

## Mobile classroom sessions: Curriculum links

### **Taking Care of Myself (3 – 4 year olds)**

#### **End of foundation stage early learning goal addressed**

#### **PSHE & Citizenship**

*NB statements inside square brackets are not addressed by LEC learning objectives*

- [Dress and undress independently and] manage their own personal hygiene.
- Continue to be interested, excited and motivated to learn.
- Be confident to try new activities, initiate ideas and speak in a familiar group.
- Maintain attention, concentrate and sit quietly when appropriate.
- Have a developing awareness of their own needs, views and feelings and be sensitive to the needs views and feelings of others.
- Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.

#### **Physical development**

- Recognise the importance of keeping healthy and those things which contribute to this.
- Recognise the changes that happen to their bodies when they are active.
- Move with confidence, imagination and in safety.

#### **Knowledge and understanding of the world**

- Find out and identify some features of living things.

#### **Communication, Language and Literacy**

- Interact with others, negotiating plans and activities and taking turns in conversation.
- Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions.
- Listen with enjoyment

## **All About Me (4 – 5 year olds)**

### **End of foundation stage early learning goal addressed**

#### **PSHE & Citizenship**

*NB statements inside square brackets are not addressed by CLE learning objectives*

- [Dress and undress independently and] manage their own personal hygiene.
- Continue to be interested, excited and motivated to learn.
- Be confident to try new activities, initiate ideas and speak in a familiar group.
- Maintain attention, concentrate and sit quietly when appropriate.
- Have a developing awareness of their own needs, views and feelings and be sensitive to the needs views and feelings of others.
- Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.
- Understand what is right, what is wrong, and why.
- Consider the consequences of their words and actions for themselves and others.

#### **Physical development**

- Recognise the importance of keeping healthy and those things which contribute to this.
- Recognise the changes that happen to their bodies when they are active.
- Move with confidence, imagination and in safety.

#### **Knowledge and understanding of the world**

- Find out and identify some features of living things.

#### **Communication, Language and Literacy**

- Interact with others, negotiating plans and activities and taking turns in conversation.
- Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions.
- Listen with enjoyment and, respond to stories, songs and other music, rhymes and poems.

## **My Wonderful Body (5 – 6 year olds)**

**Links with National Curriculum PSHE & Citizenship learning objectives**  
*(NB statements inside square brackets are not addressed by LEC learning Objectives)*

### **Developing confidence and responsibility and making the most of their abilities**

1a to recognise what they like and dislike, what is fair and unfair and what is right and wrong

1c to recognise, name [and deal with their] feelings in a positive way

1d to think about themselves, learn from their experiences and recognise what they are good at.

### **Preparing to play an active role as citizens**

2a to take part in discussions with one other person and the whole class

2c to recognise choices that they can make, and recognise the difference between right and wrong

2f that they belong to various groups and communities such as family and school.

### **Developing a healthy safer life style**

3a how to make simple choices that improve their health and well-being

3b to maintain personal hygiene

3c how some diseases spread and can be controlled

3e the names of the main parts of the body

3f that all household products, including medicines can be harmful if not used properly

3g rules for, and ways of, keeping safe, [including basic road safety], and about people who can help them to stay safe.

### **Developing good relationships and respecting the difference between people**

4a to recognise how their behaviour affects other people

4b to listen to other people, and play and work co-operatively

4d that family and friends should care for each other

4e that there are different types of bullying, that bullying is wrong, and how to get help to deal with bullying.

## **Feelings (6 – 7 year olds)**

**Links with National Curriculum PSHE & Citizenship learning objectives**  
(NB statements inside square brackets are not addressed by LEC learning Objectives)

### **Developing confidence and responsibility and making the most of their abilities**

1a to recognise what they like and dislike, what is fair and unfair and what is right and wrong

1c to recognise, name and deal with their feelings in a positive way

1d to think about themselves, learn from their experiences and recognise what they are good at.

### **Preparing to play an active role as citizens**

2a to take part in discussions with one other person and the whole class

2c to recognise choices that they can make, and recognise the difference between right and wrong

2f that they belong to various groups and communities such as family and school

2h to contribute to the life of the class and school.

### **Developing a healthy safer life style**

3a how to make simple choices that improve their health and well-being

3e the names of the main parts of the body

3f that all household products, including medicines can be harmful if not used properly

3g rules for, and ways of, keeping safe, [including basic road safety], and about people who can help them to stay safe.

### **Developing good relationships and respecting the difference between people**

4a to recognise how their behaviour affects other people

4b to listen to other people, and play and work co-operatively

4d that family and friends should care for each other

4e that there are different types of bullying, that bullying is wrong, and how to get help to deal with bullying.

