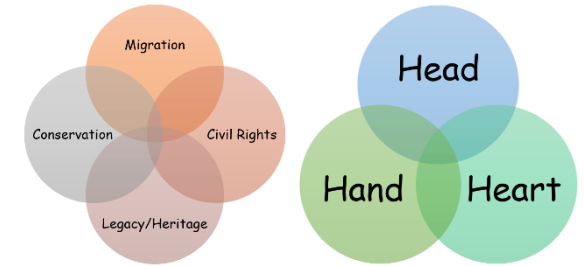


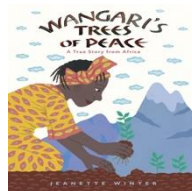
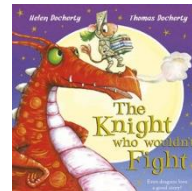
# Riversdale Primary School

## Medium Term Planning



Year Group	Year 2
Term	Spring 1

Learning Overview
<p>This half term, the pupil in Year 2 will focus on the concept of peace in their RE lessons. They will explore the different meanings of the word and identify different symbols of peace, both religious and non-religious. In relation to this, the pupils will learn about Kenyan environmentalist and activist Wangari Maathai and use a text about her life to inspire their writing. In science, the pupils will work scientifically to explore the different conditions that plants need to grow successfully, developing good quality scientific questions and setting up investigations to help test their ideas. In geography, the pupils will be learning about the world's continents and oceans, using simple grid references to locate them on maps. In history, the pupils will explore changes that have taken place within living memory, specifically focusing on how technology within the home has changed since the 1960s. They will start by looking at how communication and home entertainment has changed.</p>

Quality Stimulus Text(s)	
<ul style="list-style-type: none"><li>Wangari's Trees of Peace</li><li>The Knight who Wouldn't Fight</li></ul>	<div></div> <div></div>

Significant People Past & Present	
<ul style="list-style-type: none"><li>• Wangari Maathai (English)</li><li>• Barbara Hepworth (Art)</li></ul>	<ul style="list-style-type: none"><li>• George Fox</li></ul>

Linked UNCRC Articles	
<ul style="list-style-type: none"><li>Article 2: No Discrimination</li><li>Article 6: Life, Survival and Development</li></ul>	<ul style="list-style-type: none"><li>Article 12: Respect for Children’s Views</li><li>Article 19: Protection from Violence</li></ul>

Subject	<b>Consolidating:</b> What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	<b>Head*</b> What substantive KNOWLEDGE should the children learn?	<b>Hand*</b> What disciplinary knowledge and SKILLS should the children learn?	<b>Heart*</b> What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
<b>Writing:</b>	Year 1: <ul style="list-style-type: none"> <li>Explain the purposes in which a postcard might be used within a real-life context.</li> <li>Identify the format of a postcard including the recipient's address, date and appropriate greeting/sign off.</li> <li>Define the term conjunction as a word that links two ideas together, for example the word 'and'.</li> <li>Know that the word 'and' should not be used too often.</li> <li>Understand the sentence type 'question'.</li> <li>Know that a question is demarcated with a question mark, which is a different punctuation mark to a full stop (used for statements).</li> <li>Explain how a question might be used in the context of a postcard.</li> <li>Define the term suffix.</li> <li>Know that suffixes can be added to change a word from singular to plural.</li> <li>Define singular and plural.</li> </ul>	<u>DIARY ENTRY:</u> <ul style="list-style-type: none"> <li>Recognise that a recount of an event should be written in past tense.</li> <li>Identify the simple past tense.</li> <li>Recognise the past progressive tense.</li> <li>Define the term suffix.</li> <li>Know that suffixes can be added to change present tense verbs to past tense.</li> <li>Know that diary entries usually have a brief introduction to help remind the writer of events when they read their diary back.</li> <li>Explain that main ideas are organised in groups chronology/in time order.</li> <li>Identify that writers use simple adverbs to help sequence events in time order.</li> <li>Know that expanded noun phrases should be used to add detail to recounts.</li> <li>Identify how to use the subordinate conjunction because to add detail/explanations to a clause.</li> <li>Know that diaries will always reference likes and dislikes, linked to specific events.</li> <li>Recognise that letters must end with an appropriate sign off.</li> <li>Understand that diary entries are informal and so writers might use apostrophes for contractions.</li> </ul> <u>INFORMAL LETTER:</u> <ul style="list-style-type: none"> <li>Explain the purposes in which a letter might be used within a real-life context.</li> <li>Identify the format of a letter including the recipient's address, date and appropriate greeting/sign off.</li> </ul>	Pupils to apply grammar, purpose for writing and specific text type features in <b>Writing to Inform</b> : <ul style="list-style-type: none"> <li>A diary entry written as Wangari reflecting on the importance of the environment and how she stayed peaceful but determined in the face of opposition.</li> <li>A short letter written as a villager thanking Wangari for her efforts and sharing the positive changes the trees have brought to their lives.</li> </ul> Handwriting: <ul style="list-style-type: none"> <li>Form lower case letters of the correct size relative to one another in most of their writing</li> <li>Begin to use the diagonal and horizontal strokes needed to join letters in some of their writing</li> <li>Write capital letters and digits of the correct size, orientation and relationship to each other</li> <li>Use spacing between words that reflects the size of the letters.</li> </ul> Composition: <ul style="list-style-type: none"> <li>Plan writing before beginning by noting down ideas and vocabulary.</li> <li>Apply basic editing skills to correct spelling, punctuation, and grammar mistakes based on current learning.</li> </ul>	<ul style="list-style-type: none"> <li>Work collaboratively, listening to one another and sharing ideas.</li> <li>Enjoying writing and listening to stories.</li> <li>Building confidence in reading and writing.</li> <li>Reflect on own writing and set targets for improvement, with support.</li> <li>Respect the work of others and show empathy when providing feedback.</li> </ul>

