

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Where do we live?	What a Wonderful World!	London's Burning!	An African Adventure		Sun, Sea and Sand
SEN Story sacks	<p><b>Where I Live</b></p> <p><a href="https://www.amazon.co.uk/Where-I-Live-Khia-Pledger/dp/B099BDC7ML/ref=sr_1_1?crd=2FC28W1XT5ONH&amp;keywords=where+i+live&amp;qid=1689445550&amp;s=books&amp;sprefix=where+i+live%2Cstripbooks%2C126&amp;sr=1-1">https://www.amazon.co.uk/Where-I-Live-Khia-Pledger/dp/B099BDC7ML/ref=sr_1_1?crd=2FC28W1XT5ONH&amp;keywords=where+i+live&amp;qid=1689445550&amp;s=books&amp;sprefix=where+i+live%2Cstripbooks%2C126&amp;sr=1-1</a></p>	<p><b>Molly McDrew: An Adventure Around the World</b></p> <p><a href="https://www.amazon.co.uk/Molly-McDrew-Adventure-Around-World/dp/1739124804/ref=sr_1_1?crd=1EQBPUB24KMJV&amp;keywords=molly+mcdrew+around+the+world&amp;qid=1689446100&amp;s=books&amp;sprefix=molly+mcdrew%2Cstripbooks%2C147&amp;sr=1-1">https://www.amazon.co.uk/Molly-McDrew-Adventure-Around-World/dp/1739124804/ref=sr_1_1?crd=1EQBPUB24KMJV&amp;keywords=molly+mcdrew+around+the+world&amp;qid=1689446100&amp;s=books&amp;sprefix=molly+mcdrew%2Cstripbooks%2C147&amp;sr=1-1</a></p>	<p><b>Molly McDrew: The Great Fire of London</b></p> <p><a href="https://www.amazon.co.uk/Molly-McDrew-Great-Fire-London/dp/1739124820/ref=sr_1_1?crd=3DO6BRHDX2H1T&amp;keywords=molly+mcdrew&amp;qid=1689446369&amp;s=books&amp;sprefix=molly+mcdrew%2Cstripbooks%2C153&amp;sr=1-1">https://www.amazon.co.uk/Molly-McDrew-Great-Fire-London/dp/1739124820/ref=sr_1_1?crd=3DO6BRHDX2H1T&amp;keywords=molly+mcdrew&amp;qid=1689446369&amp;s=books&amp;sprefix=molly+mcdrew%2Cstripbooks%2C153&amp;sr=1-1</a></p>	<p><b>A is for Africa by Kunda Kids: A fun ABC adventure book for children about Africa.</b></p> <p><a href="https://www.amazon.co.uk/Africa-Kunda-Kids-adventure-children/dp/1739726928/ref=sr_1_6?crd=W17VZ53SQSSY&amp;keywords=africa+childrens+book&amp;qid=1689446138&amp;s=books&amp;sprefix=africa+childrens+book%2Cstripbooks%2C196&amp;sr=1-6">https://www.amazon.co.uk/Africa-Kunda-Kids-adventure-children/dp/1739726928/ref=sr_1_6?crd=W17VZ53SQSSY&amp;keywords=africa+childrens+book&amp;qid=1689446138&amp;s=books&amp;sprefix=africa+childrens+book%2Cstripbooks%2C196&amp;sr=1-6</a></p>		<p><b>Sand Between My Toes (Child's Play Library)</b></p> <p><a href="https://www.amazon.co.uk/Sand-Between-Toes-Caroline-Cross/dp/1786283492/ref=sr_1_11?crd=3E20MMCDMRSUL&amp;keywords=the+seaside+book+children&amp;qid=1689446222&amp;s=books&amp;sprefix=the+seaside+book+children%2Cstripbooks%2C157&amp;sr=1-11">https://www.amazon.co.uk/Sand-Between-Toes-Caroline-Cross/dp/1786283492/ref=sr_1_11?crd=3E20MMCDMRSUL&amp;keywords=the+seaside+book+children&amp;qid=1689446222&amp;s=books&amp;sprefix=the+seaside+book+children%2Cstripbooks%2C157&amp;sr=1-11</a></p>
Author	Emily Gravett		Nick Butterworth		Janet and Allan Ahlberg	
Grammar	<p>Nouns</p> <p>Vowels and Consonants</p> <p>Demarcating Sentences</p> <p>Forming nouns using 'ness'</p> <p>Punctuating Sentences</p> <p>Adjectives</p> <p>Compound Words</p> <p>Adjectives with 'er' and 'est'</p> <p>Subordination</p> <p>Statements and Exclamations</p>		<p>Noun Phrases</p> <p>Homophones</p> <p>Forming adjectives -ful &amp; -ness</p> <p>Questions and Commands</p> <p>Verbs Singular and Plural</p> <p>Adverbs with ly</p> <p>Commas in lists</p> <p>Changing Adjectives to verbs</p>		<p>Adverbs</p> <p>Word Classes</p> <p>Coordination</p> <p>Apostrophes for Possession</p> <p>Past and Present Tense</p> <p>Recap Pronouns</p> <p>Forming nouns</p> <p>Progressive tense</p> <p>Apostrophes for Contractions</p>	
Writing	Coming to England /Colour Monster	Zog/T'was the night before Christmas	London's Burning		We're going on a lion hunt	Lighthouse Keeper's Lunch
Emerald English	On the Way Home – Jill Murphy There's a snake in my School – David Walliams	The Invisible – Tom Percival Zog – Julia Donaldson	One Snowy Night – Nick Butterworth George and the Dragon – Chris Wormall	A Little Bit Brave – Nicola Kinnear Handa's Hen – Eileen Browne	Burglar Bill – Janet and Allan Ahlberg Cops and Robbers - Janet and Allan Ahlberg	The Rainbow Fish – Marcus Pfister Ruby's Worry – Tom Percival
