



Summer Medium Term Plan – Year 2

School Driver Focus

Summer 1 – Independent Enquirer

Summer 2 – Reflective Learner

	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Science	Working scientifically	<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions 	Ask simple scientific questions Use simple equipment to make close observations Carry out simple tests Identify and classify things Using my tests and observations to suggest what I have found out Gather, record and use data to answer questions	Previous vocab plus observe changes over time, notice patterns, secondary sources, hand lenses, egg timers, identify, classify, data.	
	Living things and their habitats	<ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive • 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 • 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 		Living, dead, never been alive, names of local habitats, land, woodland, meadow, name micro habitats, under log, stony path, under bushes, suited, basic needs, depend, food, food chain, shelter.	



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		food chain, and identify and name different sources of food			
	Plants	<ul style="list-style-type: none"> 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 		Seeds, bulbs, water, light, growth, healthy, shoot, seedling.	
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Computing	E Safety	use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies recognise common uses of information technology beyond school	<ul style="list-style-type: none"> To design a password WEAK, MEDIUM, STRONG 	Choices, internet, equipment, buttons, movement, screen, mouse, images keyboard paint, technology, share, create, internet, collect, photos, organise, count	
	Technology (Digital Literacy)	use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies	<ul style="list-style-type: none"> To explain why I need to keep my password and personal information private. 		



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		recognise common uses of information technology beyond school			
Computer science	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p>	<ul style="list-style-type: none"> • To begin to understand what a simple algorithm is. • To, with support, attempt to debug a simple algorithm. • To begin to write simple algorithms for everyday tasks. 	<p>Appropriate/inappropriate sites</p> <p>Cyber-bullying</p> <p>Digital footprint</p> <p>Keyword searching Forward</p> <p>Backward</p> <p>Right-angle turn</p> <p>Algorithm</p> <p>Sequence</p> <p>Debug</p> <p>Predict</p> <p>Capturing moments</p> <p>Magnified images</p> <p>Questions</p> <p>Data collection</p> <p>Graphs</p> <p>Charts</p> <p>Save</p> <p>Retrieve</p> <p>Information sources</p> <p>Communication</p> <p>Purposes</p> <p>Website content</p> <p>Paint effects</p> <p>Templates</p> <p>Animation</p> <p>Documents</p> <p>Index finger typing</p> <p>Enter/return</p>		



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				Caps lock Backspace	
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Geography	Locational Knowledge	Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	<ul style="list-style-type: none"> To name and locate the world's seven continents and five oceans; 	Key Physical Geography vocabulary: (in addition to the previous year) beach, cliff, coast, valley, vegetation, weather patterns, English Channel, Irish Sea, North Sea, Atlantic Ocean, Island Key Human Geography vocabulary: (in addition to the previous year) port, harbour, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, British Isles.	
	Place knowledge	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	<ul style="list-style-type: none"> To compare a local city/town in the UK with a contrasting city/town in a different country; 	Use simple compass directions (North, South, East, West) and locational and directional language [e.g near, far, left, right], sketch, mapping,	
	Human and physical feature	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	<ul style="list-style-type: none"> To identify seasonal and daily weather patterns in the United Kingdom To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; To use basic geographical vocabulary to refer to key 		



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			physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;	
	Geographical skills and fieldwork	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Geography – key stages 1 and 2 3.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human</p>	<p>Geographical Enquiry</p> <ul style="list-style-type: none"> • To encourage children to ask simple geographical questions; Where is it? What's it like? • To make appropriate observations about why things happen. • To make simple comparisons between features of different places. • To conduct regular fieldwork activities • To use NF books, stories, maps, pictures/photos and internet as sources of information. • To make simple comparisons between features of different places. • To conduct regular fieldwork activities <p>Using Maps</p> <ul style="list-style-type: none"> • To use an infant atlas to locate places. • To follow a route on a map • To use a plan view. 	



