

# YEAR TWO Yearly Overview



SUBJECTS	Autumn 1 (2days + 7wks)	Autumn 2 (7wks)	Spring 1 (6wks)	Spring 2 (6wks)	Summer 1 (5wks)	Summer 2 (7wks + 4days)
<b>Topic</b>	Wriggle and Crawl	Coastline	Explorers	Land Ahoy	What a Wonderful World	Towers and Turrets
	History/ Art	Geography / DT	History / Art	Geography / DT	Geography / DT	History / Art
<b>Cultural Events</b>	Harvest Diwali Halloween	Bonfire Night Remembrance Day Hanukah Christmas Play	New Year Chinese New Year Burns Night Valentine's day	Pancake day Holi Mother's day Easter	St Georges Day Ramadan Eid	King's Birthday Father's day
<b>Guided Reading Spine Books</b>	Meerkat Mail – Emily Gravett  Elephants - (Non fiction)	Good little Wolf – Nadia Shareen  Meerkat Christmas – Emily Gravett	Who's afraid of the Big Bad Book? – Lauren Child	The pirates next door – John Duddle  Assessments - comprehension focus tasks Practice paper questions Twinkl resources	SATS Practise - comprehension focus tasks Practice paper questions Twinkl resources  The Flower – John Light	Castles (non-fiction) – Usbourne  TAF evidence – Comprehension booklets
<b>Author of the term</b>	<b>Author of the term: Arnold Lobel</b> Frog and Toad together Days with Frog and Toad	<b>Author of the term: Jeff Brown</b> Flat Stanley	<b>Author of the term: Jill Tomlinson</b> The Owl who was Afraid of the Dark The Otter who wanted to know The Gorilla who wanted to grow up The Hen who wouldn't give up The penguin who wanted to find out	<b>Author of the term: Malorie Blackman (BAME)</b> Ellie and the cat FANG Whizziwig	<b>Author of the term: Dick King-Smith</b> The Hodgeheg The Sheep Pig	<b>Author of the term: Roald Dahl</b> Fantastic Mr Fox The Giraffe, the Pelly and Me
<b>Literacy Fiction Model Text</b>	Kassim and the Hungry Fox (beat the baddie / characterisation)	Little Red Riding Hood (warning/journey / description)	The Magic Bed (wishing / suspense)	The Story of Pirate Tom (lost and found / setting)	The Papaya that Spoke (cultural & journey / dialogue)	Stone-Age Boy (portal / opening and endings)
<b>Literacy Non-fiction</b>	Non-chronological report unicorn model text – innovate to minibeasts/ animals	Instructions – How to catch a wolf model text – Innovate to any fairy-tale character	Biography Leaflet – About an explorer	Instructions – Recipes  Cross curricular – Compare/Contrast Swad and China	Letter from Stoneage boy – Innovate to new teacher	Recount – Dear Diary model text – Seaside trip

<b>Literacy (Poetry)</b>	5 Little Woodlice Poem – Repetitive Poetry	Bonfire Poetry	Nonsense Poetry	Friendship Poetry	Shape Poetry	Dragon Poetry
<b>Poem of the week</b>	<ul style="list-style-type: none"> <li>There are 7 days</li> <li>30 Days has September</li> <li>The Climber (A First Poetry Book – p85)</li> <li>Ladybird (A First Poetry Book – p87)</li> <li>Cobbler, cobbler mend my shoe</li> <li>Newborn (A First Poetry Book – p82)</li> <li>Autumn Nights – Sarah Fox</li> </ul>	<ul style="list-style-type: none"> <li>Bonfire Night – Sarah Fox</li> <li>Remembrance (A First Poetry Book – p242)</li> <li>The Apple (A First Poetry Book – p111)</li> <li>She Sells Sea Shells (The Works KS1 – p95) and Seven Sisters (Crazy Mayonnaisy Mum – p84)</li> <li>November Poem (A First Poetry Book – p118)</li> <li>5 Little Elves – Twinkl</li> <li>Twas the night before Christmas – Clement Clarke Moore (Twinkl)</li> </ul>	<ul style="list-style-type: none"> <li>I Opened a Book (Crazy Mayonnaisy Mum – p45)</li> <li>My Newt (A First Poetry Book – p92)</li> <li>An Ogre Came Over for Dinner – Kenn Nesbitt</li> <li>What I Heard From The Castle Kitchen (A First Poetry Book – p236)</li> <li>Don't put mustard in the Custard – Michael Rosen</li> <li>To Celebrate the New Year</li> </ul>	<ul style="list-style-type: none"> <li>I Wish I Was A Pirate (The Works KS1 – p108)</li> <li>Speaking Pirate (A First Poetry Book – p152)</li> <li>A Letter Home (A First Poetry Book – p166)</li> <li>Shiver Me Timbers! Yo-Ho-Ho! (A First Poetry Book – p151)</li> <li>Hot cross buns (twinkl nursery rhyme)</li> </ul>	<ul style="list-style-type: none"> <li>April Fools Day – Kenn Nesbitt</li> <li>Autumn, Winter, Spring, Summer (A First Poetry Book – p170-171)</li> <li>If you're Healthy and You Know it (p44 – 300 poems pdf)</li> <li>Double Double, Toil and Trouble</li> <li>Crazy Mayonnaisy Mum (Crazy Mayonnaisy Mum – 8)</li> <li>Walking the dog – Julia Donaldson</li> </ul>	<ul style="list-style-type: none"> <li>Beanstalk Blues (Crazy Mayonnaisy Mum – p66)</li> <li>Castles</li> <li>My Castle (Picture)</li> <li>A Fairy Alphabet (The Works KS1 – p134)</li> <li>There was an Old Lady (The Works KS1 – p59)</li> <li>If You Hear... (The Works KS1 – p142)</li> <li>Leavers' Song (Heard it in the Playground – p62)</li> </ul>
<b>Sounds Write Phonics</b>	Unit 19 (or) – 1 week Unit 20 – (air) - 1 week Unit 21 (ue) & unit 22 spelling 1 week Unit 23 – (oy)- 1 week Unit 24 – (ar) – 1 weeks Unit 25 – (o) – 1 week Unit 26- (a) – 1 week	Unit 27 (ae) – 2 weeks Unit 28 (d) – 1 week Unit 29 (ee)- 1 week Unit 30 (i)- 1 week Unit 32 (oe)- 1 week Recap – Unit 23 (oy) - 1 week	Unit 33 (n) – 1 week Unit 34 (er) – 1 week Unit 35 (v)- 1 week Unit 36 (oo)- 2 weeks Unit 37 (j)- 1 week	Unit 38 (g) + Unit 39 spelling /g/ – 1 week Unit 40 (f) – 1 week Unit 42 (m)- 1 week Unit 43 (or)- 2 weeks	Unit 20 /air/ - 1 week (recap due to gaps) Unit 44 (h) – 1 week Unit 45 (k) – 1 week Unit 46 (r)- 1 week Unit 47 (t)- 1 week Recap/Consolidation – 1 week	Unit 48 (z) – 2 weeks Unit 49 (eer) – 1 week Recap Unit 34 (er) – 1 week Recap Unit 27 (ae) – 1 week Recap Unit 43 (or) – 1 week Unit 50 (schwa)- 1 week
<b>Maths</b>	Number: Place Value (4 weeks) Number: Addition and Subtraction (5 weeks) Geometry: Properties of Shape (3 weeks) Measurement: Length and height (2 weeks)		Measurement: Temperature, Mass and Capacity (2 weeks) Measurement: Time (2 weeks) Measurement: Money (2 weeks) Number: Multiplication and Division (5 weeks)		Number: Fractions (2 weeks) Assessment weeks / TAF booklets Statistics (2 weeks) Geometry: Position and Direction Consolidation	
<b>Number Sense</b>	Stage 1&2 review. Stage 3 BK 1-9 Stage 4	Stage 5	Stage 5	Stage 5 Stage 6	Stage 6	Stage 6
<b>Science</b>	<b>Living things and habitats.</b>	<b>Materials</b>	<b>Animals including humans</b>	<b>Animals including humans (Ext Unit)</b>	<b>Plants</b>	<b>Plants (Ext Unit)</b>

	I notice that animals including humans have offspring which grow into adults. I can find out about and describe the basic needs of animals including humans for survival. Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.	To identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses. I can find out how the shape of solid objects made from materials can be changed by squashing, bending, twisting and stretching.				