Reading/Phonics	Follow Read Write Inc					
Maths	Place Value Addition and Subtraction Shape		Money Multiplication and Division Length And Height Mass, Capacity and Temperature		Fractions Time Statistics Position and Direction	
LotC		Walking Healey Dell	Local walk	Climbing Wall Archery	Paddle sports Moorland Home	Seaside



Visits/ Experiences	World Culture Day (Ireland) (Touchstones John Bright workshop)	Enterprise Week (Christmas decorations)	Fireground	Swimming	Moorland Home (Touchstones African clay workshop)	The beach (Holiday loans box)
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Science	<p><b>Working Scientifically</b>                  2A asking simple questions and recognising that they can be answered in different ways                  2B observing closely, using simple equipment                  2C performing simple tests                  2D identifying and classifying                  2E using their observations and ideas to suggest answers to questions                  2F gathering and recording data to help in answering questions</p>				
	<p><b>Animals (Growth and Survival)</b>                  2A notice that animals, including humans, have offspring which grow into adults                  2B find out about and describe the basic needs of animals, including humans, for survival (water, food and air)                  2C describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><b>Living things and their habitats</b>                  2A explore and compare the differences between things that are living, dead, and things that have never been alive                  2B 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                  2C identify and name a variety of plants and animals in their habitats, including micro-habitats                  2D 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.</p>	<p><b>Plants</b>                  2A observe and describe how seeds and bulbs grow into mature plants                  2B find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><b>Materials</b>                  2A identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses                  2B find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><b>Scientists and Inventors</b></p>

Computing	<p><b>E-safety</b>                  Self-image and Identity: I know the importance of self-image and Identity online (Spring 1)                  Online relationships: I know how online relationships can be positive and negative                  Online reputation: I know the importance of positive online reputation                  Online bullying: I know the impact online bullying has and how to prevent it                  Health, well-being and lifestyle: I know the impact that technology has on my Health, Wellbeing and Lifestyle (Autumn 1)                  Privacy and security: I know which strategies I can use to keep myself secure and private online (Autumn 2)</p>
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	<p><b>Computing systems and networks – IT around us</b></p> <p><b>1.1</b> Can they recognise features of information technology?  <b>1.2</b> Do they know how information technology is used in school?  <b>1.3</b> Do they know how information technology can be used beyond school?  <b>1.4</b> Do they know how information technology helps us?  <b>1.5</b> Do they know how to use information technology safely?  <b>1.6</b> Do they know that choices are made when using information technology?</p>	<p><b>Creating media - Digital music</b></p> <p><b>5.1</b> Can they say how music can make us feel?  <b>5.2</b> Do they know that there are patterns in music?  <b>5.3</b> Can they experiment with sound using a computer?  <b>5.4</b> Can they use a computer to create a musical pattern?  <b>5.5</b> Can they create music for a purpose?  <b>5.6</b> Can they review and refine their computer work?</p>	<p><b>Creating media – Digital photography</b></p> <p><b>2.1</b> Can they use a digital device to take a photograph?  <b>2.2</b> Can they make choices when taking a photograph?  <b>2.3</b> Do they know what makes a good photograph?  <b>2.4</b> Do they know how photographs can be improved?  <b>2.5</b> Can they use tools to change an image?  <b>2.6</b> Do they recognise that photos can be changed?</p>	<p><b>Programming A – Robot algorithms</b></p> <p><b>3.1</b> Can they describe a series of instructions as a sequence?  <b>3.2</b> Do they know what happens when we change the order of instructions?  <b>3.3</b> Can they use logical reasoning to predict the outcome of a program?  <b>3.4</b> Do they know that programming projects can have code and artwork?  <b>3.5</b> Do they know how to design an algorithm?  <b>3.6</b> Can they create and debug a program that they have written?</p>	<p><b>Programming B - Programming quizzes</b></p> <p><b>6.1</b> Do they know that a sequence of commands has a start?  <b>6.2</b> Do they know that a sequence of commands has an outcome?  <b>6.3</b> Can they create a program using a given design?  <b>6.4</b> Can they change a given design?  <b>6.5</b> Can they create a program using their own design?  <b>6.6</b> Can they decide how their project can be improved?</p>	<p><b>Data and information – Pictograms</b></p> <p><b>4.1</b> Do they know that we can count and compare objects using tally charts?  <b>4.2</b> Do they know that objects can be represented as pictures?  <b>4.3</b> Do they know how to create a pictogram?  <b>4.4</b> Can they select objects by attribute and make comparisons?  <b>4.5</b> Do they know that people can be described by attributes?  <b>4.6</b> Do they know that we can present information using a computer?</p>
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Art	<p><b>Digital Postcard: where I live Use of IT</b></p> <p><b>I2A</b> Can they create a picture independently?  <b>I2B</b> Can they use simple IT mark-making tools, eg brush and pen tools?  <b>I2C</b> Can they edit their own work?  <b>I2D</b> Can they take different photographs of themselves displaying different moods?  <b>I2E</b> Can they change their photographic images on a computer?</p> <p><b>Textiles</b></p> <p><b>T2A</b> Can they join fabric using glue?  <b>T2C</b> Can they create part of a class patchwork?</p>	<p><b>Yayoi Kusama Painting</b></p> <p><b>P2A</b> Can they mix paint to create all the secondary colours?  <b>P2B</b> Can they mix and match colours and predict outcomes?  <b>P2C</b> Can they mix their own brown?  <b>P2D</b> Can they make tints by adding white?  <b>P2E</b> Can they make tones by adding black?</p> <p><b>Knowledge</b></p> <p><b>K2A</b> Can they link colours to natural and man-made objects?  <b>K2B</b> Can they say how other artists have used colour, pattern and shape?  <b>K2C</b> Can they create a piece of work in response to another artist's work?</p> <p><b>Textiles (DT Decorations)</b></p> <p><b>T2B</b> Can they sew fabric together?</p>	<p><b>Sparks and Flames Collage</b></p> <p><b>C2A</b> Can they create individual and group collages?  <b>C2B</b> Can they use different kinds of materials on their collage and explain why they have chosen them?  <b>C2C</b> Can they use repeated patterns in their collage?</p> <p><b>Drawing</b></p> <p><b>D2C</b> Can they create different tones using light and dark?</p>	<p><b>African Art (headdresses) Printing</b></p> <p><b>PR2A</b> Can they create a print using pressing, rolling, rubbing and stamping?  <b>PR2B</b> Can they create a print like a designer?</p>	<p><b>African Art (Touchtones) 3D/Sculpture</b></p> <p><b>S2A</b> Can they make a clay pot?  <b>S2B</b> Can they join two finger pots together?  <b>S2C</b> Can they add line and shape to their work?</p>	<p><b>Seaside sketches Drawing</b></p> <p><b>D2A</b> Can they use three different grades of pencil in their drawing (4B, 8B, HB)?  <b>D2B</b> Can they use charcoal, pencil and pastels?  <b>D2D</b> Can they show patterns and texture in their drawings?  <b>D2E</b> Can they use a viewfinder to focus on a specific part of an artefact before drawing it?</p>