		<ul style="list-style-type: none"> <li>• Know that letters should have a brief introduction to let the reader know why you are writing.</li> <li>• Recognise that when letters talk about events that have already happened, they are written in the past tense.</li> <li>• Identify why a short concluding sentence is required to elicit a response from the reader.</li> <li>• Explain that main ideas are organised in groups according to theme OR chronology if recounting.</li> <li>• Explain the purpose of the sentence types of statement and question.</li> <li>• Explain how statements and questions are punctuated.</li> <li>• Define the term exclamation</li> <li>• Explain how exclamations are punctuated.</li> <li>• Recognise how statements, questions and exclamations can be used in the context of a postcard.</li> <li>• Know that expanded noun phrases should be used to add detail to recounts.</li> <li>• Identify how to use the subordinate conjunction because to add detail/explanations to a clause.</li> <li>• Know that letters may reference likes and dislikes, linked to specific events, where applicable.</li> <li>• Recognise that letters must end with an appropriate sign off.</li> <li>• Identify that writers use simple adverbs to add detail.</li> </ul>		
<b>Reading:</b>	<p>Year 2:</p> <ul style="list-style-type: none"> <li>• Building on phonics subject skills and knowledge.</li> <li>• Connect prior knowledge with context.</li> <li>• Use a range of strategies to make meaning from words and sentences, including knowledge of</li> </ul>	<p>Ready, Steady, Read Together Scheme:</p> <p>Fiction:</p> <ul style="list-style-type: none"> <li>• Pinocchio</li> </ul> <p>Non-Fiction:</p> <ul style="list-style-type: none"> <li>• Little People, Big Dreams</li> </ul> <p>Poetry:</p>	<p>Reading Skills:</p> <ul style="list-style-type: none"> <li>• Building on phonics subject skills and knowledge.</li> <li>• Connect prior knowledge with context.</li> <li>• Use a range of strategies to make meaning from words and sentences, including knowledge of</li> </ul>	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> <li>• Pupils will listen respectfully to others' ideas during reading discussions and show respect for</li> </ul>

	<p>phonics, word roots, word families.</p> <ul style="list-style-type: none"> <li>• Locate and discuss words and pre-taught vocabulary to find out what the text is about.</li> <li>• Connect prior knowledge to context.</li> <li>• Read sentences with increasing accuracy and fluency.</li> <li>• Self-correction words.</li> <li>• Read aloud with attention to punctuation, including full stops, question, exclamation and intonation.</li> <li>• Self-correction, including re-reading and reading ahead.</li> <li>• Look for specific information in texts using contents and glossaries.</li> <li>• Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information.</li> <li>• Re-reading sentences for clarity.</li> <li>• Talk about book preferences.</li> <li>• Identify how texts are organised, e.g. lists, numbered points, tables and bullet points.</li> <li>• Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently.</li> <li>• Demonstrate familiarity with and retell a wide range of fairy stories, traditional tales, stories and plays.</li> <li>• Understand many non-fiction books that are structured in different ways.</li> <li>• Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> <li>• Discuss their favourite words and phrases using some of them in their writing.</li> </ul>	<ul style="list-style-type: none"> <li>• The Puffin Book of Fantastic First Poems</li> </ul> <p>Comprehension:</p> <ul style="list-style-type: none"> <li>• Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently.</li> <li>• Demonstrate familiarity with and retell a wide range of fairy stories, traditional tales, stories and plays.</li> <li>• Understand many non-fiction books that are structured in different ways.</li> <li>• Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> <li>• Discuss their favourite words and phrases using some of them in their writing.</li> <li>• Show good understanding of books they have read and listened to drawing on what they already know, with background information and vocabulary provided by the teacher.</li> <li>• Make some predictions of what might happen on the basis of what has been read so far.</li> <li>• Answer and ask questions.</li> <li>• Check the text makes sense to them and correct inaccurate reading.</li> </ul> <p><i>Vocabulary:</i>  <i>grapheme, phoneme, syllable, sequence, structure, predict, discuss, question</i></p>	<p>phonics, word roots, word families.</p> <ul style="list-style-type: none"> <li>• Locate and discuss words and pre-taught vocabulary to find out what the text is about.</li> <li>• Connect prior knowledge to context.</li> <li>• Read sentences with increasing accuracy and fluency.</li> <li>• Self-correction words.</li> <li>• Read aloud with attention to punctuation, including full stops, question, exclamation and intonation.</li> <li>• Self-correction, including re-reading and reading ahead.</li> <li>• Look for specific information in texts using contents and glossaries.</li> <li>• Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information.</li> <li>• Re-reading sentences for clarity.</li> <li>• Talk about book preferences.</li> <li>• Identify how texts are organised, e.g. lists, numbered points, tables and bullet points.</li> <li>• Explain what has happened so far in what they have listened to or read.</li> <li>• Discuss the sequence of events in books and how many items of information are related.</li> <li>• Recognise simple recurring literary language in stories and poetry and draw upon these for their writing.</li> <li>• Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read.</li> <li>• Discuss an increasing amount of word meanings in context, linking meanings to those already known.</li> <li>• Sometimes discuss alternative meaning of the same word.</li> </ul>	<p>different characters, cultures and viewpoints in the texts they read.</p> <ul style="list-style-type: none"> <li>• Pupils will express their own opinions about books, share their personal reading preferences, and explore the unique qualities of different characters.</li> <li>• Pupils will value books as an important source of enjoyment and learning, and show care for reading materials and resources.</li> <li>• Pupils will take responsibility for improving their reading, including correcting mistakes, reading aloud with confidence, and choosing appropriate books independently.</li> <li>• Pupils will think carefully about what they have read, reflect on the actions and feelings of characters, and consider how stories link to their own experiences.</li> <li>• Pupils will share their thoughts and ideas about books with their classmates, take part in group discussions, and perform poems and stories aloud to others.</li> <li>• Pupils will take turns in discussions, listen to different viewpoints, and make group decisions about texts or reading activities fairly and respectfully.</li> <li>• Pupils will aim to improve their fluency and understanding each week, challenge themselves with new vocabulary, and try their best when reading aloud and discussing texts.</li> <li>• Pupils will develop a love of reading by engaging with a wide range of stories, poems, and non-fiction texts, and talk excitedly about books they enjoy.</li> <li>• Pupils will understand how characters feel and why they act in certain ways, showing empathy when making inferences or discussing story events.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Show good understanding of books they have read and listened to drawing on what they already know, with background information and vocabulary provided by the teacher.</li> <li>• Make some predictions of what might happen on the basis of what has been read so far.</li> <li>• Answer and ask questions.</li> <li>• Check the text makes sense to them and correct inaccurate reading.</li> <li>• Explain what has happened so far in what they have listened to or read.</li> <li>• Discuss the sequence of events in books and how many items of information are related.</li> <li>• Recognise simple recurring literary language in stories and poetry and draw upon these for their writing.</li> <li>• Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read.</li> <li>• Discuss an increasing amount of word meanings in context, linking meanings to those already known.</li> <li>• Sometimes discuss alternative meaning of the same word.</li> </ul>			<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Mathematics:</b>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>• Compare, describe and solve practical problems for mass/weight.</li> <li>• Measure and begin to record mass/weight.</li> <li>• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math>.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify that mass and weight are used interchangeably, although they have slightly different meanings.</li> <li>• Know that mass can be measured in kilograms (kg) or grams (g).</li> <li>• Recognise that kg is equal to 1000 g.</li> <li>• Identify which objects would be measured in kg vs which would be measured in g.</li> <li>• Know that the equipment used to measure mass is a set of "scales".</li> <li>• Identify real life examples of when mass may be measured.</li> </ul>	<p>Mass &amp; Temperature:</p> <ul style="list-style-type: none"> <li>• Choose and use appropriate standard units to estimate and measure mass (kg/g) and temperature (<math>^{\circ}\text{C}</math>) to the nearest appropriate unit, using scales and thermometers.</li> <li>• Compare and order mass and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</li> </ul> <p>Statistics (Pictograms):</p> <ul style="list-style-type: none"> <li>• Interpret and construct simple pictograms.</li> <li>• Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</li> </ul>	<p>Values: Respect, Individuality, Value, Reflect, Share, Aspire, Empathy</p> <ul style="list-style-type: none"> <li>• Working collaboratively with partners and in groups.</li> <li>• Using appropriate listening skills and turn taking in group discussion.</li> <li>• Showing empathy and kindness by helping each other to understand.</li> <li>• Knowing that giving your partner the answer is not helpful but explaining it is.</li> <li>• To recognise the value in making mistakes.</li> </ul>

