

## Year 2 Overview – 2020-2021

Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Topic/Hook	<i>Food Glorious Food/Healthy Heroes Iceberg Ahead!</i>	<i>Pride of Portsmouth</i>	<i>Now and Then</i>	<i>Fire Fire!</i>	<i>Our Wonderful World!</i>	<i>Brazil</i>
Enquiry	<i>How can you be a Healthy Hero?</i>	<i>What makes Portsmouth proud?</i>	<i>Would you rather travel back or forward in time?</i>	<i>How did the great fire change London?</i>	<i>Where did Christopher Columbus' footprints lead to?</i>	<i>What would it be like to live in Brazil?</i>
Concepts	Health, growing up, fairness., bravery, friendship, <b>specialness</b>	Change, difference, pride, home, <b>messengers</b>	Fairness, punishment, evil, power, good, choice, <b>authority</b>	Bravery, fear, death, memory, <b>belonging</b>	Discovering, change, fear, difference, choice, <b>remembering</b>	Moving on, growing up, change, love, family, <b>God</b>
English Literacy units	<p><b><u>Food Glorious Food – To include –</u></b> Poetry Narrative –Handas Surprise, Oliver's Vegetables, Burger Boy Information of food/where food comes from. Food groups etc.</p> <p><b><u>Healthy Heroes To include –</u></b> Information on how to keep clean/healthy, for example exercise, teeth cleaning, choice of how to write/present Include E-safety links</p> <p><b><u>Iceberg Ahead To include</u></b> Narrative/real and fictional Information texts</p>	<p><b><u>Guy Fawkes To include-</u></b> Narrative –real and fictional Drama Poetry</p> <p><b><u>Traditional Tales</u></b> Narrative, drama activities</p> <p><b><u>Seasonal writing – Winter/Christmas To include-</u></b> Poetry Instructions Narrative</p>	<p><b><u>Science Investigation To include –</u></b> Information about working scientifically, allow class to choose which experiments to carry out and report on. Explanations of how and why things work</p> <p><b><u>Now and Then To include</u></b> Information of significant people from the time period Information of the way of life Narrative work on Oliver Twist</p>	<p><b><u>Fictional Writing:</u></b> Horrid Henry Stories /Author stories – Literacy heritage To include narrative work</p> <p><b><u>Fire Fire! To include –</u></b> Poetry Narrative Information – History/fires safety Additional Opportunity- London writing</p>	<p><b><u>Our World –Looking after the world –How? Why?- Geography link - recycling To include –</u></b> Poetry Narrative Information on Could include -Animals in our world -birdhouses</p> <p><b><u>Exploring our World (History link –Columbus To include</u></b> Narrative about real and fictional events Information –focus on writing for different purposes</p>	<p><b><u>Road to Rio (link to geography) To include –</u></b> Information on Brazil Information on comparison of non EU country Narrative</p> <p><b><u>Habitats and environments –link to Science To include –</u></b> Information on environments and habitats –focus on writing for different purposes</p>
Texts to support Learning	<b><u>Charlie and The Chocolate Factory</u></b>	<b><u>Winters Child</u></b>	<b><u>Oliver Twist</u></b>	<b><u>Fire Cat Horrid Henry stories</u></b>	<b><u>The Paperbag Prince</u></b>	<b><u>The Great Kapok Tree</u></b>
Maths	See separate MTP for each half term					

<p><b>Cross Curricular Maths</b></p>	<p>Measures/Time when preparing and looking at recipes. Make a Tally chart/block graphs of food Creating shape pictures of fruits and vegetables. Worded problems related to exercise.</p>	<p>Map reading/Directions for Portsmouth. Costing a trip to Portsmouth. Repeating patterns joining materials</p>	<p>Venn circles/Carroll diagram/tally charts/graphs to show science learning. Ordering events for Jesus' life.</p>	<p>Worded problems related to London/GFoL. Distance the fire travelled in London. Amounts of water used to put out the fire.</p>	<p>Measures/Time when preparing and looking at recipes. Making a shape picture from habitats. Identify shapes in habitat pictures. Position and direction for Beebots. Worded problems related to explorers.</p>	<p>Map reading/Directions for the non EU country. Collecting data on environments and habitats</p>
<p><b>Ongoing Science</b></p>	<p>Continue to look at plants within seasons for each half term –Plants and Working Scientifically</p>					