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DT	<p><b>2A</b> Can they think of ideas and plan what to do next?  <b>2B</b> Can they choose the best tools and materials and explain why they think they are the best?  <b>2C</b> Can they describe their design by using pictures, diagrams, models and words?  <b>2E</b> Can they discuss what went well with their plan and what they might want to improve next time?  <b>2F</b> Can they measure materials to use in a model or structure?  <b>2G</b> Can they use joining, folding or rolling to make their product stronger?  <b>2H</b> Can they add some kind of design to their product?</p>				
		<p><b>Delightful Decorations (Enterprise Week)</b>  <b>2I</b> Can they measure, cut and join textiles accurately to make something?  <b>2J</b> Can they explain why they chose a certain textile?</p>	<p><b>Moving Minibeasts</b>  <b>2D</b> Can they join things (materials/ components) together in different ways that also include moving parts?</p>		<p><b>Flying Kites (Science - Materials)</b></p>



Geography	<p><b>2A</b> Can they label a diagram, aerial photograph or plan perspective to recognise landmarks and human and physical features?</p> <p><b>2B</b> Can they find out about their locality by using different sources of evidence?</p> <p><b>2C</b> Can they find out about a locality by asking questions to someone else?</p> <p><b>2G</b> Can they describe some human features, (including the jobs people do) of their own locality and a <u>country</u> in Africa?</p> <p><b>2H</b> Do they think that people ever spoil the area? How?</p> <p><b>2I</b> Do they think that people try to make the area better? How?</p> <p><b>2K</b> Can they name key features associated with a town or village, e.g. ‘church’, ‘farm’, ‘shop’, ‘house’, ‘factory’, ‘office’?</p> <p><b>2L</b> Can they describe some physical features of their own locality and a <u>county</u> in Africa?</p> <p><b>2M</b> Can they explain what makes a locality special?</p> <p><b>2N</b> Can they describe some places which are not near the school?</p> <p><b>2U</b> Can they find where they live on a map of the UK?</p> <p><b>2V</b> Can they tell someone their address?</p>	<p><b>2E</b> Can they use world maps, atlases and globes to identify countries, continents and oceans studied?</p> <p><b>2R</b> Can they name the continents of the world and find them in an atlas?</p> <p><b>2S</b> Can they name the world’s oceans and find them in an atlas?</p> <p><b>2T</b> Can they name, locate and identify characteristics of the four countries and capital cities of the UK?</p>		<p><b>2G</b> Can they describe some human features, (including the jobs people do) of their own locality and a <u>country</u> in Africa?</p> <p><b>2J</b> Can they explain what facilities a town or village might need in their own locality and a <u>country</u> in Africa?</p> <p><b>2L</b> Can they describe some physical features of their own locality and a <u>county</u> in Africa?</p> <p><b>2O</b> Can they describe a place outside Europe using geographical words?</p>	<p><b>Moorland Home</b></p> <p><b>2F</b> Can they devise a map and use simple compass directions (N, S, E and W) to describe the locations of features and routes?</p>	<p><b>2D</b> Can they say what they like and don’t like about their locality and another locality like the seaside?</p> <p><b>2P</b> Can they describe some of the features associated with an island?</p> <p><b>2Q</b> Can they describe the key features of a place, using words like, ‘beach’, ‘coast’, ‘forest’, ‘hill’, ‘mountain’, ‘ocean’, ‘valley’, ‘port’, ‘harbour’?</p>