		<ul style="list-style-type: none"> <li>Identify that temperature is how hot or cold something is.</li> <li>Know that temperature, in the UK, is measured in degrees Celsius (°C).</li> <li>Know that the equipment used to measure temperature is a thermometer.</li> <li>Identify real life examples of when temperature may be measured.</li> <li>Recognise the mathematical symbols for greater than (&gt;), less than (&lt;) and equal to (=).</li> <li>Explain that a pictogram uses pictures to share information/data.</li> <li>Recognise that one picture in a picture represents a specific value within a category (e.g. one apple picture = 1 apple or one teddy bear picture = 10 teddy bears.)</li> <li>Know that money in the UK is measured in pounds (£) and pence.</li> <li>Know that £1 is equal to 100p.</li> <li>Recognise the individual coins (1p, 2p, 5p, 10p, 20p and 50p).</li> <li>Understand that monetary values can be made up of different combinations of coins.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about totalling and comparing categorical data.</li> </ul> <p>Money:</p> <ul style="list-style-type: none"> <li>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</li> <li>Find different combinations of coins that equal the same amounts of money.</li> </ul>	<ul style="list-style-type: none"> <li>To identify the importance of resilience in problem solving.</li> <li>To find different ways to solve the same problem.</li> </ul>
<b>Science:</b>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>Plants start from seeds.</li> <li>They grow into seedlings which develop roots, stems and leaves.</li> <li>Different parts of plants have specific jobs, e.g. the stem, leaves, flowers and roots.</li> <li>The leaves on deciduous trees change as the seasons change.</li> <li>The leaves on evergreen trees are green the whole year round.</li> </ul> <p>Year 1 &amp; 2:</p> <ul style="list-style-type: none"> <li>Answer questions developed with the teacher through a scenario.</li> <li>Develop the ability to ask questions such as: what something is, how things are similar and</li> </ul>	<p>Plants – Working Scientifically Focus Part 1:</p> <ul style="list-style-type: none"> <li>All plants need sunlight to grow.</li> <li>Some need a lot, others only need a little.</li> <li>The leaves on a plant use sunlight to make their own food.</li> <li>All plants need regular water.</li> <li>Too much water can damage the plant.</li> <li>Some plants need warm temperatures to grow.</li> <li>Some plants need cool temperatures to grow.</li> <li>Plants also use carbon dioxide from the air to make their own food.</li> </ul>	<p>Ask Questions:</p> <ul style="list-style-type: none"> <li>Answer questions developed with the teacher through a scenario.</li> <li>Develop the ability to ask questions such as: what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen.</li> <li>Where appropriate, answer these questions.</li> <li>Be involved in planning how to use resources provided to answer questions.</li> </ul> <p>Enquiry:</p>	<p>Values: Respect, Individuality, Aspire, Empathy, Reflect</p> <ul style="list-style-type: none"> <li>Learning about seeds and plants teaches children to respect living things' growth processes, fostering empathy and care for the needs of others.</li> <li>Understanding plant differences promotes respect for diversity, fostering self-awareness and acceptance of others' uniqueness.</li> <li>Pupils should be encouraged to work as scientists in the development of their question, thinking carefully about how to achieve excellence.</li> </ul>