<p><b>Science</b></p>	<p><b><u>Animals including humans (Health and Growth)</u></b> -Notice that animals, including humans, have offspring which grow into adults. -Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. -Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). -Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. -asking simple questions and recognising that</p>	<p><b><u>Everyday Materials</u></b> -Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. -Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular use. -Using their observations and ideas to suggest answers to questions gathering and recording data to help in. -Answering questions -Asking simple questions and recognising that they can be answered in different ways.</p>	<p><b><u>Working Scientifically</u></b> -Asking simple questions and recognising that they can be answered in different ways -Observing closely, using simple equipment -Performing simple tests -Using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions</p>	<p><b><u>Materials Investigations/Working Scientifically</u></b> -Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching -Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular use -Performing simple tests -Identifying and classifying -Observing closely, using simple equipment -Using their observations and ideas to suggest answers to questions gathering and recording data to help in -Answering questions</p>	<p><b><u>Plants/Seeds</u></b> -Observe and describe how seeds and bulbs grow into mature plants -Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy -Identify and name a variety of plants and animals in their habitats, including microhabitats -Observing closely, using simple equipment -Identifying and classifying</p>	<p><b><u>Living Things and their Habitats</u></b> -Explore and compare the differences between things that are living, dead, and things that have never been alive -Identify and name a variety of plants and animals in their habitats, including microhabitats -Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food -Using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions</p>

	they can be answered in different ways. -Identifying and classifying			-Asking simple questions and recognising that they can be answered in different ways.		
<b>Computing</b>	<p><b><u>E- SAFETY</u>Posters</b> To know the importance of logging into their own account.</p> <p>To select to appropriate options to open, save and print documents with limited support.</p> <p>To observe and imitate how to insert pictures and edit fonts with limited support.</p>	<p><b><u>Portsmouth Presentation</u></b> To demonstrate how to open, save and print documents with greater independence.</p> <p>To demonstrate how to insert pictures and edit fonts with greater independence.</p>	<p><b><u>Use of technology- I pads</u></b> Begin to use technology outside the classroom (e.g traffic lights, tablets, TV, CD player, MP3 players, mobile phones, and cameras).</p> <p>Use technology purposefully with greater independence (i.e. create animations).</p> <p>To begin to program codes to create animations and debug and fix errors.</p>	<p><b><u>E-Safety and Research</u></b> To understand how to be e-safe and what to do if problems arise.</p> <p>Use technology purposefully with greater independence (i.e. use the internet to research).</p> <p>To explain how to open, save and print documents independently.</p>	<p><b><u>Beebots and Programming</u></b> To problem solve and recognise why it does not work.</p> <p>To explain how to problem solve and fix the problem.</p> <p>To construct a sequence of instructions and test them (minimum of 5 steps).</p> <p>Use technology purposefully with greater independence (i.e. coding and programming devices).</p>	<p><b><u>Beebots and Programming</u></b> To problem solve and recognise why it does not work.</p> <p>To explain how to problem solve and fix the problem.</p> <p>To construct a sequence of instructions and test them (minimum of 5 steps).</p> <p>Use technology purposefully with greater independence (i.e. coding and programming devices).</p>
<b>Music</b>	<p><b><u>Me and my body</u></b> Compare and contrast music they have heard using simple musical terms (understanding of music).</p> <p>Responding to contrasts in movement and accompaniments (knowledge of movement and accompaniments).</p> <p>Recognising the difference between steady pulse and rhythm (know the difference between pulse and rhythm).</p> <p>Perform music confidently from symbols/flashcards and grid notations (awareness of music notation needed).</p>		<p><b><u>Now and then</u></b> Sustaining rhythmic patterns and beats against other rhythmic matter (knowledge of patterns in music)</p> <p>Play a range of percussion instruments with developing control to produce a steady pulse and simple rhythm (secure understanding of pulse and rhythm needed).</p> <p>Sing with correct posture and an understanding of tuning. Sing simple songs and chants with a sense of rhythm and steady pulse</p>		<p><b><u>Reflect, Rewind and Replay</u></b> Play a range of percussion instruments with control using sounds of different lengths to create sequences (recognition of different instruments).</p> <p>Follow a conductor's signals to control dynamics. Choose instruments to create music with contrasting sections (secure knowledge of conductor's signals and contrast).</p> <p>Express different emotions with the voice (experience of voice changes and control).</p>	