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		and physical features of its surrounding environment.	<p>Style of Map</p> <ul style="list-style-type: none"> • To find land/sea on globe. • To use an infant atlas <p>Direction/Location</p> <ul style="list-style-type: none"> • To follow directions (as yr 1 and inc'. NSEW) <p>Drawing Maps</p> <ul style="list-style-type: none"> • To draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) <p>Representation</p> <ul style="list-style-type: none"> • To begin to understand the need for a key. • To use class agreed symbols to make a simple key. <p>Perspective</p> <ul style="list-style-type: none"> • To look down on objects to make a plan view map. <p>Stlye of Map</p> <ul style="list-style-type: none"> • To use teacher drawn base maps. • To use large scale OS maps. 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
History	Chronological understanding	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit	<ul style="list-style-type: none"> • To check accuracy using books/ICT. • To place events on a simple timeline, adding times previously studied. 	Chronological time consolidation, Sequence, Chronological Order, Recent History, Earlier, Later, Decades, Centuries Question, Artefact, Newspapers, Websites, Historians, Primary /Secondary	



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		within a chronological framework.		Evidence, Information, Like or dislike, Significant, Tally chart, Changes, Observe, Non-fiction books, Maps, Internet, Research, Buildings, Places, Historical event	
	Historical interpretation	Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	<ul style="list-style-type: none"> • To compare 2 versions of a past event. • To compare pictures or photographs of people or events in the past. • To identify ways that the past is represented and discuss reliability of evidence e.g. photos, paintings, accounts, stories. • To use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts. 	Guy Fawkes, Guido, Parliament, Protestants, Catholics, Robert Catesby, King James I, Government, Gunpowder, Unsuccessful, Traitor, Remembered.	
	Historical enquiry	Children should ask and answer questions, using other sources to show that they know and understand key features of events.	<ul style="list-style-type: none"> • To ask and answer appropriate Historical questions, using their growing Historical knowledge. 		
Organising and presenting	Pupils should use a wide vocabulary of everyday historical terms.	<ul style="list-style-type: none"> • To communicate their knowledge though discussion, drawing, drama and role play, making models, writing and ICT. • To use simple terms to talk about the passing of time. 			



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	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Art and Design	Developing Ideas	KS1 pupils should be taught to use a range of materials creatively to design and make products.	<p>Early sketch book work</p> <ul style="list-style-type: none"> To plan and develop simple ideas To collect textures and patterns to inform other work 	<p>Applique Chalks clay Colouring contrast Dye Fabric Fray fringe Irregular knot Malleable Man made Mod rock natural Oil pastels over printing overlap overlay pastel pencils Pencils plait Regular sculpture shades stitch surfaces texture</p>	
	Painting	KS1 pupils should be taught to use painting to develop their ideas, experiences and imagination.	<ul style="list-style-type: none"> To begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture. To continue to control the types of marks made with the range of media. To use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks. 		
	Textiles	KS1 pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	<p>Demonstrate experience in surface patterns/ textures and use them when appropriate.</p> <ul style="list-style-type: none"> To investigate textures and produce an expanding range of patterns. To use line and tone in different media to consider shape, shade, pattern and texture. To use natural materials to consider pattern and texture 		



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			(e.g. stones, leaves, feathers, sticks, grasses, shells)	tint Tools	
	Responding to art	KS1 pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, making links to their own work.	<ul style="list-style-type: none"> • To continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work. • To express thoughts and feelings about a piece of art. • To reflect and explain the successes and challenges in a piece of art created. • To explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further 	twist	
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
PE	Athletics	Pupils should develop fundamental movement skills before becoming increasingly competent and confident. They should access a broad range of opportunities to extend their agility, balance and co-ordination, individually and	Health and fitness <ul style="list-style-type: none"> • To recognise and describe how the body feels during and after different physical activities • To explain what they need to stay healthy. Running	Balance Direction Distance Hurdle Obstacle Power Relaxed Relay	



