

## Year 2 Curriculum Overview

*Please note:*

*For Literacy and Numeracy curriculum overviews please see separate documentation published on the school website.*

*Occasionally topics/objectives may be rearranged or adapted due to timetabling and the sharing/availability of resources.*

	<u>Autumn Term 1 &amp; 2</u> <i>Famous People of Today and Yesterday</i>	<u>Spring Term 1</u> <i>Material World</i>	<u>Spring Term 2</u> <i>Planet Earth</i>	<u>Summer Term 1 &amp; 2</u> <i>Let's Go</i>	
<b>Science</b>	<ul style="list-style-type: none"> <li>To identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> </ul>	<ul style="list-style-type: none"> <li>To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li>To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> <li>To compare how things move on different surfaces.</li> </ul>	<ul style="list-style-type: none"> <li>To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>To explore 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.</li> <li>To investigate the way in which water is transported within plants.</li> </ul>	<ul style="list-style-type: none"> <li>To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>To identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> <li>To observe and describe how seeds and bulbs grow into mature plants</li> <li>To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> <li>To notice that animals, including humans, have offspring which grow into adults.</li> <li>To find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>To describe the importance for humans of exercise, eating the right amounts of different types of food, hygiene.</li> <li>To identify and describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li> </ul>	<ul style="list-style-type: none"> <li>To investigate the way in which water is transported within plants.</li> </ul>
<p><b><u>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:</u></b></p> <ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions.</li> </ul>					

History	<ul style="list-style-type: none"> <li>To know about 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]</li> <li>To know about 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 etc.]</li> </ul>			
Geography				<ul style="list-style-type: none"> <li>To 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.</li> <li>To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans, and countries studied at this key stage.</li> <li>To use basic geographical vocabulary to refer to key human and physical features (see below).</li> <li>To 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.</li> <li>To 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.</li> </ul>
To 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; and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.				
Design and Technology		<ul style="list-style-type: none"> <li>To use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>To understand where food comes from.</li> </ul>		<ul style="list-style-type: none"> <li>To design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> <li>To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> <li>To explore and evaluate a range of existing products.</li> <li>To evaluate their ideas and products against design criteria.</li> <li>To build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>

<p style="text-align: center;"><b>Art</b></p>	<ul style="list-style-type: none"> <li>• To know 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.</li> <li>• To use a range of materials creatively to design and make products.</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>	<ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products.</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>	<ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products.</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>	<ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products.</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>	
<p style="text-align: center;"><b>Computing</b></p>	<ul style="list-style-type: none"> <li>• Pupils solve real and imaginary problems on and off screen</li> <li>• Pupils use the principles of logical reasoning to plan and predict the behaviour of simple programs.</li> <li>• They can present and communicate their learning to others in a variety of ways.</li> <li>• Pupils understand that information about themselves may be personal and they can choose who to share it with.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils recognise common uses of information technology beyond school, including those which they don't frequently encounter in their daily routine.</li> <li>• Pupils increasingly use a range of technology to enquire with purpose, accessing and creating digital content such as still and moving images, video, audio and text.</li> <li>• With support, pupils are beginning to access and retrieve online content, making appropriate choices to achieve specific goals.</li> <li>• With support, pupils can manage their online activity safely, recognising which information should be kept private. They can explain what it means to stay safe online and older pupils identify some of the potential risks associated with the online world.</li> </ul>	<ul style="list-style-type: none"> <li>• They communicate safely and respectfully using a range of digital devices, making links to their behaviour in the physical world.</li> </ul>	<p style="text-align: center;"><b>Film Making Project</b> &amp;</p> <ul style="list-style-type: none"> <li>• Pupils start to develop strategies for managing concerns about online content or contact; seeking help and support when needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils understand that computers are not intelligent but can appear to be when following algorithms. They can share examples of this.</li> <li>• Pupils understand that algorithms are implemented as programs on digital devices.</li> <li>• With appropriate levels of support, pupils collect data (e.g. numerical, research facts etc.) which they are able to retrieve, store and manipulate.</li> <li>• Pupils create and debug programs to achieve specific goals.</li> </ul>