	<p>Create music with simple structures (understanding of music composition).</p> <p>Improvise simple rhythms. Choose instruments to represent a specific sound (knowledge of instruments and music composition).</p> <p>Singing- Sing simple songs with broadly accurate tuning, expressing different emotions with their voice.</p> <p>Instruments- Play a range of percussion instruments, developing control with beaters in 2 hands where appropriate.</p> <p>Instruments- Responds to contrasts in music. Learning a new note value – semibreve. To understand the concept of pitch – high/low sounds.</p> <p>Identify how to improve their work.</p> <p>Create music with simple structures. Improvise simple rhythms. Choose instruments to represent a specific sound.</p>		<p>(understanding of posture, tuning, rhythm and pulse).</p> <p>Compare and contrast sounds and music they have heard using simple musical terms such as crescendo/diminuendo (knowledge of musical terms and meanings).</p> <p>Respond to contrasts in music in movement and accompaniments, changes in speed (understanding of contrasts within music).</p> <p>Create music with simple structures showing some control over the inter-related elements of music (Contrasts learnt Yr1) (familiarity with musical structures).</p> <p>Compose simple music using sounds, symbols and IT as a stimulus and as a means of notating their music (knowledge of notation in music).</p> <p>Perform their own music confidently.</p>		<p>Identify how music can use different layers of sound. Listen and review their own work, learning to improve it (secure knowledge of elements within music).</p> <p>Compare and contrast sounds and music using simple musical terms (understand compare and contrasting within music).</p> <p>Recognise and work out 4- time rhythms by counting (knowledge of rhythms to count).</p> <p>Compose simple music using sounds, symbols and identifying a rest (secure knowledge of musical composition).</p> <p>Create music with contrasting sections in simple form e.g. beginning, middle and end. ABA – same music in first and third sections (knowledge of all musical elements to put into one).</p> <p>Control breathing when singing to make sense of musical phrases.</p>	
<b>RE</b>	<b><u>Welcoming</u></b>	<b><u>Angels - Angels and their roles in Jesus' birth</u></b>	<b><u>Authority</u></b> <b><u>Key events in Jesus' life</u></b>	<b><u>Belonging</u></b> <b><u>Judaism synagogue</u></b> <b><u>Shabbat</u></b>	<b><u>Remembering/Shabbat</u></b>	<b><u>God – ideas about God</u></b> <b><u>Jewish/Christians</u></b>
<b>Art</b>	<p><b><u>Vegetable Sketching</u></b></p> <p>Discuss the drawings of Eric Carte (hungry caterpillar) that represent a variety of cultures and times, relating them to own work.</p> <p>Describe the work of Eric Carte, including differences and</p>	<p><b><u>Clay/Sculpture</u></b></p> <p>Discuss the work of sculptors and relate to own work</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and</p>		<p><b><u>Van Gough</u></b></p> <p>Explore a range of ICT techniques used by other artists.</p> <p>Evaluate the work Vincent Van Gogh and other artists including the differences and similarities between</p>		<p><b><u>Natural collage</u></b></p> <p>Discuss and describe their work and the work of others using appropriate language to the visual elements.</p> <p>Evaluate - the work of a range of collage artists, describing the differences and similarities between</p>