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		<p>with others. They should be able to engage in competitive and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ul style="list-style-type: none"> . 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. Participate in team games, developing simple tactics for attacking and defending. 	<ul style="list-style-type: none"> • To run at different paces, describing the different paces. • To use a variety of different stride lengths. • To travel at different speeds. • To begin to select the most suitable pace and speed for distance. • To vary the speed and direction in which they are travelling. • To run with basic techniques following a curved line. • To be able to maintain and control a run over different distances. <p>Jumping</p> <ul style="list-style-type: none"> • To perform and compare different types of jumps. • To combine different jumps together with some fluency and control. • To jump for distance from a standing position with accuracy and control. • To investigate the best jumps to cover different distances. • To choose the most appropriate jumps to cover different distances. 	<p>Speed Swing</p>	
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			<p>Throwing</p> <ul style="list-style-type: none"> • To throw different types of equipment in different ways, for accuracy and distance. • To throw with accuracy at targets of different heights. • To investigate ways to alter their throwing technique to achieve greater distance. <p>Compete/Perform</p> <ul style="list-style-type: none"> • To perform learnt skills with increasing control. • To compete against self and others. <p>Evaluate</p> <ul style="list-style-type: none"> • To watch and describe performances and use what they see to improve their own performances. • To talk about differences between their work and that of others. 		
	Games	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive	<p>Health and fitness</p> <ul style="list-style-type: none"> • To recognise and describe how the body feels during and after different physical activities. • To explain what they need to stay healthy. <p>Striking and hitting a ball</p>	<p>Accuracy</p> <p>Agility</p> <p>Aim</p> <p>Balance</p> <p>Base</p> <p>Co-ordination</p> <p>Crab</p> <p>Guide</p> <p>Movement</p>	



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	<p>(both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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; • participate in team games, developing simple tactics for attacking and defending; • perform dances using simple movement patterns. 	<ul style="list-style-type: none"> • To strike or hit a ball with increasing control. • To learn skills for playing striking and fielding games. • To position the body to strike a ball. <p>Throwing and catching a ball</p> <ul style="list-style-type: none"> • To throw, catch and bounce a ball with a partner. • To use throwing and catching skills in a game. • To throw a ball for distance. • To use hand-eye coordination to control a ball. <p>Vary types of throw used.</p> <p>Using Space</p> <ul style="list-style-type: none"> • To begin to choose and use the best space in a game. <p>Tactics and Rules</p> <ul style="list-style-type: none"> • To understand the importance of rules in games. • To use at least one technique to attack or defend to play a game successfully. <p>Compete/Perform</p> <ul style="list-style-type: none"> • To perform learnt skills with increasing control. • To compete against self and others <p>Evaluate</p>	<p>Pattern</p> <p>Rotate</p> <p>Skittles</p> <p>Target</p> <p>Timing</p> <p>Tuck</p> <p>Twist and turn</p> <p>Bounce</p> <p>Circuit</p> <p>Cushion</p> <p>Overarm throw</p> <p>Sideways</p> <p>Underarm</p>	
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			<ul style="list-style-type: none"> • To watch and describe performances, and use what they see to improve their own performance. • To talk about the differences between their work and that of others. 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Music	Singing	Use their voices expressively and creatively by singing songs and speaking chants and rhymes;	<ul style="list-style-type: none"> • To sing songs regularly with a pitch range of do-so with increasing vocal control. • To sing songs with a small pitch range, pitching accurately. • To know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause). 	<ul style="list-style-type: none"> • Acoustic, layering, soundmakers, accompaniment, musical, elements, structure, body, percussion, notation, tempo, call and response, ostinato, texture, chord, phrase, timbre, drone, pitch [high/ low sounds], tuned percussion, duration, movement [of sound], untuned percussion, dynamics [volume], playing, methods, xylophone, free/arrhythmic, pulse and beat, produce, improvisation, score, sound, quality 	<ul style="list-style-type: none"> •
	Listening	Listen with concentration and understanding to a range of high-quality live and recorded music;	<ul style="list-style-type: none"> • To develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the 		<ul style="list-style-type: none"> •



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		<p>music they are listening to, singing and playing.</p> <ul style="list-style-type: none"> • To listen to recorded performances and opportunities to experience live music making in and out of school. 		
Composting	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	<ul style="list-style-type: none"> • To create music in response to a non-musical stimulus. • To work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. • To use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. • To use music technology to capture, change and combine sounds. 		•
Musicianship pulse/beat	Play tuned and untuned instruments musically;	<ul style="list-style-type: none"> • To understand that the speed of the beat can change, creating a faster or slower pace (tempo). 		