	<p>different, the ways things work, which alternative is better, how things change and how they happen.</p> <ul style="list-style-type: none"> <li>Where appropriate, answer these questions.</li> <li>Be involved in planning how to use resources provided to answer questions.</li> <li>Use different types of enquiries, to recognise that there are different ways in which questions can be answered.</li> <li>With support carry out: tests to classify; comparative tests; pattern seeking enquiries; and make observations over time.</li> <li>Record measurements, for example: using prepared tables, pictograms, tally charts and block graphs.</li> <li>Record observations, for example: using photographs, videos, drawings, labelled diagrams or in writing.</li> <li>Make careful observations to support identification, comparison and noticing change.</li> </ul>	<ul style="list-style-type: none"> <li>Roots absorb nutrients from the soil.</li> </ul> <p><i>Vocabulary:</i>  <i>seeds, germination, soil, light, temperature, shade, growth, conditions, measurement, results table</i></p>	<ul style="list-style-type: none"> <li>Use different types of enquiries, to recognise that there are different ways in which questions can be answered.</li> <li>With support carry out: tests to classify; comparative tests; pattern seeking enquiries; and make observations over time.</li> </ul> <p>Record/Present:</p> <ul style="list-style-type: none"> <li>Record measurements, for example: using prepared tables, pictograms, tally charts and block graphs.</li> <li>Record observations, for example: using photographs, videos, drawings, labelled diagrams or in writing.</li> </ul> <p>Observe:</p> <ul style="list-style-type: none"> <li>Make careful observations to support identification, comparison and noticing change.</li> </ul>	<ul style="list-style-type: none"> <li>Planning how to observe the impact of environmental factors on plant growth cultivates empathy towards living organisms, nurturing compassion and understanding.</li> <li>Pupils should be encouraged to work as scientists in the development of their results table, being precise and considered.</li> <li>Evaluating seed growth encourages critical thinking and problem-solving, enhancing self-reflection and analytical skills.</li> </ul>
<b>Art:</b>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>Explore sculpture with a range of natural materials e.g. leaves, stones, feathers, shells.</li> <li>Explore sculpture with a range of household materials e.g. plastic, paper, card, fabrics.</li> <li>Experiment with constructing and joining recycled, natural and manmade materials.</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>Use a sketchbook to record media experimentations including textures and patterns to inform own work.</li> <li>Use a sketchbook to plan and develop simple ideas based on experimentation.</li> </ul>	<p>Sculpture:</p> <ul style="list-style-type: none"> <li>Malleable materials can be easily shaped and moulded into a chosen form.</li> <li>Malleable materials include:</li> <li>Playdough, Plasticine, and Modelling clay</li> <li>We can manipulate malleable materials by rolling, kneading, and shaping.</li> <li>Patterns can be added by carving or painting onto the surface of the sculpture.</li> <li>Pinching the edges of the two pieces helps them stick together securely.</li> <li>Pressing the edges of the two pieces against each other creates a bond that holds them together.</li> </ul>	<p>Exploring &amp; Developing Ideas:</p> <ul style="list-style-type: none"> <li>Use a sketchbook to record media experimentations including textures and patterns to inform own work.</li> <li>Use a sketchbook to plan and develop simple ideas based on experimentation.</li> </ul> <p>Responding to Art:</p> <ul style="list-style-type: none"> <li>Talk about how a piece of art makes them feel.</li> <li>Explore the work of a range of artists, and designers, describing the differences and similarities and begin to make simple links to their own work.</li> <li>Talk about own work, explaining the process they have used and begin to identify likes and dislikes.</li> </ul>	<p>Values: Respect, Individuality, Value, Share, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> <li>Discuss how Hepworth's unique style and contribution to the art world deserve respect.</li> <li>Highlight how Hepworth's sculptures were distinctive and reflected her own creative vision.</li> <li>Discuss the value and importance of experimentation and how we learn from this what works and what does not.</li> <li>Encourage students to share their ideas and techniques for creating textures and patterns with each other.</li> <li>Discuss how planning and developing ideas are important</li> </ul>



	<ul style="list-style-type: none"> <li>Talk about how a piece of art makes them feel.</li> <li>Explore the work of a range of artists, and designers, describing the differences and similarities and begin to make simple links to their own work.</li> <li>Talk about own work, explaining the process they have used and begin to identify likes and dislikes.</li> </ul>	<p><b>Significant People:</b> Barbara Hepworth</p> <ul style="list-style-type: none"> <li>A British modernist sculptor.</li> <li>Known for abstract sculptures based on natural forms, such as plants.</li> <li>Sculptures use smooth, curved shapes.</li> <li>Sculptures have holes and hollows for viewers to see through.</li> </ul> <p><i>Vocabulary:</i> <i>abstract, form, observation, malleable, rolling, kneading, shaping, pinching, pressing, carving</i></p>	<p><b>Sculpture:</b></p> <ul style="list-style-type: none"> <li>Manipulate malleable materials to make simple 3D forms by rolling, kneading and shaping.</li> <li>Experiment with simple joins.</li> <li>Use some decorative techniques such as adding lines and shapes to clay work.</li> </ul>	<p>steps in achieving artistic aspirations.</p> <ul style="list-style-type: none"> <li>Encourage students to respect and consider each other's ideas and perspectives during the planning process.</li> <li>Encourage students to approach their sculpture-making with love and care, as they shape their ideas into physical forms.</li> <li>Encourage students to empathise with their peers by listening attentively to their reflections on their artwork, understanding the effort and emotions invested in the creative process.</li> </ul>
<b>Computing</b>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>Learning how to explore and tinker with hardware to find out how it works.</li> <li>Learning how to operate a camera to take photos and videos.</li> <li>Using decomposition to solve unplugged challenges.</li> <li>Using logical reasoning to predict the behaviour of simple programs.</li> <li>Developing the skills associated with sequencing in unplugged activities.</li> <li>Following a basic set of instructions.</li> <li>Assembling instructions into a simple algorithm.</li> <li>Programming a floor robot to follow a planned route.</li> <li>Learning to debug instructions when things go wrong.</li> <li>Using programming language to explain how a floor robot works.</li> <li>Learning to debug an algorithm in an unplugged scenario.</li> <li>Taking and editing photographs.</li> </ul>	<p>Kapow Computing Scheme</p> <p>Algorithms &amp; Debugging Lessons 1 – 3:</p> <ul style="list-style-type: none"> <li>To understand what machine learning is and how it enables computers to make predictions.</li> <li>To know that loops in programming are where you set a certain instruction (or instructions) to be repeated multiple times.</li> </ul> <p><i>Vocabulary:</i> <i>abstraction, algorithm, artificial intelligence, bug, clear, correct, data, debug, decompose, error, key features, loop, predict, unnecessary</i></p>	<ul style="list-style-type: none"> <li>Developing confidence with the keyboard and the basics of touch typing.</li> <li>Articulating what decomposition is.</li> <li>Decomposing a game to predict the algorithms used to create it.</li> <li>Explaining what an algorithm is. Following an algorithm.</li> <li>Creating a clear and precise algorithm.</li> <li>Learning that programs execute by following precise instructions.</li> <li>Incorporating loops within algorithms.</li> <li>Using logical thinking to explore software, predicting, testing and explaining what it does.</li> <li>Using an algorithm to write a basic computer program.</li> <li>Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts.</li> </ul>	<p>Values: Aspire, Empathy, Reflect</p> <ul style="list-style-type: none"> <li>Encourage students to aspire to improve their problem-solving skills by creating precise algorithms and predicting how software will behave.</li> <li>Highlight the importance of striving for accuracy and efficiency when using loops and decomposition to solve problems.</li> <li>Encourage discussions on how empathy can inform ethical choices in programming, helping students understand the importance of creating algorithms that benefit others responsibly.</li> <li>Incorporate opportunities for students to reflect on their work, particularly when debugging or following algorithms.</li> </ul>
<b>DT:</b>	<p>EYFS/Year 1:</p> <ul style="list-style-type: none"> <li>Explore different materials freely, in order to develop their ideas</li> </ul>	<p>CONTEXT:</p> <p><i>"Hi, everyone! My name is Mark. My grandad's birthday is coming up, and I want</i></p>	<p>Structures</p> <ul style="list-style-type: none"> <li>Know that freestanding structures stand on their own foundation or</li> </ul>	<p>Values: Respect, Individuality, Value, Reflect, Share</p>



