

|  Year 1/2/B<br>Long Term<br>Plan | Autumn 1<br>(Geography)  | Autumn 2<br>(History)   | Spring 1<br>(Science)  | Spring 2<br>(Creative)   | Summer 1<br>(Environmental study)   | Summer 2<br>(Science)  |
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|  | <b>Shiver Me Timbers</b><br><br>  | <b>Toy Time Travellers</b><br><br>   | <b>To Infinity and Beyond</b><br><br>          | <b>Amazing Australia</b><br><br>  | <b>We're all going on a Summer Holiday</b><br><br>   | <b>Secret Garden</b><br><br>  |
| <b>Memorable Experience</b>  | Pirate Treasure Hunt   | Leeds Museum  | Planetarium  | Trip to Chester Zoo or Australian themed day.  | Beach themed day in the playground.   | Local Walk   |
| <b>Innovate/Challenge</b>  | Giving routes to different places  | What will toys look like in the future?   | Design your perfect planet.  | Help save the animals  | Build a lighthouse  | Improve the local area   |
| <b>English</b>   | Y1: The Pirate Cruncher<br>Imagine you're a Pirate!<br><br>Y2: How to Find Gold.<br><br>Character Descriptions<br>Diary Entries<br>Narratives                                      | Y1/2: Traditional Tales<br><br>The Gingerbread man.<br>Little Red Riding Hood<br><br>Alternative stories<br>Instruction writing   | Y1/2: Bob: The man on the moon<br><br>Postcards<br>Recounts<br>Newspapers N/F<br>Features.                                       | Y1/2 Wombat Goes Walkabout<br><br>NF texts- Non chronological reports<br>Australian Animals.<br>Poetry   | Y1/2 The secret of Black Rock<br><br>Lighthouse keepers Lunch<br><br>Poetry/Riddles<br>Narrative  | Y1/2 Tadpole's Promise<br>Moth- A story of evolution.<br><br>Life Cycles/ Explanation texts.<br>Book review.   |
| <b>VIPERS TEXT</b>   | Jake's First Day<br>Pirate Cruncher  | The old Toy Room  | Back to earth with a bump<br>Whatever Next!<br>Beegu   | The Bear and the Piano   | Poetry: Out and About   | The Hodgeheg   |
| <b>Maths<br/>Maths Hub<br/>Year 1</b>  | Place value (within 10)<br>Addition and subtraction (within10)   | Addition and subtraction (within10)<br>Geometry: shape  | Place Value (within 20)<br>Addition and subtraction (within 20)  | Place Value (within 50)<br>Length and Height<br>Mass and Volume  | Multiplication and Division<br>Fractions<br>Position and Direction.   | Place Value (within 100)<br>Money<br>Time  |
| <b>Maths<br/>Maths Hub<br/>Year 2</b>  | Place Value<br>Addition and Subtraction  | Addition and Subtraction<br>Shape   | Money<br>Multiplication and Division   | Length and Height<br>Mass, Capacity and Temperature  | Fractions<br>Time   | Statistics<br>Position and Direction   |
| <b>Science</b>   | <b>DE- Animals including humans-Diet and Health (Y2)</b><br><br>I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air) | <b>DE- Everyday Materials (Y2)</b><br><br>I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching | <b>DE- Seasonal Changes (Y1)</b><br><br>I can observe and describe weather associated with the seasons and how day length varies | <b>DE- Living things and Habitats around the world. (Y2)</b><br><br>I can 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 | <b>DE- Animals inc Humans (Growth) (Y2)</b><br><br>I can describe the processes of reproduction and growth in animals.<br><br>I can notice that animals, including humans, have | <b>DE-Plants Growth and Care. (Y2)</b><br><br>I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy |

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|                                | <p>I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> | <p>I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Pupils might find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam.</p> | <p>I can observe and talk about changes in the weather and the seasons.</p> <p>I can observe changes across the 4 seasons</p> <p>I can work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around me, including day length, as the seasons change.</p> | <p>animals and plants, and how they depend on each other</p> <p>I can explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>I can identify and name a variety of plants and animals in their habitats, including microhabitats</p>   | <p>offspring which grow into adults</p> <p>The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.</p> | <p>I can observe and describe how seeds and bulbs grow into mature plants</p> <p>Pupils should use the local environment throughout the year to observe how plants grow.</p> <p>Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as the processes of reproduction and growth in plants.</p>   |