			I notice that animals including humans have offspring which grow into adults. I can find out about and describe the basic needs of animals including humans for survival. Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.		To observe and describe how seeds and bulbs grow into mature plants. Find and describe how plants need water, light and a suitable temperature to grow and stay healthy.	
<b>Art &amp; Design</b>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>* Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find.</li> <li>* Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>* Understand when we make sculpture by adding materials it is called Construction.</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>* Understand that we can combine collage with other disciplines such as</li> </ul>	<p><b>Christmas Cards</b></p> <p>Applying drawing skills</p> <p><b>Calendars</b></p> <p>Applying painting skills and using a range of materials</p>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>* Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find.</li> <li>* Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>* Understand that the properties of the paint that you use, and how you use it, will affect your mark making.</li> <li>* Understand the concept of still life.</li> </ul>	<p><b>Mother's Day Cards</b></p> <p>Applying printing skills</p> <p>Use a range of materials and techniques.</p>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>*Discuss the work of different artists and use it as inspiration for their own work.</li> <li>*Discuss primary and secondary colours.</li> <li>*Begin to understand complementary colours.</li> </ul> <p><b>Printmaking</b></p> <ul style="list-style-type: none"> <li>*Investigate and use printmaking materials and processes to communicate ideas in a variety of ways.</li> </ul>	<p><b>Drawing skills</b></p> <ul style="list-style-type: none"> <li>* Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find.</li> <li>* Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.</li> <li>* Understand the concept of still life.</li> </ul>

	<p>drawing, printmaking and making.</p> <p><b>Christmas card designs – IQ to sell</b></p> <p>* Use drawing and painting to develop and share their ideas, experiences and imagination.</p>		<p>* Understand that primary colours can be mixed together to make secondary colours of different hues.</p> <p><b>Collage</b></p> <p>* Understand that we can combine collage with other disciplines such as drawing, printmaking and making.</p>			
<p><b>Sketchbooks</b></p> <p>*Continue to build understanding that sketchbooks are places for experimentation and exploration.</p> <p>*Understand that everyone’s sketchbook is unique to them.</p> <p><b>Purpose/ Visual Literacy/ Articulation</b></p> <p>*Say what they think and feel about their own and others’ work.</p> <p>*Suggest ways of improving their own work.</p> <p>*Understand that people have different responses in terms of our thoughts and the things we make.</p> <p>*Understand all responses are valid. *Understand artists take their inspiration from around them, collecting and transforming.</p>						
<p><b>Computing – PurpleMash units</b></p>	<p><i>*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.</i></p> <p><i>*Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p> <p><i>* Recognise common uses of information technology beyond school</i></p> <p><u>Unit 2.2</u> Online Safety (3 week)</p>	<p><i>*Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</i></p> <p><i>*Create and debug simple programs</i></p> <p><i>*Use logical reasoning to predict the behaviour of simple programs.</i></p> <p><u>Unit 2.1</u> Coding (5 Weeks)</p> <p><u>Coding – E.A.R.Ls</u></p>	<p><i>* Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p> <p><i>*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.</i></p> <p><u>Unit 2.6</u> Creating Pictures (5 Weeks)</p>	<p><i>* Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p> <p><u>Unit 2.3</u> Spreadsheets (4 weeks)</p>	<p><i>* Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p> <p><u>Unit 2.4</u> Questioning (5 weeks)</p>	<p><i>* Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p> <p><u>Unit 2.7</u> Making Music (3 weeks)</p> <p><u>RAMBOTS or E.A.R.Ls</u> <i>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</i></p> <p><i>*Create and debug simple programs</i></p>

	Unit 2.5 Effective Searching (3 wks)	2 weeks				<i>*Use logical reasoning to predict the behaviour of simple programs.</i>
<b>Online Safety – Project Evolve</b>	<i>*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.</i>					
	WS – Rules to keep us safe *Online reputation *Copyright & ownership	*Online bullying	WS – UK internet safety week *Privacy & security	*Managing online information	*Health & wellbeing *Self-image & identity	WS - Being kind online *Online relationships
<b>Geography</b>		<p><b>Beside the Seaside</b> Use basic geographical vocabulary to refer to key physical and human features.</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the north and south poles.</p>		<p><b>Let's go to China</b> Compare the UK with a contrasting country in the world. Compare a local city/town in the UK with a contrasting city/ town in a different country. Use Key vocabulary to demonstrate knowledge and understanding in this strand. Use world maps, atlases and globes to identify the countries, continents and oceans studied at this Key Stage. Recap compass directions. Devise a simple map and use and construct basic symbols in a key.</p> <p><b>Local Study –</b> Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features</p>	<p><b>What a Wonderful World</b> Identify seasonal and daily weather patterns in the UK 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 and human feature. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas Use key vocabulary to demonstrate knowledge and understanding in the strand.  Use world maps, atlases and globes to identify the countries, continents and oceans studied at this Key Stage. Recap compass directions. Devise a simple map and use and construct basic symbols in a key.</p>	

				using a range of methods.		