	<p>about how to use them and what to make.</p> <ul style="list-style-type: none"> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share creations, explaining the process they have used.</li> </ul>	<p><i>to give him a special gift. I've printed a lovely photo of us fishing, but I don't have a nice way to display it! I need something that can stand on his desk all by itself, because there's no wall to hang it on. Can you help me design and make something for him?"</i></p> <p>Freestanding Structures Lessons 1 -3:</p> <ul style="list-style-type: none"> <li>• A freestanding structure is one that stands on its own foundation or base.</li> <li>• Frame structures and shell structures can be freestanding.</li> <li>• As a freestanding structure becomes taller its centre of gravity rises.</li> <li>• As the centre of gravity rises the structure becomes less stable.</li> <li>• Increasing the base of a structure helps to spread the weight.</li> <li>• Arranging bricks in a wall in certain patterns can improve its stability.</li> <li>• A running pattern is much stronger than a stacking pattern.</li> <li>• Buttresses prevent a structure from collapsing under its own weight.</li> </ul> <p><b>Significant Structures:</b></p> <ul style="list-style-type: none"> <li>• Located in Dubai, United Arab Emirates.</li> <li>• The tallest freestanding structure and the tallest building in the world.</li> <li>• Stands at a staggering height of 828 meters (2,717 feet).</li> </ul> <p><i>Vocabulary:</i>  <i>structure, freestanding structure, frame structure, shell structure, stability, centre of gravity, buttress, brick bonding, mock-up, construction</i></p>	<p>base without attachment to anything else.</p> <ul style="list-style-type: none"> <li>• Begin to understand the concept of centre of gravity and how this impacts a structure's stability.</li> <li>• Test different methods of enabling structures to remain stable.</li> </ul>	<ul style="list-style-type: none"> <li>• Support students to appreciate the diverse range of freestanding structures found in the world, respecting the craftsmanship and engineering behind each.</li> <li>• Students are encouraged to express their individual perspectives on freestanding structures, recognising that each structure has its unique characteristics and purpose.</li> <li>• Students learn to value the similarities and differences between freestanding structures, recognising the significance of diverse architectural designs.</li> <li>• Students reflect on the importance of stability and strength in freestanding structures, understanding the impact of design choices on the structural integrity.</li> <li>• Students share their ideas and strategies for making freestanding structures strong and stable, promoting collaboration and collective problem-solving.</li> </ul>
<b>Geography:</b>	<p>Year 1 &amp; 2:</p> <ul style="list-style-type: none"> <li>• Name and locate the four countries of the UK (England, Ireland, Scotland, Wales).</li> </ul>	<p>The Big Wide World Lessons 1 – 3:</p> <ul style="list-style-type: none"> <li>• When travelling between places, we might cross different continents and oceans.</li> </ul>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans.</li> <li>• To know they live in the continent of Europe.</li> </ul>	<p>Values: Respect, Value, Aspire</p> <ul style="list-style-type: none"> <li>• Learning about the continents helps children understand the vast diversity of the world. By</li> </ul>

	<ul style="list-style-type: none"> <li>To know they live in the continent of Europe.</li> <li>Name and locate the surrounding seas of the UK (English Channel, North Sea, Irish Sea, Atlantic Ocean).</li> <li>Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.</li> </ul>	<ul style="list-style-type: none"> <li>There are seven continents: North America, South America, Asia, Europe, Antarctica, Africa and Oceania.</li> <li>Some continents are very big (like Asia and Africa) and others are smaller (like Europe and Antarctica).</li> <li>There are five oceans: the Pacific, the Atlantic, the Indian, the Southern, and the Arctic.</li> <li>The Pacific Ocean is the largest ocean.</li> <li>Europe has the Arctic Ocean to the north and the Atlantic Ocean to the west.</li> <li>Maps have grids made up of vertical (up and down) and horizontal (left to right) lines.</li> <li>Each square on the grid is identified by a pair of coordinates or grid references (e.g., A1, C3).</li> <li>The letter tells you which side of the map.</li> <li>The number tells you how far up or down to go.</li> </ul> <p><i>Vocabulary:</i> continent, ocean, map, globe, cardinal points, grid reference, intercardinal points</p>	<p><b>Mapwork</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases and globes to identify the world's continents.</li> <li>Use maps, atlases and globes to identify the world's five oceans.</li> <li>Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.</li> <li>Begin to use eight points of a compass.</li> <li>Use simple grid references such as A1 and B1.</li> </ul>	<p>recognising different continents and their cultures, children develop a sense of respect for the various places and peoples on Earth.</p> <ul style="list-style-type: none"> <li>Understanding the oceans and their significance in covering most of the Earth's surface highlights the importance of preserving our planet. This lesson encourages children to value the natural world and its resources.</li> <li>Learning to use grid references challenges children to develop new skills and reach new levels of understanding. It inspires them to think critically and grow their geographical knowledge.</li> </ul>
<b>History:</b>	<p>Year 1 &amp; 2:</p> <ul style="list-style-type: none"> <li>Begin to sequence artefacts, photographs and events that are in time order.</li> <li>Recognise that some objects belong in the past.</li> <li>Begin to sequence artefacts, photographs and events that are in time order.</li> <li>Develop an awareness of the past, using common words and phrases relating to the passing of time, such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after.</li> </ul>	<p>Technology at Home Lessons 1 – 3:</p> <ul style="list-style-type: none"> <li>In the 1960s, homes were very different.</li> <li>Letters and postcards were the most common way to send messages.</li> <li>People used manual typewriters to write documents.</li> <li>Telephones had rotary dials.</li> <li>Calls were expensive and often used only for emergencies.</li> <li>Families watched TV together with only up to three channels.</li> <li>Televisions were black and white, and not all families had one.</li> <li>Record players were common for listening to music.</li> </ul>	<p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>Begin to sequence artefacts, photographs and events that are in time order.</li> <li>Recognise that some objects belong in the past.</li> <li>Begin to sequence artefacts, photographs and events that are in time order.</li> <li>Recount changes within living memory.</li> <li>Develop an awareness of the past, using common words and phrases relating to the passing of time, such as old, new, earliest, latest, past, present, future, century,</li> </ul>	<p>Values: Aspire, Reflect, Share</p> <ul style="list-style-type: none"> <li>Technology represents human innovation and creativity. Linking this lesson to aspire encourages pupils to think about how new inventions have improved our lives and how they could invent or improve technology in the future.</li> <li>Reflecting on the past helps pupils appreciate how communication technology has changed and consider how these changes have made life easier or more connected. This encourages thoughtful comparisons between then and now.</li> </ul>