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		<ul style="list-style-type: none"> • To mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. • To walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others. • To begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. • To identify the beat groupings in familiar music that they sing regularly and listen to. 		
Musicianship pitch	Play tuned and untuned instruments musically;	<ul style="list-style-type: none"> • To play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. • To sing short phrases independently within a singing game or short song. • To respond independently to pitch changes heard in short 		



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			melodic phrases, indicating with actions. • Recognise dot notation and match it to 3-note tunes played on tuned percussion.		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Design Technology	Design	Design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	<ul style="list-style-type: none"> • To have own ideas and plan what to do next • To explain what I want to do and describe how I may do it • To explain purpose of product, how it will work and how it will be suitable for the user • To describe design using pictures, words, models, diagrams, begin to use ICT • To design products for myself and others following design criteria • To choose best tools and materials, and explain choices • To use knowledge of existing products to produce ideas. 	Vehicle, wheel axle, axle holder, chassis, body, cab, assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism names of tools, equipment and materials used Investigating, planning, design, make, evaluate, user, purpose, ideas, design, criteria, product, function I think..... because..... I prefer.....because..... My partner thinks..... I agree/disagree because.....	
	Make	<ul style="list-style-type: none"> • To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] 	<ul style="list-style-type: none"> • To explain what I am making and why it fits the purpose *make suggestions as to what I need to do next. • To join materials/components 	It / This is.....and... This has... and ... The.....is.....and... They are....and.... I feel...because... This is a big, round, red, beach ball	



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		<ul style="list-style-type: none"> To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<p>together in different ways</p> <ul style="list-style-type: none"> *measure, mark out, cut and shape materials and components, with support. *describe which tools I'm using and why To choose suitable materials and explain choices depending on characteristics. To use finishing techniques to make product look good To work safely and hygienically 	<p>First..... (First put the hat on)</p> <p>Next.....</p> <p>After that...</p> <p>Finally...</p> <p>Last of all...</p> <p>I.....because.....</p> <p>When Ibecause..... After I.....</p> <p>The.....because.....</p> <p>We/They.....because..... How.....</p>	
	Evaluate	Explore and evaluate a range of existing products ☑ evaluate their ideas and products against design criteria	<ul style="list-style-type: none"> To describe what went well, thinking about design criteria To talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion To evaluate how good existing products are To talk about what I would do differently if I were to do it again and why. 		
	Technical Knowledge	Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from	<ul style="list-style-type: none"> To explain hygiene and keep a hygienic kitchen To describe properties of ingredients and importance of varied diet 		



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			<ul style="list-style-type: none"> • To say where food comes from (animal, underground etc.) • To describe how food is farmed, home-grown, caught • To draw eat well plate; explain there are groups of food • To describe “five a day” • To cut, peel and grate with increasing confidence 		
	Technical Knowledge Materials and structure	Build structures, exploring how they can be made stronger, stiffer and more stable	<ul style="list-style-type: none"> • To measure materials • To describe some different characteristics of materials • To join materials in different ways 		
	Strand	National curriculum	Expectation		
RE	What can we learn from Sacred Books? (believing)		<p>☑ Recognise that sacred books contain stories which are special to many people and should be treated with respect.</p> <p>☑ Retell stories from another faith and suggest a meaning. Ask and answer questions from Jesus’ stories and from another religion.</p>	<p>Christianity</p> <p>Christian, God, Creator, Christmas, disciple, Easter, Jesus, Church, altar, font, Bible, Gospel, Holy Spirit, baptism, Christening, faith, Harvest, holy, Hymn, prayer, priest, vicar, worship</p> <p>Islam</p>	