<b>Music</b>	<u><b>Ourselves</b></u>	<u><b>Toys</b></u>	<u><b>Our Land</b></u>	<u><b>Our Bodies</b></u>	<u><b>Animals</b></u>	<u><b>Number</b></u>	<u><b>Storytime</b></u>	<u><b>Seasons</b></u>	<u><b>Weather</b></u>	<u><b>Pattern</b></u>	<u><b>Water</b></u>	<u><b>Travel</b></u>
	Creating and responding to vocal sounds and body percussion Developing the use of vocal sounds to express feelings Exploring expression in a conversation without words Notating pitch shape and duration using simple line graphics Understanding how mood can be expressed using the voice Understanding the structure of call and response songs Developing an expressive song performance with voices and instruments	Keeping a steady beat at different speeds (tempi) Marking beats within a four-beat metre Developing a sense of steady beat through chant, actions and instruments Marking beats within a four-beat metre Performing a steady beat Changing tempo Responding to images	Exploring timbre and texture to understand how sounds can be descriptive Creating and performing descriptive instrumental music inspired by British myths and legends Listening to and identifying contrasting sections of descriptive music Matching descriptive sounds to images Identifying ways of producing sounds Listening to, and evaluating composition Rehearsing and refining to develop a performance	Recognising and responding to a rhythm ostinato Recognising and playing rhythmic patterns Recognising and responding to steady beat at different tempi Playing steady beats at different tempi on body percussion and instruments Singing in two parts and combining steady beats Recognising and responding to different steady beats Performing rhythmic movement patterns to a steady beat Performing rhythmic patterns on percussion	Listening to a steady beat and responding in movement Identifying and responding to changes in pitch, upwards and downwards Performing changes in pitch using whole body movement and voice Understanding and performing upwards and downwards pitch direction Reading pitch line notation Playing pitch lines on tuned percussion Combining pitch change with changes in other elements/dimensions	Listening to a steady beat and responding in movement Identifying and responding to changes in pitch, upwards and downwards Performing changes in pitch using whole body movement and voice Understanding and performing upwards and downwards pitch direction Reading pitch line notation Playing pitch lines on tuned percussion Combining pitch change with changes in other elements/dimensions	Performing a steady beat and simple rhythms using movement and body percussion Understanding and differentiating between beat and rhythm Performing simple rhythms using movement and percussion Performing a steady beat and simple rhythms using movement and body percussion	Combining sounds to create a musical effect Understanding how music, dance and drama can combine in Storytelling Exploring voices to create descriptive musical effects Creating and matching descriptive sounds made with the voice Performing to an audience	Singing with expression, paying attention to the pitch shape of the melody Using sign language in a song Accompanying a song with vocal and instrumental ostinato Identifying rising and falling pitch Performing a rising pitch sequence in a song Listening and responding to pitch changes with movements Singing with expression and paying attention to the pitch shape of the melody	Performing a rhythmic chant and playing an independent rhythm pattern to accompany it Listening in detail to a piece of orchestral music Performing an updated version of a traditional nursery rhyme with a rap section included Accompanying a song with three different repeated word patterns Composing music to illustrate a story	Performing steady beat patterns with a song Playing different patterns of steady beat within four beats, and matching to a simple score Performing and creating simple rhythms using a simple score Performing steady beat patterns in groups to accompany a song Playing different patterns of steady beat in groups and matching them to a simple score Performing and creating simple three-beat rhythms using a simple score Interpreting a score to perform different beat patterns Performing beat patterns with voices and percussion Exploring different ways to organise music	Understanding pitch through singing, movement and note names Performing a melody Understanding melody through songs, movement and performing pitch shapes on tuned instruments Exploring and developing an understanding of pitch Using musical scales, high notes and low notes in a composition
<p>By the end of KSI:</p> <ul style="list-style-type: none"> <li>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>To play tuned and untuned instruments musically.</li> <li>To listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>												