| <p><b>Art &amp; Design</b></p> |   |   |   | <p><b>Art focus – Painting</b><br/> <b>Mixing primary colours- Then warm and cool colours to create an Imaginary landscape.</b><br/> <b>Key artist</b><br/> Henri Matisse<br/> <b>Key artwork</b><br/> Henri Matisse, the Dessert: Harmony in Red 1908 (Yr2)<br/> <b>Target Tracker Focus:</b><br/> Represent things observed, remembered or imagined using colour/tools.<br/> <b>NC Skills:</b> Mix paint to create all the secondary colours.<br/> Mix and match colours and predict outcomes.<br/> Mix their own brown.<br/> Make tints by adding white.<br/> Make tones by adding black</p> |   | <p><b>Art focus – Printing</b><br/> <b>Using different textures to create a collograph plate in the form of a flower.</b><br/> <b>Key artist</b><br/> Teacher<br/> <b>Key artwork</b><br/> An example of a collograph plate prepared by the teacher (Yr2)<br/> <b>Target Tracker Focus:</b><br/> Represent things observed, remembered or imagined using colour/tools<br/> Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings.<br/> <b>NC Skills:</b> Create a print using pressing, rolling rubbing and stamping?<br/> Create a print like a designer.</p> |

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|                                |   |  |  | Look at the work of key artist and experiment with their approaches.  |  | Look at the work of key artist and experiment with their approaches.  |
| <b>Computing Rising Stars</b>  | <p><b>We are animators (2.5)</b></p> <p>Pupils work in small groups to plan, film and add audio to short 'stop-motion' animation. Learning how animation works and use storyboards to plan an animation.</p> <p><b>In this unit, pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• how animation works</li> <li>• to use storyboards to plan an animation</li> <li>• to create their own original characters, props and backgrounds for an animation</li> <li>• to film, review and edit a stop-motion animation</li> <li>• to record audio to accompany their animation</li> <li>• to provide constructively critical feedback to their peers.</li> </ul> <p>Computing PoS focus: Information Technology - Media</p> | <p><b>We are games testers (2.2)</b></p> <p>Pupils will play some Scratch games, trying to work out the rules of the game. We will play a simple coding-based game and discuss game playing.</p> <p><b>In this unit, pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• observe and describe carefully what happens in computer games</li> <li>• use logical reasoning to make predictions of what a program will do and test these</li> <li>• think critically about computer games</li> <li>• create sequences of instructions for a virtual robot to solve a problem</li> <li>• work out strategies for playing a game well</li> <li>• be aware of how to use games safely and in balance with other activities.</li> </ul> <p>Computing PoS focus: Computer Science – Computational Thinking</p> | <p><b>We are astronauts (2.1)</b></p> <p>Pupils will program a sprite to move around the screen.</p> <p><b>In this unit, pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• plan a sequence of instructions to move sprites in ScratchJr</li> <li>• create, test and debug programs for sprites in ScratchJr</li> <li>• work with input and output in ScratchJr</li> <li>• use repetition in their programs</li> <li>• design costumes for sprites.</li> </ul> <p>Computing PoS focus: Computer Science - Coding</p> | <p><b>We are safe researchers (2.4)</b></p> <p>Pupils will retrieve digital content from the Internet for a particular purpose and use mind mapping software to organise their questions and answers about a topic.</p> <p><b>In this unit, pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• develop collaboration skills through working as part of a group</li> <li>• develop research skills through searching for information on the Internet</li> <li>• think through privacy implications of their use of search engines</li> <li>• be more discerning in evaluating online information</li> <li>• improve note-taking skills through the use of mind mapping</li> <li>• develop presentation skills through creating and delivering a multimedia presentation.</li> </ul> <p>Computing PoS focus: Digital Literacy – Online Safety</p> | <p><b>We are photographers (2.3)</b></p> <p>Pupils take, review and edit digital photos.</p> <p><b>In this unit, pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• consider the technical and artistic merits of photographs</li> <li>• use the iPad camera app</li> <li>• take digital photographs</li> <li>• review, reject or pick the images they take</li> <li>• edit and enhance their photographs.</li> </ul> <p>Computing PoS focus: Information Technology - Media</p> | <p><b>We are zoologists (2.6)</b></p> <p>Pupils go on a bug hunt, recording and identifying the small animals they find. They organise the data they have collected, record it on a spreadsheet and create charts; they add images to a local map.</p> <p><b>In this unit, pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• sort and classify a group of items by answering questions</li> <li>• collect data using tick or tally charts</li> <li>• take, edit and enhance photographs</li> <li>• use Google Sheets or Microsoft Excel to produce basic charts</li> <li>• record information on a digital map</li> <li>• summarise what they have learned in a presentation.</li> </ul> <p>Computing PoS focus: Information Technology - Data</p> |