<b>History</b>	<p><b>Titanic</b> – <i>Event beyond living memory that is significant nationally or globally.</i></p> <p>Chronology Characteristic features Cause/ consequence Significance Interpretation Historical enquiry</p>		<p><b>Famous Explorers</b> – Columbus &amp; Amundsen</p> <p><i>Lives of significant individuals in the past who have contributed to national and international achievements and use to compare aspects of life in different periods. Events beyond living memory that are significant nationally or globally.</i></p> <p>Chronology Cause/ consequence Significance Interpretation Historical enquiry</p>	<p><b>Local study</b> – Swadlincote</p> <p><i>Significant events, people or places from the school's locality. Changes within living memory including some that reveal changes in national life</i></p> <p>Chronology Interpretation Historical enquiry</p>		<p><b>Castles &amp; Battle of Bosworth</b></p> <p><i>Significant historical events, people and places in their own locality</i></p> <p>Chronology Characteristic features Change/ continuity Cause/ consequence- Interpretation</p>
<b>D&amp;T</b>		<p><b><u>FREESTANDING STRUCTURE</u></b></p> <p>Develop a design criteria based on evaluation of existing products, in order to improve them.</p> <p>Draw a design and label key components.</p> <p>Use scissors to cut different materials and use a range of joining materials/techniques.</p> <p>Select appropriate materials independently.</p> <p>Explore ways to make a structure stronger.</p>		<p><b><u>SANDWICH</u></b></p> <p>Develop a design criteria based on evaluation of existing products, in order to improve them.</p> <p>Draw a design and label key components.</p> <p>Use safety knives, graters and peelers.</p> <p>Select appropriate materials independently.</p> <p>Evaluate an existing product and say if it serves its purpose for the user or not.</p>	<p>Make a freestanding structure that can bear a small weight using various materials.</p>	<p><b><u>TEXTILES</u></b></p> <p>Develop a design criteria based on evaluation of existing products, in order to improve them.</p> <p>Draw a design and label key components.</p> <p>Build a model of a product to check it works.</p> <p>Use scissors to cut different materials and use a range of joining materials/techniques.</p> <p>Use a needle and thread with increasing independence.</p> <p>Select appropriate materials independently.</p>

		<p>Evaluate an existing product and say if it serves its purpose for the user or not.</p> <p>Say whether the finished product meets the design criteria.</p> <p><b>CHRISTMAS DECORATION</b></p> <p>Develop a design criteria based on evaluation of existing products, in order to improve them. Draw a design and label key components.</p> <p>Use scissors to cut different materials and use a range of joining materials/techniques.</p> <p>Use a needle and thread with increasing independence.</p> <p>Select appropriate materials independently.</p> <p>Say whether the finished product meets the design criteria.</p> <p>Say what worked well during the project, and what needs to change if making the same thing again.</p>		<p>Name 5 food groups and know that humans need to eat a balanced diet.</p> <p>Name 3 fruits and say what time of year they grow.</p> <p>Use cooking tools independently and safely.</p> <p>Give examples of how to maintain good hygiene when preparing food.</p> <p><b>CARDS</b></p> <p>Make products with sliders</p>		<p>Say whether the finished product meets the design criteria.</p> <p><b>Say what worked well during the project, and what needs to change if making the same thing again.</b></p>
<p><b>Music - Charanga</b></p>	<p><b>Hands, Feet, Heart</b> Find the pulse and clap rhythms. Sing in groups. Recognise and play instruments. Improvise and compose.</p>	<p><b>Ho Ho Ho</b> Find the pulse and clap rhythms. Understand that songs have a musical style. Know we can add high/low sounds – pitch. Play musical instrumental parts</p>	<p><b>I wanna play in a band</b> Find the pulse and clap rhythms. Recognise and play instruments accurately and in time. Improvise and compose.</p>	<p><b>Zootime</b> Find the pulse and recognise Reggae music. Clap rhythms. Sing and dance together. Know we can add high/low sounds – pitch.</p>	<p><b>Friendship song</b> Decide how to find the pulse. Recognise and play instruments accurately and in time. Compose a simple melody.</p>	<p><b>Reflect, rewind, replay</b> Listen and Appraise Classical music. Play instruments within the song. Improvisation using voices and instruments. Composition</p>

				Recognise and play instruments in time. Improvise and compose.		Share and perform the learning that has taken place.