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<p>History</p>	<p><b>Where do I live?</b>  <b>2A</b> Can they use words and phrases like: before I was born, when I was younger?  <b>2D</b> Can they use a range of appropriate words and phrases to describe the past?  <b>2F</b> Can they find out something about the past by talking to an older person?  <b>2G</b> Can they answer questions by using a specific source, such as an information book?</p> <p><b>Significant individuals- John Bright (Touchstones)</b></p>	<p><b>Remembrance Sunday</b>  <b>2I</b> Can they research about a famous event that happened in Britain and why it has been happening for some time?  <b>2G</b> Can they answer questions by using a specific source, such as an information book?</p>	<p><b>London's Burning</b>  <b>2B</b> Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their...  <b>2C</b> Can they use words like 'past' and 'present' accurately?  <b>2E</b> Can they sequence a set of events in chronological order and give reasons for their order?  <b>2H</b> Can they research the life on a famous Briton from the past using different resources to help them?  <b>2G</b> Can they answer questions by using a specific source, such as an information book?</p> <p><b>Significant individuals- Samuel Pepys</b></p>		<p><b>Significant individuals- Robin Hood</b></p>	
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<p>MFL (French)</p>	<p>N/A</p>
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Music	<p><b>Orchestral instruments</b></p> <p><b>2C</b> Can they perform simple patterns and accompaniments keeping a steady pulse? P</p> <p><b>2D</b> Can they perform with others? P</p> <p><b>2E</b> Can they play simple rhythmic patterns on an instrument? P</p> <p><b>2F</b> Can they sing/clap a pulse increasing or decreasing in tempo? P</p> <p><b>2L</b> Can they improve their own work? A</p> <p><b>2M</b> Can they listen out for particular things when listening to music? A</p> <p><b>KAPOW</b>  <i>Make plausible descriptions of the music.</i>  <i>Identify a few instruments and the sounds of different sections of the orchestra.</i>  <i>Explain what is happening in the music using language relating to emotion.</i>  <i>Create a piece of music with some appropriate tempo, dynamic and timbre changes.</i>  <i>Suggest appropriate musical timbres for each of the characters and tempo changes for the actions.</i>  <i>Perform confidently using appropriate instrumental sounds.</i></p>	<p><b>Production – Nativity</b></p> <p><b>2A</b> Do they sing and follow the melody (tune)? P</p> <p><b>2B</b> Do they sing accurately at a given pitch? P</p>	<p><b>Musical me</b></p> <p><b>2B</b> Do they sing accurately at a given pitch? P</p> <p><b>2D</b> Can they perform with others? P</p> <p><b>2F</b> Can they sing/clap a pulse increasing or decreasing in tempo? P</p> <p><b>2H</b> Can they use symbols to represent sounds? C</p> <p><b>2I</b> Can they make connections between notations and musical sounds? C</p> <p><b>2K</b> Can they choose sounds which create an effect? C</p> <p><b>2M</b> Can they listen out for particular things when listening to music? A</p> <p><b>KAPOW</b>  <i>Clap the rhythm of their name.</i>  <i>Sing the melody accurately while playing their instrument in time.</i>  <i>Show a range of emotions using their voices.</i>  <i>Describe the dynamics and timbre of their pieces.</i>  <i>Play a known melody from letter notation in the right order, if not with the right rhythms.</i>  <i>Play a new melody from letter notation in the right order, if not in time.</i>  <i>Invent a melody, write it down and play it back.</i>  <i>Select instruments with different timbres.</i>  <i>Compose and perform a piece using different dynamic levels.</i></p>	<p><b>West African call &amp; response song</b></p> <p><b>2A</b> Do they sing and follow the melody (tune)? P</p> <p><b>2B</b> Do they sing accurately at a given pitch? P</p> <p><b>2D</b> Can they perform with others? P</p> <p><b>2E</b> Can they play simple rhythmic patterns on an instrument? P</p> <p><b>2J</b> Can they create music in response to different starting points? C</p> <p><b>2K</b> Can they choose sounds which create an effect? C</p> <p><b>2L</b> Can they improve their own work? A</p> <p><b>KAPOW</b>  <i>Use tempo, dynamics and timbre in their piece.