| <b>Design &amp; Technology</b> | <p>Textiles</p> <p><b>B. make pirate puppets</b></p> <p><b>Risk assessment needles</b></p> <p>I know what features are needed to make a hand puppet.</p> <p>I can draw a puppet design.</p> <p>I know what material is best for making a hand puppet.</p>   | <p>Mechanisms</p> <p><b>B – make a moving card using slider or lever</b></p> <p>I know the difference between a lever and a slider.</p> <p>I can identify objects that use a lever or slider to move.</p> <p>I can design a card that moves using a slider or lever.</p>   |  |   | <p>Food and nutrition</p> <p>Ice lollies</p> <p><b>B Risk assessment knives and peelers</b></p> <p>I know that vegetables grow in the ground</p> <p>I know that fruit can be frozen</p> <p>I know that fruit and vegetables are part of a varied diet.</p>   |   |

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|                  | <p>I know that a basting stitch will join my material together.</p> <p>I can use a needle and thread to make a hand puppet.</p> <p>I know I can use glue to add additional features to my hand puppet.</p> <p>I know how to improve my hand puppet.</p>  | <p>I can make a moving mechanism.</p> <p>I can evaluate my mechanism.</p>  |   |   | <p>I know that I can use peelers or knives to peel vegetables and fruit.</p>  |   |
| <b>Geography</b> | <ul style="list-style-type: none"> <li>I use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map.</li> <li>I can use basic geographical vocabulary such as cliff, ocean, port, harbour.</li> <li>I can 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> |  |   | <ul style="list-style-type: none"> <li>I can name and locate the world's seven continents and five oceans.</li> </ul> | <ul style="list-style-type: none"> <li>I can use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour</li> <li>I can use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation</li> </ul> | <ul style="list-style-type: none"> <li>I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment.</li> </ul> |
| <b>History</b>   |  | <p><b>How have toys changed over time?</b></p> <p>I can find out about toys from today.</p> <p>I can find out what toys my parents and grandparents played with.</p> <p>I can find out what toys were like at different times in the past.</p> | <p><b>Why was the Apollo 11 moon landing so important?</b></p> <p>I can place key events in the history of space travel in chronological order.</p> <p>I can identify how we can find out about the moon landing.</p> |   | <p><b>How have seaside holidays changed over time?</b></p> <p>I can identify features of a seaside holiday.</p> <p>I can find out about seaside holidays in the past from a range of sources.</p> <p>I can identify similarities and differences between seaside</p>  |   |

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|   |  | <p>I can identify toys that are old and toys that are new.<br/>I can compare similar toys from different times.<br/>I can understand how toys have changed over time.</p>   | <p>I can explain what I know about the 1969 moon landings.<br/>I can begin to compare how space travel has changed today.<br/>I can compare the lives of Neil Armstrong and Tim Peake.<br/>I can explain what effects the 1969 Moon Landing had on history.</p>                              |  | <p>holidays in the past and present.<br/>I can sort pictures into past and present and explain how I know.<br/>I can order seaside holidays in chronological order.<br/>I can compare how people travel on holiday today and in the past.</p>   |   |
| <p><b>Music</b><br/><b>Collins Scheme</b></p> | <p><b>Water</b></p> <p>I can create a picture in sound<br/>I understand musical structure by listening and responding<br/>I can perform a simple repeated pattern<br/>I understand pitch through singing, movement and note names<br/>I can perform a melody<br/>I understand melody through songs, movement and perform pitch shapes on tuned instruments<br/>I can explore and develop an understanding of pitch<br/>I can use musical scales, high notes and low notes in a composition</p> | <p><b>Toys/Machines</b></p> <p>I can keep a steady beat at different speeds (tempi)<br/>I can mark beats within a four-beat metre<br/>I can develop a sense of steady beat through chant, actions and instruments<br/>I can perform a steady beat<br/>I can play and maintain a steady beat<br/>I can sequence sounds<br/>I can play to a steady beat<br/>I can play at different speeds (tempi) I can play to a steady beat<br/>I can control changes in speed (tempi)</p> | <p><b>Number</b></p> <p>I can change tempo<br/>I can respond to images<br/>I can perform a steady beat and simple rhythms using movement and body percussion<br/>I understand and differentiating between beat and rhythm<br/>I can perform simple rhythms using movement and percussion</p> | <p><b>Pattern</b></p> <p>I can mark a steady beat with voices and body percussion<br/>I can