	<p>similarities between different practices and disciplines, and making links to their own work. Reflect on images of Eric carte Vegetables found on the computer in sketchbooks, using images as a form of inspiration</p> <p>Experiment in a sketchbook - draw/sketch initial ideas, Use line and marks to create outline shapes, using a variety of media – graphite pencils (HB/2B), charcoal pencils, ball point pens, crayons, felt tip pens, chalk, coloured pencils) Work to the size of the paper of surface.</p> <p>Draw in greater detail of vegetables and context Identify computer programmes and formats for own use</p>	<p>disciplines, and making links to their own work. Experiment in a sketchbook to draw/sketch initial ideas.</p> <p>Use images found on the computer in sketchbooks, using images as a form of inspiration</p> <p>Demonstrate use of a digital camera/video to take appropriate pictures or video of Portsmouth</p> <p>Combine shapes to make a sculpture. Select computer programmes and formats for own use</p> <p>Experiment with a wide range of simple tools to cut, shape and impress patterns and textures in clay.</p>		<p>different practices and disciplines, and making links to their own work.</p> <p>Use a sketchbook to explore initial ideas,</p> <p>Use images found on the computer in sketchbooks, using images as a form of inspiration.</p> <p>Experiment with drawing and natural sculpture to develop and share ideas, experiences and imagination.</p> <p>Develop and evaluate a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Explore a range of media creatively to create a final piece</p>		<p>different work and ideas, and making links to their own work.</p> <p>Explore shade and texture of different papers and natural found objects</p> <p>Combine a variety of natural materials to make a collage</p> <p>Use a range of natural and hand-made materials to match texture and colour to purpose.</p> <p>Collaborate as a member of a group to produce a single collage Experiment in a sketchbook to draw/sketch initial ideas.</p>
DT	<p><b><u>Healthy Food Making (Pizza)</u></b> <b><u>Cooking and Nutrition</u></b> Use their knowledge of healthy food to prepare a healthy and varied dish.</p>	<p><b><u>Joining materials (could include sewing)</u></b> <b><u>Technical Knowledge</u></b> Understand how structures can be made stronger. Understand and explain what materials are the</p>	Biscuit making –Link with Victorians	Baking –link with GFOL	<p><b><u>Cooking from around the world/vehicles</u></b> Know which materials to use or not use when making a structure stronger, stiffer and more stable through exploration and own knowledge. Knows how wheels, axles, levers, sliders, hinges and winding mechanisms can support a product.</p> <p style="text-align: right;"><b><u>Design</u></b></p>	

	<p>Know where other food comes from i.e. eggs, flour, sugar, butter etc.</p> <p><b>Design</b> Talk about their own ideas and designs to a small group Refine designs as the work progresses. As a class explore how products have been created from a design. Make Cut, peel or grate simple ingredients safely and hygienically. Evaluate With support, begin to recognise what they have done well. Give suggestions for improvements for the design. As a class, compare ideas and products.</p>	<p>best to use to make a strong structure. Demonstrate understanding by explaining how best to join materials.</p> <p><b>Design</b> Use models to describe their designs. Talk about their own ideas and designs to the whole class. Use ICT to incorporate designs (i.e. camera for pictures of different ideas). With support suggest improvements to existing designs. With a partner explore how products have been created from a design. Make Join textiles running a stitch, if sewing. Produce a piece of textiles which uses at least 2 methods of stitching or joining (such as gluing or stitching). Cut materials safely using tools provided. Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). Evaluate Recognise what they have done well.</p>			<p>Use a simple format to design a template that has a clear purpose and function. Use simple pictures with a short sentence to describe what they want to do. Talk about their own ideas with the teacher. Suggest ways which you could add to an original design as the work progresses. Explore designs to identify likes and dislikes.</p> <p><b>Make</b> Cut, peel or grate simple ingredients using tools provided safely and hygienically. Measure or weigh using cups. Assemble and cook ingredients with adult support.</p> <p><b>Evaluate</b> Compare their product against a design criteria. Reflect on a simple design to see what worked and what didn't.</p> <p><b>Technical Knowledge</b> Explore using wheels, axles, levers, sliders, hinges and winding mechanisms. Choose which mechanism is more suitable for a product.</p>
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		Suggest improvements for the design. Compare ideas and products with a partner. Technical Knowledge Explore how a product can be made stronger/stiffer.				