<b>PE – REAL PE</b>	<p>Lesson 1: REAL PE UNIT 2 Themes: Journey to the Blue Planet &amp; Monkey Business! Cog: Social Skills: Jumping and Landing Seated Balance</p> <p>Lesson 2: REAL Gym Unit 1 Themes: Toy Box Jungle Trip Cog: Social Skills: Balance Travel</p>	<p>Lesson 1: REAL PE – Unit 1 Themes: Birthday Bike Surprise &amp; Pirate Pranks Cog: Personal Skills: Footwork Static Balance One Leg</p> <p>Lesson 2: REAL Gym Unit 2 Themes: Park Life The Big City Cog: Personal Skills: Flight Rotation</p>	<p>Lesson 1: REAL PE UNIT 3 Themes: Tilly the Trains Big Day &amp; Thembi Walks the Tightrope Cog: Cognitive Skills: Dynamic Balance: On a line and Static Balance</p> <p>Zebbras Lesson 2: REAL DANCE UNIT 1 Cog: Cognitive Skills: Shapes Solo Partnering Shapes Circles Solo Partnering Circles Artistry Abstraction Artistry (Making)</p> <p>Tigers Lesson 2: Swimming</p>	<p>Lesson 1: REAL PE – Unit 4 Themes: Clowning Around &amp; Wendy's Water Ski Challenge. Cog: Creative Skills: Ball Skills Counter balance with a partner.</p> <p>Tigers Lesson 2: REAL DANCE UNIT 1 Cog: Creative Skills: Shapes Solo Partnering Shapes Circles Solo Partnering Circles Artistry Abstraction Artistry (Making)</p> <p>Zebbras Lesson 2 Swimming</p>	<p>Lesson 1: REAL PE – Unit 5 Themes: Big Top Time &amp; Magic Bean Cog: Applying Physical Skills: Sending and Receiving Reaction/Response</p> <p>Lesson 2: Derby County Enrichment PE</p> <p>Focus: Applying Fundamentals in Team Games</p>	<p>Lesson 1: REAL PE – Unit 6 Themes: The Hairy Scary Woods &amp; Little Kitties Time to Play. Cog: Health &amp; Fitness Skills: Ball chasing &amp; Static Balance Floor Work</p> <p>Lesson 2 Derby County Enrichment PE</p> <p>Focus: Applying Fundamentals in Team Games</p>
<b>RE – Discovery RE</b>	<p>Theme: What did Jesus teach? Concept: Gospel Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity. Add Humanism if appropriate</p>	<p>Theme: Christmas - Jesus as gift from God Concept: Incarnation Key Question: Why do Christians believe God gave Jesus to the world? Religion: Christianity</p>	<p>Theme: Prayer at home Key Question: Does praying at regular intervals help a Muslim in his/her everyday life? Religion: Islam</p>	<p>Theme: Easter - Resurrection Concept: Salvation Key Question: How important is it to Christians that Jesus came back to life after his crucifixion? Religion: Christianity</p>	<p>Theme: Community and Belonging Key Question: Does going to a mosque give Muslims a sense of belonging? Religion: Islam</p>	<p>Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam</p>
<b>PSHE Jigsaw</b>	<b>Being Me in My World</b> <i>'Who am I and how do I fit?'</i>	<b>Celebrating Difference</b> <i>Respect for similarity and difference. Anti-bullying and being unique.</i>	<b>Dreams and Goals</b> <i>Aspirations, how to achieve goals and understanding the</i>	<b>Healthy Me</b> <i>Being and keeping safe and healthy.</i>	<b>Relationships</b> <i>Building positive, healthy relationships.</i>	<b>Changing Me</b> <i>Coping positively with change.</i>



	<p>*Understand the rights and responsibilities of class members.          *Know about rewards and consequences and that these stem from choices.          *Know that it is important to listen to other people.          *Understand that their own views are valuable.          *Know that positive choices impact positively on self-learning and the learning of others.          *Identifying hopes and fears for the year ahead.</p> <p>*Know how to make their class a safe and fair place.          *Show good listening skills.          *Be able to work co-operatively.          *Recognise own feelings and know when and where to get help.          *Recognise the feeling of being worried.</p>	<p>*Know the difference between a one-off incident and bullying.          *Know that sometimes people get bullied because of difference.          *Know that friends can be different and still be friends.          *Know there are stereotypes about boys and girls.          *Know where to get help if being bullied.          *Know that it is OK not to conform to gender stereotypes.          *Know it is good to be yourself.          *Know the difference between right and wrong and the role that choice has to play in this.</p> <p>*Explain how being bullied can make someone feel.          *Know how to stand up for themselves when they need to.          *Understand that everyone's differences make them special and unique.          *Understand that boys and girls can be similar in lots of ways and that is OK.</p>	<p><i>emotions that go with this.</i>          *Know how to choose a realistic goal and think about how to achieve it.          *Know that it is important to persevere.          *Know how to recognise what working together well looks like.          *Know what good group-working looks like.          *Know how to share success with other people.</p> <p>*Recognise how working with others can be helpful.          *Be able to work effectively with a partner.          *Be able to choose a partner with whom they work well.          *Be able to work as part of a group.          *Be able to describe their own achievements and the feelings linked to this.          *Recognise their own strengths as a learner.          *Recognise how it feels to be part of a group that succeeds and store this feeling.</p>	<p>*Know what their body needs to stay healthy.          *Know what relaxed means.          *Know why healthy snacks are good for their bodies.          *Know which foods given their bodies energy.          *Know that it is important to use medicines safely.          *Know what makes them feel relaxed/stressed.          *Know how medicines work in their bodies.          *Know how to make some healthy snacks.</p> <p>*Feel positive about caring for their bodies and keeping it healthy.          *Have a healthy relationship with food.          *Desire to make healthy lifestyle choices.          *Identify when a feeling is weak and when a feeling is strong.          *Express how it feels to share healthy food with their friends.</p>	<p>*Know that there are lots of forms of physical contact within a family.          *Know how to stay stop if someone is hurting them.          *Know there are good secrets and worry secrets and why it is important to share worry secrets.          *Know what trust is.          *Know that everyone's family is different.          *Know that families function well when there is trust, respect, care, love and co-operation.          *Know some reasons why friends have conflicts.          *Know that friendships have ups and downs and sometimes change with time.          *Know how to use the Mending Friendships or Solve it together problem-solving methods.</p> <p>*Can identify the different roles and responsibilities in their family.          *Can recognise the value that families can bring.          *Can recognise and talk about the types of physical contact that is acceptable or unacceptable.          *Can identify the negative feelings associated with keeping a worry secret.          *Can identify who they trust in their own relationships.</p>	<p>*Know the physical differences between male and female bodies.          *Know that private body parts are special and that no one has the right to hurt these.          *Know who to ask for help if they are worried or frightened.          *Know there are different types of touch and that some are acceptable and some are unacceptable.          *Know the correct names for private body parts.          *Know that life cycles exist in nature.          *Know that aging is a natural process including old age.          *Know that some changes are out of an individual's control.          *Know how their bodies have changed from when they were a baby and that they will continue to change as they age.</p> <p>*Can say who they would go to for help if worried or scared.          *Can say what types of touch they find comfortable/uncomfortable.          *Be able to confidently ask someone to stop if they are being hurt or frightened.          *Can appreciate that changes will happen and</p>
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