<b>Physical Education</b>	<b>Outdoor</b>	<p><b><u>Games: Fundamentals 1</u></b></p> <ul style="list-style-type: none"> <li>To develop accurate rolling, throwing, bouncing and catching skills.</li> <li>To develop balance and control whilst moving in different directions.</li> <li>To develop simple sending and receiving games focussing on accuracy.</li> <li>To observe and describe throwing, catching and striking skills and use the information gained to improve performance. To practise and develop throwing, catching and striking skills in a small game.</li> <li>To practise and perform a range of ball skills with control, focusing on dribble, kick and receive.</li> <li>To recap and develop skills taught throughout the unit; lateral running/throwing/catching/striking/changing direction.</li> <li>To complete the core task.</li> </ul>	<p><b><u>OAA</u></b></p> <ul style="list-style-type: none"> <li>To follow instructions and remember what they have seen.</li> <li>To solve problems.</li> <li>To follow instructions and remember what they have seen.</li> <li>To solve problems.</li> <li>To follow trails and remember what they have seen.</li> <li>To recognise shapes on paper and use as a map.</li> <li>To solve simple problems and discuss their actions.</li> <li>To solve simple problems and discuss their actions.</li> <li>To solve simple problems and discuss their actions.</li> </ul>	<p><b><u>Games: Fundamentals 2</u></b></p> <ul style="list-style-type: none"> <li>To reinforce Agility, Balance and Co-ordination skills with a focus on balancing.</li> <li>To reinforce Agility, Balance and Co-ordination and focus on developing pace and speed and being agile.</li> <li>To reinforce Agility, Balance and Co-ordination and focus on developing ball skills into a game.</li> <li>To reinforce Agility, Balance and Co-ordination and develop co-ordination, sending and dribbling skills</li> </ul>	<p><b><u>Games: Team Games</u></b></p> <ul style="list-style-type: none"> <li>Improve the way they coordinate and control their bodies and a range of equipment</li> <li>Remember, repeat and link combinations of skills</li> <li>Choose, use and vary simple tactics</li> <li>Recognise and describe what their bodies feel like during different types of activity</li> <li>Recognise good quality in performance</li> <li>Use information to improve their work</li> </ul>	<p><b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>To practise, refine and select an appropriate throwing action to hit a target</li> <li>To be able to identify take off foot, flight and landing in a range of jumps.</li> <li>To run with control and change of speed and direction.</li> <li>To identify and improve skills needed in specific activities.</li> </ul>	<p><b><u>Games: Fundamentals 3</u></b></p> <ul style="list-style-type: none"> <li>To practise and develop striking skills.</li> <li>To practise and develop accuracy of striking skills.</li> <li>To observe striking skills and use information to improve performance.</li> <li>To work co-operatively with a partner and group.</li> <li>To understand safety involved with striking activities.</li> </ul>
	<b>Indoor</b>	<p><b><u>Dance: Great Fire of London</u></b></p> <ul style="list-style-type: none"> <li>To develop knowledge of the Great Fire of London.</li> <li>To copy and develop the actions of candles and fire.</li> <li>To combine actions together into a short movement phrase.</li> <li>To develop the actions of candles and fire into a short motif.</li> <li>To combine actions together into a short movement phrase. To develop the actions of the start of the fire into a combined motifs.</li> <li>To observe a partner and give feedback.</li> <li>To develop the actions of the start of the fire into combined motifs.</li> <li>To develop the whole dance from start to end.</li> <li>To develop the actions of the start and spread of the fire into combined motifs.