<b>Real PE</b>	<p>Personal Unit 1</p> <p><b>Level 1</b> - I can follow instructions, practise safely and work on simple tasks by myself <b>(ALL)</b></p> <p><b>Level 2</b> – I try several times if at first I don't succeed and I ask for help when appropriate. <b>(MANY)</b></p> <p><b>Level 3</b> – I know where I am in my learning and I have begun to challenge myself. <b>(SOME)</b></p>	<p>Social Unit 2</p> <p><b>Level 1</b> - I can play with others, taking turns and sharing <b>(ALL)</b></p> <p><b>Level 2</b> – I can help praise and encourage others in their learning. <b>(MANY)</b></p> <p><b>Level 3</b> – I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas. <b>(SOME)</b></p>	<p>Cognitive Unit 3</p> <p><b>Level 1</b> - I can understand and follow simple rules and can name some things I am good at. <b>(ALL)</b></p> <p><b>Level 2</b> – I can begin to order instructions, movements and skills. With help I can reorganise similarities and differences in performance and I can explain why someone is working or performing well. <b>(MANY)</b></p> <p><b>Level 3</b> - I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement. <b>(SOME)</b></p>	<p>Creative Unit 4</p> <p><b>Level 1</b> – I can explore and describe different movements <b>(ALL)</b></p> <p><b>Level 2</b> – I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme. <b>(MANY)</b></p> <p><b>Level 3</b> – I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression. <b>(SOME)</b></p>	<p>Physical Unit 5</p> <p><b>Level 1</b> - I can perform a single skill or movement with control. I can perform a range of skills and link 2 movements together <b>(ALL)</b></p> <p><b>Level 2</b> – I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some change in level, direction or speed. <b>(MANY)</b></p> <p><b>Level 3</b> - I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. <b>(SOME)</b></p>	<p>Health and Fitness Unit 6</p> <p><b>Level 1</b> – I am aware of why exercise is important for good health <b>(ALL)</b></p> <p><b>Level 2</b> – I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. <b>(MANY)</b></p> <p><b>Level 3</b> – I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down. <b>(SOME)</b></p>
<b>Games</b>	<p style="text-align: center;">Sports Coach</p> <p><b>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</b></p> <p><b>Participate in team games, developing simple tactics for attacking and defending</b></p> <p><b>Perform dances using simple movement patterns.</b></p>					

		<p><b><u>Portsmouth</u></b></p> <ul style="list-style-type: none"> <li>-Name and locate the world's seven continents and five oceans with support</li> <li>-Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> <li>--Recognise landmarks and basic human and physical features; by using aerial photographs and planning perspectives.</li> <li>-Describe the geography of their school and its grounds using simple fieldwork and observational skills</li> </ul>			<p><b><u>Recycling</u></b></p>	<p><b><u>The Non-EU Country to Explore</u></b> <b><u>Yanomami Tribe</u></b></p> <ul style="list-style-type: none"> <li>-Name and locate the world's seven continents and five oceans</li> <li>-Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> <li>-Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans</li> </ul>
<p><b>History</b></p>	<p><b><u>Iceberg Ahead –Titanic</u></b></p> <ul style="list-style-type: none"> <li>-significant historical events, people and places in their own locality</li> <li>- know about the Titanic disaster and when this happened in history</li> <li>- to sequence events in chronological order</li> <li>- to identify where the Titanic set sail from and understand where this</li> </ul>		<p><b><u>Victorian Britain</u></b></p> <ul style="list-style-type: none"> <li>-To compare and explain significant historical events, people and places in their own locality- John Pounds/Brunel/Queen Victoria</li> <li>-Identify and sequence events beyond living memory that are significant nationally or globally</li> </ul>	<p><b><u>Great Fire of London</u></b></p> <ul style="list-style-type: none"> <li>-identify and summarise significant historical events, people and places in their own locality- Samuel Pepys</li> <li>-evaluate events beyond living memory that are significant nationally or globally</li> </ul>	<p><b><u>Christopher Columbus</u></b></p> <ul style="list-style-type: none"> <li>-Ask questions such as: What happened to Christopher Columbus? How long ago?</li> <li>-Can identify and justify historical events and/or people (Christopher Columbus)</li> <li>-Identify and explain some of the different ways in which the past is represented</li> </ul>	

	<p>is located close to home locality</p> <ul style="list-style-type: none"> <li>- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>-events beyond living memory that are significant nationally or globally</li> </ul>		<p>-compare and contrast the lives of significant individuals in the past who have contributed to national and international achievements</p>		<p>-Use dates where appropriate</p> <p>-To identify and explain the lives of significant individuals in the past who have contributed to international achievements (Christopher Columbus)</p>	