</i>  <i>Play in time with their group.</i>  <i>Use instruments appropriately.</i>  <i>Successfully sing back the melody line in time and at the correct pitch.</i>  <i>Play either a call and/or response role in time with another pupil.</i>  <i>Perform their composition.</i></p>	<p><b>Myths and legends</b></p> <p><b>2C</b> Can they perform simple patterns and accompaniments keeping a steady pulse? P</p> <p><b>2D</b> Can they perform with others? P</p> <p><b>2G</b> Can they order sounds to create a beginning, middle and end? C</p> <p><b>2H</b> Can they use symbols to represent sounds? C</p> <p><b>2J</b> Can they create music in response to different starting points? C</p> <p><b>2K</b> Can they choose sounds which create an effect? C</p> <p><b>2M</b> Can they listen out for particular things when listening to music? A</p> <p><b>KAPOW</b>  <i>Create rhythms and arrange them in a particular order or structure.</i>  <i>Identify the structure of a piece of music and write it down.</i>  <i>Describe whether a musical texture is thick or thin.</i>  <i>Explore ways of writing down different textural layers.</i>  <i>Follow a given structure for a composition.</i>  <i>Write a structure score accurately.</i>  <i>Compose music with several layers.</i>  <i>Perform their composition accurately, following the structure score.</i></p>	<p><b>On this island: British songs and sounds</b></p> <p><b>2A</b> Do they sing and follow the melody (tune)? P</p> <p><b>2B</b> Do they sing accurately at a given pitch? P</p> <p><b>2C</b> Can they perform simple patterns and accompaniments keeping a steady pulse? P</p> <p><b>2D</b> Can they perform with others? P</p> <p><b>2G</b> Can they order sounds to create a beginning, middle and end? C</p> <p><b>2J</b> Can they create music in response to different starting points? C</p> <p><b>2K</b> Can they choose sounds which create an effect? C</p> <p><b>2L</b> Can they improve their own work? A</p> <p><b>2M</b> Can they listen out for particular things when listening to music? A</p> <p><b>KAPOW</b>  <i>Sing, play and follow instructions to perform as a group.</i>  <i>Describe music using simple musical vocabulary.</i>  <i>Explore multiple ways of making the same sound.</i>  <i>Represent the same sound in different ways.</i>  <i>Describe how they have adapted a sound using musical vocabulary.</i>  <i>Contribute musically to a final performance.</i>  <i>Create a piece that clearly represents a particular environment.</i>  <i>Extend a piece of music so that it represents three distinct environments.</i></p>
PE						



PSHE	<p><b>2N</b> Can I explain what happens if I don't keep clean?  <b>2O</b> Can I say three properties of my skin?  <b>2P</b> Can I say what happens to my skin as I get older?  <b>2Q</b> Can I say how many teeth I have?  <b>2R</b> Can I say which jobs my teeth do?  <b>2S</b> Can I say how to clean my teeth?  <b>2T</b> Other than brushing, can I give other ways of looking after my teeth?  <b>2U</b> Can I name three foods that are good for my teeth?  <b>2V</b> Can I explain when we should take medicines?  <b>2W</b> Can I say why medicines can sometimes be dangerous?</p>	<p><b>2X</b> Can I say if boys are better than girls or if girls are better than boys?  <b>2Y</b> Can I say what the main physical differences are between boys and girls?  <b>2Z</b> Can I say whether differences between boys and girls mean we should behave differently towards each other?  <b>2AA</b> Can I say who is allowed to touch us and what is appropriate touching?  <b>2AB</b> Can I say why we need our muscles and how we can strengthen them?  <b>2AC</b> Can I suggest ways in which I could get more exercise?  <b>2AD</b> Can I say when I might need help and explain who I could ask for help?  <b>2AE</b> Can I understand why it is important to see from other people's point of view?</p>	<p><b>2D</b> Can I explain what I do for the school community?  <b>2E</b> Can I say one positive thing about being part of a community?  <b>2F</b> Can I explain how to look after others in my school community and the wider community?  <b>2G</b> Can I suggest ways to keep myself safe when I come across adults I don't know?  <b>2AH</b> Can I contribute to a class pledge?  <b>2AI</b> Can I see the benefits that my class pledge will have on the wider community?  <b>2AJ</b> Can I say who is the most important member of the community and why?</p>	<p><b>2A</b> Can I explain what would happen if countries were friendlier towards each other?  <b>2B</b> Can I explain what the word generous means?  <b>2C</b> Can I explain the word unfair?  <b>2H</b> Can I think of things that are never right, in any circumstance?  <b>2I</b> Can I say when is the right time to think about a consequence? Before or after I choose to do something?</p>	<p><b>2J</b> Can I say why it is important to have goals?  <b>2K</b> Can I explain why it is important to be able to negotiate?  <b>2L</b> Can I say why it is important to work as a team?  <b>2M</b> Can I say if it is okay to disagree?  <b>2AF</b> Can I say what a 'positive impact' means?  <b>2AK</b> Can I give examples of responsibilities you may have at home and/or at school?  <b>2AG</b> Can I tell the difference between light-hearted teasing and teasing that is hurtful?</p>	<p><b>2AL</b> Can I say what sort of things might cause 'negative emotions'?  <b>2AM</b> Can I give ways in which I can deal with 'negative emotions'?  <b>2AN</b> Can I explain what kind of things we might do for someone we love?  <b>2AO</b> Do I understand that it is okay to feel sad?  <b>2AP</b> Can I explain what NOT to do when feeling sad  <b>2AQ</b> Can I say which is more important to buy - food or toys? Why?  <b>2AR</b> Can you give an example of something you need/something you want?  <b>2AS</b> Can I explain why money is important?  <b>2AT</b> Can I give examples of ways that you can earn money?</p>
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RE	<p><b>Key Question: 1.2</b>  <u>Who is a Muslim and what do they believe?</u>  <b>2A</b> Can they talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1)?  <b>2B</b> Can they re-tell a story about the life of the Prophet Muhammad (A2)?  <b>2C</b> Can they recognise some objects used by Muslims and suggest why they are important (A2)?  <b>2D</b> Can they identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1)?  <b>2E</b> Can they find out about and respond with ideas to examples of cooperation between people who are different (C2)?</p>	<p><b>Key Question: 1.3</b>  <u>Who is Jewish and what do they believe?</u>  <b>2F</b> Can they talk about how the Mezuzah in the home reminds Jewish people about God (A3)?  <b>2G</b> Can they talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1)?  <b>2H</b> Can they re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means (A2)?</p>	<p><b>Key Question: 1.4</b>  <u>What can we learn from sacred books?</u>  <b>2I</b> Can they recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3)?  <b>2J</b> Can they re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2)?  <b>2K</b> Can they ask and suggest answers to questions arising from stories Jesus told and from another religion (C1)?  <b>2L</b> Can they talk about issues of good and bad, right and wrong arising from the stories (C3)?</p>	<p><b>Key Question: 1.8</b>  <u>How should we care for others and the world, and why does it matter?</u>  <b>2M</b> Can they retell Bible stories and stories from another faith about caring for others and the world (A2)?  <b>2N</b> Can they identify ways that some people make a response to God by caring for others and the world (B1)?  <b>2O</b> Can they talk about issues of good and bad, right and wrong arising from the stories (C3)?  <b>2P</b> Can they talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2)?  <b>2Q</b> Can they use creative ways to express their own ideas about the creation story and what it says about what God is like (C1)?</p>
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