</li> </ul>	<p><b><u>Gym: Points of contact</u></b></p> <ul style="list-style-type: none"> <li>To perform a position of stillness with 2 or more contact points showing control.</li> <li>To perform a position of stillness on a single contact point showing control.</li> <li>Transfer weight from one position of stillness to another position of stillness showing control.</li> <li>To link one position of stillness to one other action smoothly.</li> <li>To create, remember and repeat a movement phrase combining 2 varying positions of stillness with at least one other action.</li> <li>To remember, improve and perform a movement phrase combining 2 varying positions of stillness with at least one other action.</li> </ul>	<p><b><u>Dance: Welly Boots</u></b></p> <ul style="list-style-type: none"> <li>To use movement imaginatively, responding to stimuli, including music, and performing basic skills (e.g., travelling, being still, making a shape, jumping, turning and gesturing).</li> <li>To change the rhythm, speed, level and direction of their movements.</li> <li>To create and perform dances using simple movement patterns, including those from different times and cultures.</li> <li>To express and communicate ideas and feelings</li> <li>To develop skills of: travelling, jumping, turning, stillness, gesturing; changing shape, size, direction, level; contrasts of speed, continuity of actions.</li> <li>To experience expressing ideas and feelings in structured tasks; responding spontaneously to a range of contrasting stimuli; creating and performing movements including those from different times and cultures</li> <li>To develop making dances with clear beginning/middle/ end; responding rhythmically to music; coordination, control and timing.</li> </ul>	<p><b><u>Gym: Ball, Tall and wall</u></b></p> <ul style="list-style-type: none"> <li>To show a variety of ball shape actions on the floor and involving low/small apparatus.</li> <li>To show a variety of tall shape actions on the floor and involving low/small apparatus.</li> <li>To show a variety of wall shape actions on different levels on the floor and involving low/small apparatus.</li> <li>To show ball, tall and wall shape actions covering different levels on the floor and involving apparatus.</li> <li>To create a movement phrase linking ball, tall and wall shapes covering different levels on the floor and involving apparatus.</li> <li>To remember, improve and perform a movement phrase linking ball, tall and wall shapes covering different levels on the floor and involving apparatus.</li> </ul>	<p><b><u>Dance: Magical Friendships</u></b></p> <ul style="list-style-type: none"> <li>Explore, select and link movements of penguins using stimuli.</li> <li>Copy, remember and repeat a taught movement phrase.</li> <li>Explore, select contrasting movements of a snowman showing changes in size, speed and dynamics.</li> <li>To use a variety of different travelling actions and gestures to meet and greet a partner.</li> <li>To explore and select movement phrases to show friendship and extend the dance idea of 'magical friendships' further.</li> <li>Perform and link selected sections of the dance as a final composition showing a 'magical friendship' between 2 different characters.</li> <li>To observe a performance and give feedback.</li> </ul>	<p><b><u>Gym: Body shapes</u></b></p> <ul style="list-style-type: none"> <li>Plan and perform a range of simple movements, showing different body shapes.</li> <li>Link a range of simple movements into a short sequence, showing different body shapes.</li> <li>Practise and improve the quality of their own performance.</li> <li>Describe what shapes they and others perform and use this awareness to improve the quality of their sequences.</li> </ul>
By the end of KS1		<ul style="list-style-type: none"> <li>To 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.</li> <li>To participate in team games, developing simple tactics for attacking and defending.</li> <li>To perform dances using simple movement patterns.</li> </ul>					