PSHE	<p><b><u>How can we stay safe and healthy?</u></b></p> <ul style="list-style-type: none"> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• Understand what is meant by a prescribed drug and that these can also be harmful if taken unnecessarily and or over used</li> <li>• Understand what is meant by dependency and addiction and how addiction works (link to mobile phone, social media and gaming addiction as well as substances)</li> </ul>	<p><b><u>What makes a family and how are they the same and different?</u></b></p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• that mental wellbeing is a normal part of daily</li> </ul>	<p><b><u>Are all friendships real?</u></b></p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> </ul>	<p><b><u>What makes a good friend and how can we help each other?</u></b></p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or</li> </ul>	<p><b><u>Why do we have respectful relationships?</u></b></p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• The conventions of courtesy and manners.</li> <li>• to understand the different forms of communication including verbal, body language, touch, signing etc.</li> <li>• the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.</li> <li>• to recognise that our actions and behaviours can affect ourselves and others.</li> </ul>	<p><b><u>Why should we express our emotions?</u></b></p> <ul style="list-style-type: none"> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness and the importance and impact of sleep on mental well-being.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their</li> </ul>

	<ul style="list-style-type: none"> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g.family, school and/or other sources</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> <li>• to explore opportunities for physical activity including active travel</li> <li>• the principles of planning and preparing a range of healthy meals.</li> </ul>	<p>life, in the same way as physical health.</p> <ul style="list-style-type: none"> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• The importance and impact of sleep on mental well-being.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and</li> </ul>	<ul style="list-style-type: none"> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>	<p>uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <ul style="list-style-type: none"> <li>• respecting differences and diversity within yourself, your peer group and your friends</li> <li>• knowledge of ALL emergency services including the coast guard services</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• to communicate their feelings to others, to recognise how others show feelings and how to respond</li> <li>• that there are different types of bullying, that these are wrong and unacceptable and how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</li> <li>• how to make a clear and efficient call to</li> </ul>	<ul style="list-style-type: none"> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>•to recognise what constitutes a positive, healthy relationship and develop the skills to develop and maintain positive and healthy relationships</li> <li>•to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</li> </ul>	<p>feelings with an adult and seek support.</p> <ul style="list-style-type: none"> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>•to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</li> <li>•to understand and use a wide range of emotional vocabulary (emotional literacy)</li> </ul>
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		<p>how to seek help or advice from others if needed.</p> <ul style="list-style-type: none"> <li>•to understand ways in which a relationship can be unhealthy, to recognise when a relationship is unhealthy, how to manage this or who to go to and what to say if they need support</li> <li>•to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>•to recognise when and how to ask for help and use basic techniques for resisting pressure to do</li> </ul>		<p>emergency services if necessary.</p> <ul style="list-style-type: none"> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries and water safety and CPR.</li> </ul>		
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		something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong				
<b>Spiritual Links</b>	Visit to church- thinking about specialness and reflecting on own beliefs	Reflective on beliefs about angels and Christmas.	Reflection on Jesus' life and how this affects Christina people	Belonging –reflect on where they belong	Sense of enjoyments and fascination about finding out about their world	Sense of enjoyments and fascination about finding out about their world  Reflection on own beliefs
<b>Moral Links</b>	Is it right that some people have too much food and others don't have enough? Fairtrade links  Should women and children have gone first on lifeboats? Should people with more money be saved first?	Guy Fawkes link- treason –was this right?	Should children have been caned at Victorian schools?  Was it right to make children go to work?	Understanding that people believe different things	Columbus –slave trade? Gold mining? Is this ok?  Should you drop litter at your local park? Why/ Why not?	How do we look after other people in the world? - small tribes? Deforestation –Is it right to cut down rainforests to make money?
<b>Social links</b>	Participating in harvest festival- community link	Portsmouth as a community –how many languages are spoken?	Understanding of how British history contributed to life today –what differences did Victorian make? – Inventions and Florence Nightingale	Understanding of how British history contributed to life today –what happened to London after the fire?	Looking after their community –who has responsibility for this? Why?	How is life in Britain similar/different to other places in the world?
<b>Cultural links</b>	Where does food come from?- Other cultures	Historical consciousness of Portsmouth	Appreciating the evolutionary cultural change from Victorian period- ladies at work/no children at work	Appreciating the evolutionary cultural change after the GFOL	Countries around the world	Countries/traditions around the world
<b>Visits/visitors</b>			INTECH Working scientifically			