count a steady beat in patterns of 2, 3 and 4 beats (metre)<br/>I can perform a steady beat in patterns of 2, 3 and 4 beats (metre)<br/>I can explore different ways to emphasise the first beat in a repeating pattern or metre<br/>I can identify metre by recognising its pattern<br/>Dividing the number 12 into 2s, 3s and 4s<br/>I can explore instrument sounds and different ways to vary their sound<br/>I can play different patterns of steady beat in groups and matching them to a simple score<br/>I can perform and creating simple three-beat rhythms using a simple score</p> | <p><b>Seasons</b></p> <p>I can identify changes in pitch and respond to them with movement<br/>I understand contrasting changes in pitch with changes in dynamics (volume)<br/>I use relating pitch changes to graphic symbols and performing pitch changes vocally<br/>I can listen and respond to pitch changes with movement<br/>I can listen and respond to a falling pitch signal<br/>I can distinguish between pitched and un-pitched percussion sounds<br/>I can listen in detail to a piece of orchestral music.<br/>I can sing with expression, paying attention to the pitch shape of the melody<br/>I can use sign language in a song<br/>I can accompany a song with vocal and instrumental ostinato<br/>I can identify rising and falling pitch<br/>I can perform a rising pitch sequence in a song<br/>I can sing with expression and paying attention to the pitch shape of the melody</p> | <p><b>Weather</b></p> <p>I can explore and control dynamics (volume), duration and timbre with voices, body percussion and instruments/<br/>I can improvise descriptive music<br/>I can control duration and dynamics using voices, body percussion and instruments<br/>I can identify a sequence of sounds (structure) in a piece of music<br/>I can respond to music through movement<br/>I can perform a rhythmic chant and playing an independent rhythm pattern to accompany it<br/>I can listen in detail to a piece of orchestral music<br/>I can perform an updated version of a traditional nursery rhyme with a rap section included<br/>I can accompany a song with three different repeated word patterns<br/>I can compose music to illustrate a story pattern to accompany it<br/>I can perform an updated version of a traditional nursery rhyme with a rap section included</p> |
| <p><b>PE</b><br/><b>Spiral</b></p>            | <p>#1 Body Awareness – I can improve my understanding of how my body works and how to recover.</p>   | <p>#1 Travelling – I can improve my ability to navigate through obstacles with different sports equipment.</p>  | <p>#1 Reaction – I can improve agility through different catching and reaction tasks.<br/>#2 Body awareness – I can improve my ability to</p>  | <p>#1 Balancing equipment – I can improve my balance and control.<br/>#2 Dynamic balance – I can improve my balance (and</p>   | <p>#1 Organising limbs – I can improve my ability to make adjustments based on my judgement when receiving.<br/>#2 Points of contact – I can understand when different</p>  | <p>#1 Assessment lesson.<br/>#2 Rotation – I can improve the control and rotation of my body.<br/>#3 Flexibility of movement – I can improve my ability to co-</p>  |

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|                                       | <p>#2 Flexibility of movement – I can improve my speed and mimic others.</p> <p>#3 Points of contact – I can improve my understanding of the roles points of contact play in balance.</p> <p>#4 Dynamic balance – I can improve my dynamic balance – hopping skills.</p> <p>#5 Sending – I can improve the co-ordination of my feet.</p> <p>#6 Differentiating force – I can improve my understanding of when to use different types of throw.</p> <p>#7 Dodging and evading – I can improve my ability to change direction to move into space.</p> | <p>#2 Generating force through transfer of weight – I can improve my ability to generate force through momentum and swing.</p> <p>#3 Balancing equipment – I can improve balance through hand to eye co-ordination and interaction with equipment.</p> <p>#4 Sending – I can improve the accuracy and technique of my passing skills.</p> <p>#5 Receiving – I can improve my ability to track and adjust my body position for a range of catches.</p> <p>#6 Dodging and evading – I can improve agility and control of movements by exploring the ability to react quickly to others.</p> <p>#7 Assessment lesson.</p> | <p>change direction quickly and smoothly.</p> <p>#3 Understanding base – I can improve my ability to generate force through momentum and swing.</p> <p>#4 Organising limbs – I can improve the way I link a sequence of movements.</p> <p>#5 Timing – I can improve my ability to perform a dance movement on cue.</p> <p>#6 Static balance – I can improve the ability to control the body and hold a position for a sustained period.</p> <p>#7 Rotation – I can improve the smoothness of my rotation when striking a tennis ball.