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				<p>Muslim, Islam, Allah, Prophet, Mosque, Eid, Qur'an, moon and star.</p> <p>Judaism Jewish, Synagogue, Torah, Bimah, Hanukkah, Ark, Judaism, Shabbat, Joseph, Kippah</p> <p>Hinduism Murtis, Gods and Goddesses, puja, home shrine, devotion, Ganesha, Aum, Diwali, offering, Rama, Sita, worship, Vishnu</p> <p>General religious vocabulary Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, co-operation, belonging, worship, holiness, sacred. creation story.</p>	
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	Strand	National curriculum	Expectation	Vocabulary	Knowledge
PSHE	Health and Wellbeing	<p>Pupils will be taught:</p> <ol style="list-style-type: none"> 1. What is meant by a healthy lifestyle? 2. How to maintain physical, mental and emotional health and wellbeing. 3. How to manage risks to physical and emotional health and wellbeing. 4. Ways of keeping physically and emotionally safe. 5. about managing change, including puberty, transition and loss. 6. How to make informed choices about health and wellbeing and to recognise sources of help with this. 7. How to respond in an emergency. 8. To identify different influences on health and wellbeing. 	<p>Responsibility - Who's at Fault?</p> <ul style="list-style-type: none"> • To learn to take responsibility for their own actions • To recognise how their behaviour and that of others may influence people both positively and negatively <p>To listen to, reflect on and respect other people's views and feelings</p> <p>Emotions - Mood swings</p> <ul style="list-style-type: none"> • To learn about a range of different feelings and emotions^[SEP] <p>To recognise, name and manage their feelings in a positive way</p> <p>Love - Three Little Words</p> <ul style="list-style-type: none"> • To learn about the importance of love^[SEP] <p>To recognise, name and deal with their feelings in a positive way</p> <p>Sadness - How to Cope</p> <ul style="list-style-type: none"> • To understand and be aware of the different ways to show sadness 	<p>relationships • consideration</p> <ul style="list-style-type: none"> • sensitivity • rules • apply • difference • right • wrong • common goals • community • reflect • share • opinions • identify • different • relationships • strengths • weak-nesses • real-life • set goals • prioritise • choices • healthy eating • health • substances • manage • risk • personal hygiene • differences • choices • improve • health • physical activity • beneficial • regular • activity • physical changes • recognise • fair • unfair • reflect • respect • views • money • relationships • influence • positively • negatively • collaborate • responsible • recognise • spending money • common goals • contribute • enterprise • afford • choices 	



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			To understand about coping with change and loss	
	Realtionships	<p>Pupils will be taught:</p> <ol style="list-style-type: none"> How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts. How to recognise and manage emotions within a range of relationships. How to recognise risky or negative relationships including all forms of bullying and abuse. How to respond to risky or negative relationships and ask for help. How to respect equality and diversity in relationships 	<p>To understand about coping with change and loss</p> <p>Behaviour - Help Me!</p> <ul style="list-style-type: none"> To understand who can help if someone is affected by bullying To recognise that there are people who care for and look after them To consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying <p>To seek help from an appropriate adult when necessary</p> <p>Behaviour - In My Shoes</p> <ul style="list-style-type: none"> To understand that family and friends should care for each other To recognise how their behaviour affects other people <p>To recognise how their behaviour and that of others may influence people both positively and negatively</p> <p>Behaviour - Cry Baby!</p> <ul style="list-style-type: none"> To learn strategies to cope with unfair teasing 	



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Summer 2 – Reflective Learner

			<ul style="list-style-type: none"> • To understand that there are different types of teasing and bullying <p>To consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying</p>		
	Living in the wider world	<p>Pupils will be taught:</p> <ol style="list-style-type: none"> 1. About respect for self and others and the importance of responsible behaviours and actions. 2. About rights and responsibilities as members of families, other groups and ultimately as citizens. 3. About different groups and communities. 4. To respect equality and to be a productive member of a diverse community. 5. About the importance of respecting and protecting the environment. 6. About where money comes from, keeping it safe and the 	<p>Local Citizenship - Our Local Area</p> <ul style="list-style-type: none"> • To understand the role of the local community • To consider ways of looking after the school or community and how to care for the local environment <p>To suggest rules that would improve things for the common good</p> <p>Local Citizenship - Community Care</p> <ul style="list-style-type: none"> • To develop a strong relationship with the local community <p>To understand the importance of shared responsibility within all communities</p> <p>Money - Shopping List</p>		



Summer Medium Term Plan – Year 2

School Driver Focus

Summer 1 – Independent Enquirer

Summer 2 – Reflective Learner

	<p>importance of managing it effectively.</p> <p>7. How money plays an important part in people's lives.</p> <p>8. A basic understanding of enterprise.</p>	<ul style="list-style-type: none"> • To understand the importance of managing money carefully To understand that we cannot always afford the items we want to buy Choices - This or That? • To understand the importance of choices and spending money wisely Enterprise - Dragon's `Den • To gain a basic understanding of enterprise To contribute to enterprise activities 		
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