**What makes a Church a special place for Christian people?**

- To know that there are special places in and around the school.
- To be aware that places may be special because of what is in them or what happens in them.
- To know the importance of showing respect for people and their special places.
- To know that a church is a special place.
- To recognise some of the important features of a church building.
- To think about some of the activities that take place in a church.
- To prepare for a visit to a church.
- To recognise some of the important features of the church building.
- To identify some of the symbols found in the church.
- To be aware that a church is a special building.
- To reflect upon what a church looks and feels like.
- To reflect on the experience of the visit.
- To evaluate what has been learned.
- To compare one church with another.
- To be aware that churches may be different from each.

**Who was Jesus?**

- To reflect upon who is special to them and why.
- To explore stories that show Jesus is special because he sets a good example.
- To understand that Jesus thought everyone was special.
- To consider what is meant by the term 'special'.
- To understand what it means to 'lead by example'.
- To explore a story that shows how Jesus is special because he helps people.
- To consider how I/ we can help others.
- To consider the importance of Jesus calling the first disciples.
- To understand that by changing people's lives, people began to follow Jesus.
- To explore what qualities makes a good leader.
- To explore how Jesus continues to change lives today.
- To understand how Jesus is a 'good leader' today.
- To find out why one modern day person chose to follow Jesus.
- To reflect upon Christianity being the largest religious group in the world.
- To understand that Jesus used parables to teach about God and how people should live.
- To know that Jesus used parables as a familiar way to teach.
- To make links with literacy and the use of metaphors.
- To know the story of 'The Good Samaritan' and consider meanings of this story.
- To explore the meaning of the teaching behind the story.
- To know that Jesus used parables as a familiar way to teach.
- To make links with literacy and the use of metaphors.
- To know and consider meanings for the story of 'The Good Shepherd'.
- To explore the meaning of the teaching behind the story.
- To know and consider meanings for the story of 'The Lost Son'.
- To consider how Jesus was an inspiration to many.

**How do stories from the gurus and the concept of seva affect Sikh children?**

- To know and understand who are the Gurus in Sikhism
- To understand how important are the Gurus to Sikhs
- To know that Guru Nanak is the founder of Sikhism
- To know that the langar is linked to Guru Amar Das
- To develop knowledge and understanding of the Sikh belief about happiness, and 'heaven'
- To reflect upon their own views about happiness and heaven
- To understand the negative effect of greed and selfishness on communities
- To understand what is meant by 'tolerance'
- To know that Nanak taught everyone is equal in the eyes of God.
- To know what Guru Amar Das taught his followers about helping others
- To understand the link between the langar and Guru Amar Das
- To consider why helping people is important to others
- To understand why there is a kitchen in a Sikh holy building
- To consider who is welcomed to the gurdwara and what can this teach about generosity, and respect.
- To explore what is Khalsa Aid
- To know how and why Sikhs help others who are not Sikhs
- To consider our own values of sharing and being generous.
- To show knowledge and understanding of Sikh beliefs, experiences and practices
- To reflect upon their own beliefs, values, perceptions and experiences
- To develop positive attitudes of respect towards Sikhs and to other people who hold different views and beliefs that are different to one's own

**How does the Khalsa influence the lives of Sikh families?**

- To be able to recognise who Sikhs are and talk about where one would find Sikhs in the world and in Britain
- To know some key features that identify Sikhs
- To develop knowledge and understanding about the origins of the 5 K's.
- To understand the importance of ceremonies that mark people becoming members of a religious group
- To understand the importance and impact of the Baisakhi story on believers today
- To reflect upon the importance to Sikhs and themselves the effects of the festival in modern times
- To know how and what Sikhs do to celebrate the festival of Baisakhi today.
- To reflect upon the importance to Sikhs and themselves of commitment and keeping promises
- To consider how important it is to belong to a group
- To assess pupil's knowledge and understanding of the formation of the Khalsa and its influence on Sikhs
- To assess pupils ability to make connections between
- Sikh influences on their everyday lives and what influences their own lives

**People to remember**

- To understand the qualities that make a person special and that everyone has special qualities.
- To understand that peoples actions affect others.
- To understand that some people become famous because of their special qualities.
- To understand that good leaders have special qualities and begin to identify what they are.
- To understand why/how people follow the example of good leaders.
- To explore the role of a special person (St George) and analyse why he has been chosen as a patron saint.
- To be able to relate these qualities to their own lives.

**Philosophy**

- To know the rules of a philosophical enquiry including; respecting other children's opinions, deciding whether in agreement with what has been said & reasoning for answers.
- **Focus on ethics.**
- To discuss what it means to be kind and whether we should always be kind to others.
- To discuss whether they should always tell the truth.
- To discuss when and why you should say thank you.
- To discuss whether it is alright not to give a present in return when you have received one.
- To discuss the meaning of selfishness and whether it is wrong to be selfish.
- To discuss whether it is wrong to be lazy, either when you harm only yourself or when you harm someone else.
- To discuss whether it is wrong to be greedy.

All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage.