</p> | <p>my understanding of balance)</p> <p>#3 Combination of skills – I can improve catching skills and hand to eye co-ordination.</p> <p>#4 Timing – I can improve my timing when striking an object.</p> <p>#5 Assessment lesson.</p> <p>#6 Receiving – I can improve my catching technique.</p>  | <p>points of contact can be used in sport.</p> <p>#3 Generating force through transfer of weight – I can improve my ability to performance a balance take off and landing.</p> <p>#4 Combination of skills – I can improve my co-ordination through combing skills.</p> <p>#5 Differentiating force – I can improve my understanding of the relationship between power and weight.</p>   | <p>ordinate multiple jumps and landings over a sustained period.</p> <p>#4 Static balance – I can improve my ability to make small movements to maintain my balance.</p> <p>#5 Understanding base – I can improve my ability to understand what happens to balance when I face contrasting forces.</p> <p>#6 Travelling – I can improve my stamina and my understanding of the importance of rest opportunities.</p> <p>#7 Reaction – I can improve my ability to react quickly to obstacles.</p>  |
| <p><b>PSHCE</b><br/><b>Jigsaw</b></p> | <p>Being me in my world<br/>Year 1</p> <p>I feel safe and special in my class</p> <p>I know that I belong to my class</p> <p>I understand the rights and responsibilities as a member of my class</p> <p>I know my view are callused and can contribute to the learning Charter</p> <p>I can recognise the choices I made and understand the consequences</p> <p>I understand my rights and responsibilities within our Learning Charter</p> <p>Year 2</p>  | <p>Celebrating difference<br/>Year 1</p> <p>I can tell you some ways in which I am the same as people in my class.</p> <p>I can tell you some ways in which I am different from people in my class.</p> <p>I can tell you what bullying is</p> <p>I know some people I could talk to if I was feeling unhappy or being bullied.</p> <p>I know how to make new friends.</p> <p>Year 2</p> <p>I am starting to understand that sometimes people</p>  | <p>Dreams and Goals<br/>Year 1</p> <p>I can set simple goals and identify my successes and achievements.</p> <p>I can set a goal and work out how to achieve it.</p> <p>I understand how to work well with a partner.</p> <p>I can tackle a new challenge and understand this might stretch my learning.</p> <p>I can identify obstacles and work out how to overcome them.</p> <p>I can tell you how I feel when I succeed and how I celebrate this</p> <p>Year 2</p>  | <p>Healthy me<br/>Year 1</p> <p>I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy.</p> <p>I know how to make healthy lifestyle choices</p> <p>I know how to keep myself clean and healthy, and understand how germs cause disease/illness</p> <p>I understand that medicines can help me if I feel poorly and I know how to use them safely</p> <p>I know how to keep safe when crossing the road, and about people who can help me to stay safe</p> <p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p> <p>Year 2</p> | <p>Relationships<br/>Year 1</p> <p>I can identify the members of my family and understand that there are lots of different types of families</p> <p>I can identify what being a good friend means to me</p> <p>I know appropriate ways of physical contact to greet my friends and know which ways I prefer</p> <p>I know who can help me in my school community</p> <p>I can recognise the qualities as a person and a friend</p> <p>I can tell you why I appreciate someone who is special to me</p> <p>Year 2</p> <p>I can identify the different members of my family,</p> | <p>Changing me<br/>Year 1</p> <p>I am starting to understand the life cycles of animals and humans.</p> <p>I can tell you some things about me that have changed and some things that have stayed the same</p> <p>I can tell you how my body has changed since I was a baby</p> <p>I can identify the parts of the body that make boys different to girls and can use the correct names for these</p> <p>I understand that every time I learn something new I change a little bit</p> <p>I can tell you about the change that have happened in my life</p> <p>Year 2</p> <p>I can recognise cycles of life in nature</p> |

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|                  | <p>I can identify some of my hopes and fears for this year</p> <p>I understand the rights and responsibilities for being a member of my class and school</p> <p>I can make my class a safe and fair place</p> <p>I can listen to other people and contribute my own ideas about rewards and consequences</p> <p>I understand how following the Learning Charter will help me and others learn</p> <p>I can recognise the choices I make and understand the consequences</p> | <p>make assumptions about boy and girls (stereotypes)</p> <p>I understand that bullying is sometimes about difference</p> <p>I can recognise what is right and wrong and know how to look after myself</p>  | <p>I can choose a realistic goal and think about how to achieve it</p> <p>I can persevere when I find tasks difficult</p> <p>I can recognise who I can and can't work with</p> <p>I can work co-operatively in a group and create an end product</p> <p>I can explain some ways I can work co-operatively in a group</p> <p>I know how to share success with others</p>   | <p>I know what I need to keep my body healthy.