The Firs Lower School



Firs Key Themes Overview

For more information on knowledge and skills progression YR-Y4 - See Firs Lower School Scheme of Work

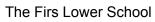
Key Theme	Aims	Corresponding Section(s) in Knowledge and Skills Maps
1. Healthy Bodies and Minds (HBM)	a) To ensure that children know about keeping hydrated and the key aspects in ensuring they eat a balanced diet.	Diet, Food and Drink
	b) To provide opportunities to get enough exercise in school and to learn about the need to keep fit and healthy.	Developing an Active Lifestyle
	c) To support children in recognising their own emotions and the feelings of others and to begin to understand how our emotions influence what we do.	Emotional and Mental Health
	d) To help children to know about mental health, what it means, ways to look after their own and how to seek help.	
	e) To make sure children know the dangers they may meet online or when messaging, ways to keep themselves safe and how to get help.	Internet Safety

The Firs Lower School



Firs Key Themes Overview

2. Developing Me! (DM!)	 a) To provide opportunities to explore moral issues and personal qualities, so that children develop an understanding and appreciation of The Firs' Values. b) To explore our 22 values in more depth, looking at how they shape the community we live in. 	Our Values
	 c) To help children to understand and embrace the aspects of a Growth Mindset. d) To support the acquisition of good teamwork skills and an ability to work successfully with others. 	Learning to Learn Team Work Creativity Enquiry Commitment Reflection
	e) To teach the personal skills that will develop children's independence and self confidence.	Look what I can do!
	 f) To enrich children's learning by giving opportunities to experience traditional games, nursery rhymes, songs, fairy tales and texts from the canon of great children's literature. g) To teach children about some of the great artists, musicians 	Our Culture





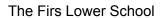
Firs Key Themes Overview

	 and scientists of the past and to feature their work and thinking in the art, music and science curriculum. h) To develop children's appreciation of and provide opportunities to experience, a range of traditional sports, whilst developing associated skills. i) To begin to learn about and discuss gender and race equality issues in Y4 and begin to learn some of the history behind the moves for emancipation in the 19th and 20th Centuries. j) To be given opportunities in Y4, to discuss and learn about age appropriate current affairs. 	
3. Forest Schools and the Environment (FSE)	a) To learn about the natural world around them, including local trees, wildlife and the seasons.	Appreciating The Natural World.
	b) To understand the problems facing the environment (including global warming, pollution, waste management and impact on the natural world) and ways we can take action to tackle issues.	What is Waste? (Y2) Litter (Y2) Decomposition (Y3) Managing Waste With The 5Rs! (Y3) Packaging (Y3) Waste- A Human Problem (Y4) Marine Waste (Y4)





	Global Warming (Y4)
c) To be aware, at an age appropriate level, of current affairs relating to environmental issues.	Waste- A Human Problem (Y4) Marine Waste (Y4) Global Warming (Y4)
d) To benefit from forest school's work that develops practical skills, teaches about the natural world and gives opportunities to support outdoor learning in other curriculum areas.	Forest Schools Practical Skills and Tool Work Forest Schools - Physical Development and Healthy Lifestyles
e) To develop social skills, independence and to foster self belief and confidence in Forest School sessions.	Forest Schools - Supporting The Wider Curriculum Forest Schools Team Work and Problem Solving





Firs Key Themes Overview

4. Our Community (OC)	 a) To develop an appreciation of the values and rules needed to support a successful and happy community. b) To learn at an age appropriate level, about the different roles and functions offered by members of the community (both male and female) beginning to awaken ideas about future interests / careers e.g. police, doctors, nurses, vets, firefighters, scientists, engineers, retail etc. c) To learn about Democracy in Year 4 and ensure children begin to understand how our democracy works. 	Building a Community
	 d) To learn about Ampthill and the area they come from (in its historical and cultural contexts). e) To learn about and develop an appreciation of different cultures, including those in nearby towns and globally. f) To learn about and respect the religious beliefs of others. g) To develop a basic understanding of French culture and life, to compliment MFL French work and to capitalise on Ampthill's relationship with its twinned town Nissan-lez-Enserune. h) To have opportunities to meet, talk to and value the contribution and experience of older members of our community. 	Ampthill and Beyond!