My Emotions

- To know the names of a basic range of feelings and the strength of their feeling.
- To know what might prompt different feelings in themselves and others and understand that their emotions and actions can have an effect on themselves and others.
- To understand the difference between impulsive behaviour and that which is thought through, and what both might feel and look like.
- To know how to get support when they need it.
- To talk about personal gifts and talents; what they are good at and also what they find more difficult.
- To understand that they can do things to help us change our mood and that this may be helpful.
- To know what 'relaxed' means and how it feels.
- To know that it is possible to affect our behaviour by stopping and thinking about what we are doing.
- To be able to stand up for their own rights without being hurtful to others.
- To be able to use a 'problem-solving process' with help.
- To understand what they have learned in this unit and be able to share it with others.

Managing change

- To recognise that they are growing and that their achievements, skills and responsibilities are changing.
- To be able to understand that there are changes they can choose for themselves and changes they cannot do anything about.
- To be able to name some of the emotions that may be felt in situations involving the loss of special possessions.
- To develop strategies for coping with difficult emotions.
- To understand what they have learned and be able to share it with others.

Working Together

- To recognise & celebrate some of their strengths, emotions, gifts and talents.
- To be able to identify and develop a new skill.
- To understand and practise some skills of a good communicator, including listening skills, turn taking and explaining.
- To know and practise effective group work skills, including discussion, negotiation, compromise and co-operation.
- To be aware of how my skills and strengths can be useful in a group.
- To apply communication and group work skills in a real situation.
- To be able to state some things they did well in a group task and some things they would like to do better at next time.
- To understand what I have learned and to be able to share it with others.

Managing Risk

- To identify a range of familiar situations which might entail risk and consider ways to keep themselves safe.
- To identify emotions associated with risky behaviour or situations.
- To know basic personal information and know when they might need to give it.
- To understand the range of people in the community who help keep us safer.
- To know how to ask for help in an emergency.
- To recognise familiar situations where they can offer help.
- To know how to reduce risk and keep myself safer in a variety of situations.
- To understand what I have learned and be able to share it with others.

Healthier Lifestyles

- To know about the range of things that help make and keep them healthy
- To understand why healthy eating is beneficial and how it supports physical activity.
- To understand the difference between being active and sedentary, simple benefits of regular exercise and how their bodies feel when they exercise.
- To be able to talk about foods they like and dislike with reasons why.
- To recognise how foods fit within the basic food groups in the Eatwell plate, and what constitutes a balanced meal.
- To understand that we need food to grow, be active and maintain health.
- To know that everyone should eat at least 5 portions of fruit and vegetables every day.
- To be able to make healthy eating choices and know how to prepare simple healthy foods.
- To know how to make choices which promote healthy living
- To know which factors contribute to healthy living and to be able to share these with others.

Diversity and Communities

- To begin to understand what makes up their identity.
  - To understand how roles and characteristics of boys and girls can be stereotyped.
  - To understand about their own culture and beliefs and those of other people.
  - To recognise different groups they belong to and the different backgrounds of people in their community.
  - To understand what 'my community' means.
  - To know who the people are who help them in their community and what they do.
  - To understand the needs of particular groups in their community.
  - To know how they can help look after the school environment.
  - To know how to care for animals and plants.
  - To understand what they have learned in this unit and be able to share it.
- Rights, Rules and Responsibilities
- To be able to name some people who look after them and some of their responsibilities towards them.
  - To identify jobs and responsibilities they have at school.
  - To understand responsibilities they have to their friends, family and class.
  - To be able to explain the rules which affect them in school and how they have been made.
  - To understand how rules enable them to feel safe and happy in school.
  - To understand how democratic decisions might affect them in the everyday life of their class.
  - To understand and experience the process of electing a school council representative.
  - To be able to share opinions, taking turns and valuing the views of others by listening actively.
  - To be able to contribute to paired and class discussions about a topical issue.
  - To understand what they have learned and to be able to share it with others.

Financial capability

- To know where money they have might come from (including regular and irregular sources) and how they might keep it safe.
- To know some ways money might be 'used' and that it is a finite resource.
- To know that there are some things they have to buy and some things they choose to buy.
- To begin to understand what a family might need to pay for and some ways that might be done.
- To know how to keep simple financial records.
- To understand that the feelings they may have about money are varied and can change.
- To know what charities are for and what some might do.
- To understand what they have learned in this unit and be able to share it with others.

All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.