</p> <p>I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed</p> <p>I understand how medicines work in my body and how important it is to use them safely</p> <p>I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy</p> <p>I can decide which foods to eat to give my body energy</p> <p>I can make some healthy snacks and explain why they are good for my body</p> | <p>understand my relationship with each of them and know why it is important to share and co-operate</p> <p>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</p> <p>I can identify some of the things that cause conflict with my friends.</p> <p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p> <p>I recognise and appreciate people who can help me in my family, my school and my community</p> <p>I can express my appreciation for the people in my special relationships</p>                                      | <p>I can tell you about the natural process of growing from young to old and understand that this is not in my control</p> <p>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old</p> <p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private</p> <p>I understand there are different types of touch and can tell you which ones I like and don't like</p> <p>I can identify what I am looking forward to when I am in Y3</p>  |
| <p><b>RE</b></p> | <p>Special Books and Stories</p> <ul style="list-style-type: none"> <li>- I can describe why some books are special.</li> <li>- I can talk about how holy books are treated with respect</li> <li>- I can name all the members of their family, especially those who live in their home.</li> <li>- I can explore and ask questions about the meanings of stories</li> <li>- I can retell morals from stories</li> </ul>  | <p>Special Books and Stories</p> <ul style="list-style-type: none"> <li>- I can explore and ask questions about the meanings of stories</li> <li>- I can retell morals from stories</li> <li>- I know what it means to belong</li> <li>- I can understand that symbols have meanings</li> <li>- I can recognise and talk about some Christian and Muslim symbols</li> </ul> | <p>Why do we care?</p> <ul style="list-style-type: none"> <li>-I can identify people they care about.</li> <li>-I can explore ways in which people care for others.</li> <li>-I can listen to stories that encourage caring and explore ways people follow these examples</li> <li>-I can talk and ask questions about how they can care for others (link to animals)</li> <li>- I can retell religious stories that teach us to care.</li> </ul> | <p>How do we celebrate special events?</p> <ul style="list-style-type: none"> <li>- I know what celebration means and be able to express how this makes them feel.</li> <li>- I can understand why saying thank you is important.</li> <li>- I know that festival days are celebrated by followers of religions.</li> <li>- I can understand about the festival of Easter and have the opportunity to try food and crafts.</li> <li>- I can work together to design a celebration</li> <li>- I can explain something they are thankful for.</li> </ul>   | <p>Belonging to a Church and Mosque</p> <ul style="list-style-type: none"> <li>- I can talk about what makes a place special.</li> <li>- I can name a church and a mosque as a special place for Christians and Muslims.</li> <li>- I can explore the idea that all churches/ mosques do not look the same.</li> <li>- I can learn that Sunday is a special day for Christians, when they meet together as a community</li> <li>- I can find out what some Christians do at church to show they belong.</li> <li>- I can become familiar with the story of Ramadan</li> <li>- I can outline what and when they eat and drink, and consider what it might</li> </ul> | <p>Belonging to a Church and Mosque</p> <ul style="list-style-type: none"> <li>I can tell you how some Muslims show that they belong by what they wear?</li> <li>I can learn about Muslim prayer and name the objects used in Muslim prayer</li> <li>I can identify some important parts of a church and why there are important.</li> <li>I can explore what goes on inside a church</li> <li>I can think about why people want to belong to the church</li> <li>I can explore what goes on inside a church or a mosque.</li> <li>I can think about why people want to belong to the church / mosque.</li> <li>I can compare what it means to belong to a church and a mosque</li> </ul> |

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|  |  |  |  |  | <p>be like not to eat or drink during daylight hours.<br/>- I can gain an understanding of the celebration of Eid in a Mosque.</p> |  |
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