## **Meet the Brain (7 – 8 year olds)**

**Links with National Curriculum PSHE & Citizenship learning objectives**  
*(NB statements inside square brackets are not addressed by LEC learning Objectives)*

### **Developing confidence and responsibility and making the most of their abilities**

1a to talk and write about their opinions, and explain their views on issues that affect themselves and society

1b to recognise their worth as individuals [by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals]

### **Preparing to play an active role as citizens**

2a to [research,] discuss and debate topical issues, problems and events

2c to realise the consequences of anti-social and aggressive behaviours, such as bullying [and racism,] on individuals [and communities]

2e to reflect on [spiritual,] moral, social, and cultural issues, using imagination to understand other people's experiences

2f to resolve differences by looking at alternatives, making decisions and explaining choices

### **Developing a healthy safer life style**

3a what makes a healthy lifestyle, including the benefits of exercise and healthy eating, [what affects mental health], and how to make informed choices

3d [which] commonly available [substances and] drugs [are legal and illegal], their effects and risks

3e to recognise the different risks in different situations [and then decide how to behave responsibly including sensible road use and judging what kind of physical contact is acceptable or unacceptable]

### **Developing good relationships and respecting the difference between people**

4a that their actions affect themselves and others, to care about other people's feeling and to try to see things from their points of view

4c to be aware of different types of relationship, [including marriage] and those between friends and families, and to develop the skills to be effective in relationships.

4d to realise the nature and consequences of [racism,] teasing, bullying and aggressive behaviours, and how to respond to them and ask for help

4g where individuals [,families and groups] can get help and support.

## **It's Great to be Me! ( 8 – 9 year olds)**

**Links with National Curriculum PSHE & Citizenship learning objectives**  
*(NB statements inside square brackets are not addressed by LEC learning Objectives)*

### **Developing confidence and responsibility and making the most of their abilities**

1a to talk [and write] about their opinions, and explain their views on issues that affect themselves and society

1b to recognise their worth as individuals [by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals]

### **Preparing to play an active role as citizens**

2a to [research,] discuss and debate topical issues, problems and events

2b 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]

2e to reflect on [spiritual,] moral, social, and cultural issues, using imagination to understand other people's experiences

2f to [resolve differences by] looking at alternatives, making decisions and explaining choices.

### **Developing a healthy Safer Life Style**

3a what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices

3d which commonly available substances and drugs are legal [and illegal], their effects and risks

3e to recognise the different risks in different situations [and then decide how to behave responsibly including sensible road use and judging what kind of physical contact is acceptable or unacceptable]

3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, [and how to ask for help and use basic techniques for resisting pressure to do wrong]

### **Developing good relationships and respecting the difference between people**

4a 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.

## **Friends (9 – 10 year olds)**

### **Links with National Curriculum PSHE & Citizenship learning objectives**

*(NB statements inside square brackets are not addressed by LEC learning Objectives)*

#### **Developing confidence and responsibility and making the most of their abilities**

1a to talk [and write] about their opinions, and explain their views on issues that affect themselves and society

1b to recognise their worth as individuals [by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals]

1c to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.

#### **Preparing to play an active role as citizens**

2a to [research,] discuss and debate topical issues, problems and events

2b 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]

2c to realise the consequences of anti-social and aggressive behaviours, such as bullying [and racism,] on individuals and communities

2d that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other

2e to reflect on [spiritual,] moral, social, and cultural issues, using imagination to understand other people's experiences

2f to resolve differences by looking at alternatives, making decisions and explaining choices.

#### **Developing a healthy safer life style**

3a what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices

3d which commonly available substances and drugs are legal and illegal, their effects and risks

3e to recognise the different risks in different situations and then decide how to behave responsibly [including sensible road use and judging what kind of physical contact is acceptable or unacceptable]

3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, [and how to ask for help and use basic techniques for resisting pressure to do wrong]

#### **Developing good relationships and respecting the difference between people**

4a that their actions affect themselves and others, to care about other people's feeling and to try to see things from their points of view.

4c to be aware of different types of relationship, [including marriage] and those between friends and families, and to develop the skills to be effective in relationships.

4d to realise the nature and consequences of [racism,] teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.

## **Decisions (10 – 11 year olds)**

**Links with National Curriculum PSHE & Citizenship learning objectives**  
(NB statements inside square brackets are not addressed by LEC learning Objectives)

### **Developing confidence and responsibility and making the most of their abilities**

1a to talk and write about their opinions, and explain their views on issues that affect themselves and society

1b to recognise their worth as individuals [by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals]

1c to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.

### **Preparing to play an active role as citizens**

2a to [research,] discuss and debate topical issues, problems and events

2b 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]

2c to realise the consequences of anti-social and aggressive behaviours, such as bullying [and racism,] on individuals and communities

2e to reflect on [spiritual,] moral, social, and cultural issues, using imagination to understand other people's experiences

2f to resolve differences by looking at alternatives, making decisions and explaining choices

2k to explore how the media present information.

### **Developing a healthy Safer Life Style**

3a what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices

3d which commonly available substances and drugs are legal and illegal, their effects and risks

3e to recognise the different risks in different situations and then decide how to behave responsibly [including sensible road use and judging what kind of physical contact is acceptable or unacceptable]

3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, [and how to ask for help and use basic techniques for resisting pressure to do wrong]

### **Developing good relationships and respecting the difference between people**

4a that their actions affect themselves and others, to care about other people's feeling and to try to see things from their points of view

4c to be aware of different types of relationship, [including marriage] and those between friends and families, and to develop the skills to be effective in relationships

4d to realise the nature and consequences of [racism,] teasing, bullying and aggressive behaviours, and how to respond to them and ask for help

4g where individuals [families and groups] can get help and support.