dimensions of music.

**KS2:**

- a. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- b. improvise and compose music for a range of purposes using the inter-related dimensions of music

Plus Art & DT objectives can be covered too.