	<ul style="list-style-type: none"> <li>Know that history is the study of change over time.</li> <li>Recognise that some things (including objects) change, and some stay the same within a person's lifetime.</li> <li>Describe simple changes relating to ideas/objects that have occurred.</li> <li>Describe ideas/objects that have remained the same.</li> <li>Identify simple reasons for change.</li> <li>Know that photographs and artefacts can tell us about the past.</li> <li>Find answers to simple questions about the past using sources.</li> <li>Identify some similarities and differences between ways of life at different times.</li> <li>Make simple comparisons with their own lives.</li> <li>Know that there are explanations for similarities and differences between people's lives now and in the past.</li> </ul>	<ul style="list-style-type: none"> <li>People listened to the news on the radio.</li> <li>Board games and outdoor play were popular for children.</li> </ul> <p><i>Vocabulary:</i>  <i>technology, appliance, rotary phone, typewriter, record player, communication, entertainment</i></p>	<p>new, newest, old, oldest, modern, before and after.</p> <p>Change &amp; Continuity</p> <ul style="list-style-type: none"> <li>Know that history is the study of change over time.</li> <li>Recognise that some things (including objects) change, and some stay the same within a person's lifetime.</li> <li>Describe simple changes relating to ideas/objects that have occurred.</li> <li>Describe ideas/objects that have remained the same.</li> <li>Identify simple reasons for change.</li> </ul> <p>Using Sources for Enquiry</p> <ul style="list-style-type: none"> <li>Know that photographs and artefacts can tell us about the past.</li> <li>Find answers to simple questions about the past using sources.</li> </ul> <p>Similarities &amp; Differences</p> <ul style="list-style-type: none"> <li>Identify some similarities and differences between ways of life at different times.</li> <li>Make simple comparisons with their own lives.</li> <li>Know that there are explanations for similarities and differences between people's lives now and in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Sharing entertainment, such as playing board games or watching TV together, was a big part of family life in the past. This links to the value share by highlighting how spending time together is still important, whether through old or new forms of entertainment.</li> </ul>
<b>Music:</b>	<p>Year 2:</p> <ul style="list-style-type: none"> <li>Listening with concentration to short pieces of music or excerpts from longer pieces of music.</li> <li>Engaging with and responding to longer pieces of music.</li> <li>Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.</li> <li>Identifying some common instruments when listening to music.</li> <li>Relating sounds in music to real-world experiences.</li> </ul>	<p>Kapow Music Scheme:</p> <p>Singing (On This Island):</p> <ul style="list-style-type: none"> <li>Know that sections of music can be described as fast or slow and the meaning of these terms.</li> <li>Recognise that sections of music can be described as loud, quiet or silent and the meaning of these terms.</li> <li>Explain that sounds within music can be described as high or low sounds and the meaning of these terms.</li> <li>Identify that notation is read from left to right.</li> </ul>	<p>Listening and Evaluating</p> <ul style="list-style-type: none"> <li>Listening with concentration to short pieces of music or excerpts from longer pieces of music.</li> <li>Engaging with and responding to longer pieces of music.</li> <li>Confidently moving in time with the beat of the music when modelled.</li> <li>Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.</li> <li>Identifying some common instruments when listening to music.</li> </ul>	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> <li>Respect different musical traditions, genres, and cultures.</li> <li>Appreciate the skills and efforts of their peers and musicians.</li> <li>Respect for the instruments and equipment used in music-making.</li> <li>Explore different instruments and musical roles.</li> <li>Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects.</li> </ul>

	<ul style="list-style-type: none"> <li>• Talking about the tempo of music using the vocabulary fast and slow.</li> <li>• Talking about the dynamics of the music, using the vocabulary loud, quiet and silent.</li> <li>• Talking about the pitch of music, using the vocabulary high and low.</li> <li>• Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.</li> <li>• Stating what they enjoyed about their peers' performances.</li> <li>• To recognise and name the following instruments: up to three instruments from Group A and B.</li> <li>• Developing an awareness of how dynamics are affected by the force with which an instrument is played.</li> <li>• Using instruments imaginatively to create soundscapes which convey a sense of place.</li> <li>• Using bilateral and hand-eye co-ordination to play/hold instruments using both hands.</li> <li>• Starting to understand how to produce different sounds on pitched instruments.</li> <li>• Maintaining a comfortable position when sitting or standing to sing and play instruments.</li> <li>• Creating sound responses to a variety of physical stimuli such as nature, artwork and stories.</li> <li>• Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.</li> <li>• Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</li> <li>• Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.</li> </ul>	<p><i>Vocabulary:</i>  <i>composer, composition, dynamics, inspiration, pitch, tempo, phrase</i></p>	<ul style="list-style-type: none"> <li>• Talking about the tempo of music using the vocabulary fast and slow.</li> <li>• Talking about the dynamics of the music, using the vocabulary loud, quiet and silent.</li> <li>• Talking about the pitch of music, using the vocabulary high and low.</li> <li>• Stating what they enjoyed about their peers' performances.</li> <li>• Appreciating music from a wide variety of cultures and historical periods.</li> </ul> <p>Creating Sound</p> <ul style="list-style-type: none"> <li>• Singing simple songs, chants and rhymes from memory.</li> <li>• Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.</li> <li>• Breathing at appropriate times when singing. Singing part of a given song in their head (using their "thinking voice").</li> <li>• Using instruments imaginatively to create soundscapes which convey a sense of place.</li> <li>• Maintaining a comfortable position when sitting or standing to sing and play instruments.</li> </ul> <p>Notation</p> <ul style="list-style-type: none"> <li>• Reading different types of notation are read by moving eyes from left to right as sound occurs.</li> </ul> <p>Composing</p> <ul style="list-style-type: none"> <li>• Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.</li> <li>• Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</li> <li>• Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.</li> </ul> <p>Performing</p> <ul style="list-style-type: none"> <li>• Offering positive feedback on others' performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in reflective practices after performances, analysing what went well and areas for improvement.</li> <li>• Share musical talents and skills through performances.</li> <li>• Share ideas, insights, and responsibilities.</li> <li>• Aim for higher levels of musical proficiency and expression.</li> <li>• Develop a love for music through exposure to various genres and styles.</li> <li>• Listen to and understand each other in teamwork.</li> </ul>
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			<ul style="list-style-type: none"> <li>• Standing or sitting appropriately when performing or waiting to perform.</li> <li>• Beginning to acknowledge their own feelings around performance.</li> <li>• Following a leader to start and end a piece appropriately.</li> </ul>	
<b>PE:</b>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>• Show basic balance, control and coordination when travelling.</li> <li>• Choose and link actions.</li> <li>• Remember and repeat actions/dance phrases.</li> <li>• Find and use space safely.</li> <li>• Use the four basic shapes in sports specific gymnastic moves.</li> <li>• Perform basic actions</li> <li>• Use different parts of the body singly.</li> <li>• Use different parts of the body in combination.</li> <li>• Use appropriate movements for different dance ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how to make movements using large or smaller body parts.</li> <li>• Describe how balance and coordination is involved in linking movement phrases.</li> <li>• Identify the importance of a start and finish.</li> <li>• Describe basic actions.</li> <li>• Explain the meaning of a dance phrase.</li> <li>• Describe simple expressive and dynamic qualities of movement.</li> <li>• Explain the concept of getting into space.</li> </ul>	<ul style="list-style-type: none"> <li>• Show balance, control and coordination when travelling and when remaining still.</li> <li>• Choose and link actions.</li> <li>• Remember and repeat accurately and consistently.</li> <li>• Find and use space safely, with an awareness of others.</li> <li>• Use the four basic shapes in sports specific gymnastic moves.</li> <li>• Perform basic actions.</li> <li>• Use different parts of the body singly and in combination.</li> <li>• Show some sense of dynamic, expressive and rhythmic qualities in their own dance.</li> <li>• Choose appropriate movements for different dance ideas.</li> <li>• Remember and repeat short dance phrases and simple dances</li> <li>• Move with control.</li> <li>• Vary the way they use space.</li> </ul>	<p>Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy</p> <ul style="list-style-type: none"> <li>• Carry out activities to improve their work and understand why they are useful.</li> <li>• Come up with and share sensible solutions, given time to think about their actions.</li> <li>• Work collaboratively to improve individual and team member skills, showing aspiration.</li> <li>• Value the efforts of others and show empathy when providing peer-assessment/feedback.</li> <li>• Entrust each other to be kind and supportive, showing good sportsmanship.</li> <li>• Show resilience when receiving feedback and reflect on how this can be used.</li> </ul>
<b>RE:</b>	<p>Year 1 &amp; 2:</p> <ul style="list-style-type: none"> <li>• Identify religious stories and talk about them.</li> <li>• Use the right names for things that are special to believers.</li> <li>• Use some religious words to describe some religious practices.</li> <li>• Talk about religious art, symbols and words.</li> <li>• Say what some symbols stand for and what some of the art and music is about.</li> <li>• Tell religious stories and talk about them.</li> <li>• Talk about things that happen to them.</li> </ul>	<p>Why is Peace Important?</p> <ul style="list-style-type: none"> <li>• Many religions teach that peace is important.</li> <li>• Symbols of peace include an olive branch, dove and rainbow.</li> <li>• The Hebrew greeting 'Shalom' and Arabic greeting 'Salam' both mean peace.</li> <li>• Quakers believe in equality, peace, simplicity, and truth.</li> <li>• Quakers were treated badly because they refused to go to war or follow certain church rules.</li> <li>• Quaker worship is often silent, with no set prayers or leaders.</li> </ul>	<p>Learning About Religion &amp; Belief:</p> <ul style="list-style-type: none"> <li>• Talk about religious art, symbols and words.</li> <li>• Say what some symbols stand for and what some of the art and music is about.</li> <li>• Tell religious stories and talk about them.</li> <li>• Describe a few things that a believer might learn from a religious story.</li> <li>• Use the right names for things that are special to believers.</li> <li>• Use some religious words to describe some religious practices.</li> </ul>	<p>Values: Respect, Individuality, Reflect, Aspire, Empathy, Share</p> <ul style="list-style-type: none"> <li>• Discuss how showing respect to others helps create peace.</li> <li>• Highlight how George Fox's individuality led to the creation of the Quakers.</li> <li>• Explore how silence in Quaker worship helps people reflect.</li> <li>• Discuss how the Buddha aspired to find peace and help others.</li> <li>• Emphasise understanding others' feelings to resolve conflict peacefully.</li> </ul>

	<ul style="list-style-type: none"> <li>• Talk about what they find interesting or puzzling.</li> <li>• Ask about what happens to others with respect for their feelings.</li> <li>• Talk about some things in stories that make people ask questions.</li> <li>• Talk about what is important to them and to others with respect for their feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Quaker meetings are held in simple rooms without decorations.</li> <li>• The Buddha found peace by meditating.</li> <li>• Pictures of the Buddha often show him sitting quietly with a peaceful expression.</li> <li>• Many religions encourage resolving conflict peacefully.</li> </ul> <p><b>Significant People</b> George Fox:</p> <ul style="list-style-type: none"> <li>• Founded the Society of Friends in the 1600s.</li> <li>• Wanted a simpler way to worship God.</li> <li>• Got into lots of trouble for his beliefs.</li> <li>• A judge called George and his followers 'Quakers'.</li> </ul> <p><i>Vocabulary</i> peace, conflict, chaos, stress, fighting, war, inner peace, Quakers, meditation, resolution, reflection, routine</p>	<p>Learning From Religion &amp; Belief:</p> <ul style="list-style-type: none"> <li>• Ask about what happens to others with respect for their feelings.</li> <li>• Talk about what is important to them and to others with respect for their feelings.</li> <li>• Talk about what they find interesting or puzzling.</li> <li>• Talk about some things in stories that make people ask questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage sharing peaceful actions and routines with others.</li> </ul>
<b>RHW:</b>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>• What 'appreciate' means, what types of things we appreciate, and how we can show appreciation.</li> <li>• That they can appreciate others, experiences and themselves, not just material things. They will be able to identify the categories on the Wheel of Gratitude.</li> <li>• How to develop an Attitude of Gratitude. They will learn that showing gratitude makes them feel good; when we make someone feel good, it makes us feel good too.</li> <li>• How Happy Breathing exercises help to remind us to appreciate the things we might forget.</li> <li>• By practising giving gratitude over and over again, our brains will improve at appreciating things and</li> </ul>	<p>My Happy Mind: Appreciate Lessons 1 - 3</p> <p>To know:</p> <ul style="list-style-type: none"> <li>• That being thankful or having gratitude are other words for appreciating.</li> <li>• What the Wheel of Gratitude is and that it is important to focus on all parts of the Wheel of Gratitude: themselves, others, and experiences.</li> <li>• That when we show gratitude to someone, it makes them feel good.</li> <li>• When we make someone feel good, it makes us feel good too. This is because a special chemical gets released into our brains which makes us feel amazing.</li> <li>• That Team H-A-P loves it when we appreciate ourselves, so it is</li> </ul>	<p>My Happy Mind: Appreciate</p> <ul style="list-style-type: none"> <li>• Self-awareness and understanding their own feelings and actions.</li> <li>• Recognising and understanding others' feelings.</li> <li>• Managing their emotions, especially through techniques like Happy Breathing.</li> <li>• Expressing gratitude in words and actions.</li> <li>• Being kind to themselves and recognising their own worth.</li> <li>• Building positive relationships with others through appreciation.</li> <li>• Focusing on the present moment and noticing good things in their lives.</li> <li>• Staying positive and coping with challenges.</li> </ul> <p>My Happy Body: Keeping Safe</p>	<p>My Happy Mind: Appreciate</p> <p>Values: Reflect, Empathy, Respect</p> <ul style="list-style-type: none"> <li>• Pupils will reflect on what they are grateful for in themselves, others, and their experiences, helping them develop self-awareness and appreciate their own value.</li> <li>• Pupils will show empathy by recognising how expressing gratitude makes others feel good, and they will practice appreciation in their interactions with peers and adults.</li> <li>• Pupils will respect themselves and others by being kind, showing gratitude, and valuing the positive qualities in themselves and those around them.</li> </ul> <p>My Happy Body: Keeping Safe</p>

	<p>people. This is called Neuroplasticity.</p> <ul style="list-style-type: none"> <li>That when we give and receive gratitude, it makes Team H-A-P happy and they can work well together.</li> </ul>	<p>important to be kind to ourselves and others.</p> <ul style="list-style-type: none"> <li>How being grateful for ourselves can be hard and Happy Breathing can help us.</li> </ul> <p><i>Vocabulary:</i>  <i>appreciate, grateful, thankful, wheel of gratitude, ourselves, others, experiences, team H-A-P, happy breathing</i></p> <p>My Happy Body: Keeping Safe Lessons 1 - 2</p> <p>To know:</p> <ul style="list-style-type: none"> <li>That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.</li> <li>How to keep safe in the sun and protect skin from sun damage.</li> <li>About rules and age restrictions that keep us safe.</li> <li>To recognise risk in simple everyday situations and what action to take to minimise harm.</li> <li>About how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters).</li> <li>That household products (including medicines) can be harmful if not used correctly.</li> <li>Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.</li> <li>About the people whose job it is to help keep us safe.</li> <li>Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</li> </ul>	<ul style="list-style-type: none"> <li>Follow rules and age restrictions that help keep them safe.</li> <li>Recognise safe and unsafe situations in everyday life and take appropriate action.</li> <li>Use sun safety strategies to protect themselves from skin damage.</li> <li>Identify how and when to use medicines safely (including vaccinations, allergy treatments).</li> <li>Handle household products safely and understand the dangers of misuse.</li> <li>Follow safety routines at home, including fire and electrical safety.</li> <li>Practise safe behaviours in different environments (e.g. roads, beaches, parks).</li> <li>Cross the road safely using simple strategies.</li> <li>Respond appropriately in an emergency, including how to call 999 and what to say.</li> </ul> <p>My Happy World: Media Literacy and Digital Resilience</p> <ul style="list-style-type: none"> <li>Use the internet and digital devices safely to search for information and communicate.</li> <li>Identify when someone might be pretending to be someone else online.</li> <li>Respond safely to suspicious or uncomfortable online situations by seeking help from a trusted adult.</li> </ul>	<p>Values: Entrust, Reflect</p> <ul style="list-style-type: none"> <li>Pupils will trust in rules, routines, and people who help keep them safe, and learn to take responsibility for their own safety.</li> <li>Pupils will reflect on safe and unsafe behaviours and make decisions to protect themselves and others in different environments.</li> </ul> <p>My Happy World: Media Literacy and Digital Resilience</p> <p>Values: Entrust</p> <ul style="list-style-type: none"> <li>Pupils will learn to stay safe online by trusting their instincts, using safe practices, and seeking help from trusted adults when something doesn't feel right.</li> </ul>
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		<ul style="list-style-type: none"> <li>• About what to do if there is an accident and someone is hurt.</li> <li>• How to get help in an emergency (how to dial 999 and what to say).</li> <li>• About things that people can put into their body or on their skin; how these can affect how people feel.</li> <li>• About what rules are, why they are needed, and why different rules are needed for different situations.</li> </ul> <p><i>Vocabulary:</i> safe, unsafe, trusted adult, rules, emergency</p> <p>My Happy World: Media Literacy and Digital Resilience – Lesson 1</p> <p>To know:</p> <ul style="list-style-type: none"> <li>• About how the internet and digital devices can be used safely to find things out and to communicate with others.</li> <li>• About the role of the internet in everyday life.</li> <li>• That not all information seen online is true.</li> <li>• That sometimes people may behave differently online, including by pretending to be someone they are not.</li> </ul> <p><i>Vocabulary:</i> internet, digital device, communication, safe, unsafe</p>		
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\*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage