



**USWORTH COLLIERY  
PRIMARY SCHOOL**

**YEAR 2**

**KEY SKILLS, KNOWLEDGE  
& UNDERSTANDING**

**CURRICULUM  
COVERAGE 2021-2022**

# SCIENCE

Year 1 & 2	<p><b>Working Scientifically</b></p> <ul style="list-style-type: none"><li>• Explore the world around them and raise their own simple questions Experience different types of science enquiries, including practical activities</li></ul> <p>Begin to recognise and make suggestions of different ways in which they might answer scientific questions</p> <ul style="list-style-type: none"><li>• Use their senses and simple equipment to make observations, observing changes over time.</li><li>• Carry out simple tests</li><li>• Use simple features to compare objects, materials and living things and decide how to sort and group them</li><li>• Ask people questions and use simple secondary sources to find answers</li><li>• With guidance, they should begin to notice patterns and relationships and use their observations and ideas to suggest answers to further questions</li><li>• Use simple measurements and simple equipment (e.g. hand lenses, egg timers) to gather data</li><li>• Record simple data (using charts, tables, pictures, labels and captions).</li><li>• To explain and talk about what they have found out and how they found it out.</li><li>• Beginning to answer some scientific questions with a simple reason.</li><li>• Begin to say whether things happened as they expected and if not why not.</li><li>• With help, they should record and communicate their findings in a range of ways and begin to use simple scientific vocabulary (written, diagrams, charts, pictures, tables, ICT and verbally)</li></ul>
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Year 2	<p><b>Animals, including Humans</b></p> <ul style="list-style-type: none"><li>• Explain that animals, including humans, have offspring which grow into adults</li><li>• Describe the life cycles of some living things, including humans</li><li>• Identify and describe the basic needs of animals, including humans, for survival</li><li>• Begin to understand and describe the importance of exercise for humans</li><li>• Begin to understand and describe the importance of eating the right foods for humans</li><li>• Begin to understand and describe the importance of hygiene for humans</li></ul> <p><b>Living Things and Habitats</b></p> <ul style="list-style-type: none"><li>• Sort and compare the differences between things that are living, dead, and things that have never been alive.</li><li>• Identify and name a range of habitats, including micro habitats, and name animals and plants found within them.</li><li>• Identify that most living things live in habitats to which they are suited and their basic needs met</li><li>• Describes how animals obtain their food from plants and other animals</li></ul> <p><b>Plants</b></p> <ul style="list-style-type: none"><li>• Identify, compare, sort and group a range of seeds and bulbs.</li><li>• Name some of the things plants need to grow and stay healthy</li><li>• Observe and describe how seeds and bulbs grow into mature plants over time</li><li>• Begin to understand that plants grow in different ways.</li></ul> <p><b>Everyday Materials and Suitability</b></p> <ul style="list-style-type: none"><li>• Identify the difference between transparent, translucent and opaque</li><li>• Identify how the shape of solid objects made from some materials can be changed</li><li>• Describe and compare the physical properties of a variety of everyday materials</li><li>• Identify and compare the uses and suitability of a variety of everyday materials (including wood, metal, plastic, glass, brick, rock, paper and cardboard)</li></ul>
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# GEOGRAPHY

## WHOLE SCHOOL GEOGRAPHY OVERVIEW

When teaching each geographical area, the five key geographical skills must be taught for each one.

- Map skills
- Fieldwork
- Building a sense of place (physical and human features)
- Enquiry/Using sources
- Environment

For each location children will learn about and compare some or all of the following geographical themes.

- Land use / settlement
- Weather and climate
- Lifestyle and culture
- Sustainability and environment
- Trade/economy (KS2)

**THE FIRST LESSON IN ANY TOPIC MUST SET THE CONTEXT BY FOCUSING ON IDENTIFYING WHERE IN THE WORLD THE PLACE IS, WHAT CONTINENT IT IS ON, WHAT SEAS SURROUND IT, WHAT THE CAPITAL AND MAJOR CITIES ARE AND WHAT THE CULTURE IS LIKE IN THAT LOCATION.**

### Year 2

#### Autumn

Countries and capitals of the UK – Do I live in the UK or England?

#### Spring

Australia – What is it like on the other side of the world?

#### Summer

France – Why do so many people go on holiday to France?

Year 2	<p><b>Objectives should be taught and revisited in each topic.</b></p> <p><b>Sense of place</b></p> <ul style="list-style-type: none"> <li>• Compare the weather in different places around the world</li> <li>• Identify and describe where places are in the world, including Northern and Southern hemispheres.</li> <li>• Identify human features of a place using vocabulary from the vocab list.</li> <li>• Identify physical features using the vocab list</li> <li>• Identify some common land uses in different areas.</li> <li>• Make simple comparisons between human and physical features of different places using geographical vocabulary.</li> <li>• Know names and locations of the countries and capitals of the UK as well as some features of each one (e.g., River Thames, London Eye, Edinburgh Castle etc)</li> </ul> <p><b>Map Skills</b></p> <ul style="list-style-type: none"> <li>• Follow directions using cardinal compass points (N,S,E&amp;W)</li> <li>• Draw own maps of real or imaginary places.</li> <li>• Use own symbols to create simple legends on a map)</li> <li>• Use an atlas/globe/online map to locate places around the world.</li> <li>• Begin to spatially map places (eg. England-Scotland, UK-Europe, UK-Australia)</li> </ul> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>• With support, gather evidence about a place and record it (pictograms, tally chart etc.)</li> <li>• Use observational skills to attempt to make simple scaled drawings.</li> <li>• Record and label observations using geographical vocabulary.</li> <li>• Investigate their surroundings, expressing their own views and considering other people's views.</li> </ul> <p><b>Geographical Enquiry/Using Sources</b></p> <ul style="list-style-type: none"> <li>• Use books, maps and images of a location as sources of information.</li> <li>• Use resources and own observations to respond to open questions about a locality.</li> <li>• Ask own simple geographical questions about a locality.</li> </ul> <p><b>Environment</b></p> <ul style="list-style-type: none"> <li>• Understand that humans have had a negative impact on the environment – pollution (air) and litter</li> <li>• Suggest ways to help save the environment – walk/cycle, recycle</li> <li>• Give simple examples of how the local environment has been affected by human activity</li> <li>• Give some examples of how human development has affected animal's habitats.</li> </ul>
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# HISTORY

## WHOLE SCHOOL HISTORY OVERVIEW

**When teaching each historical era, the 7 key history skills must be taught for each one.**

- Constructing the Past
- Sequencing the Past/Chronology
- Continuity and Change
- Cause and Effect
- Significance and Interpretation
- Historical Enquiry
- Using Sources as Evidence

**In each era children will learn about and compare some or all of the following historical themes**

- Achievements (scientific and cultural)
- Housing and architecture
- Society (politics and class)
- Food Farming and Trade
- Entertainment
- Beliefs
- Weapons and warfare

**THE FIRST LESSON IN ANY TOPIC MUST SET THE CONTEXT FOR THAT HISTORICAL ERA – HOW DOES IT COMPARE TO PREVIOUS TOPICS LEARNT, WHAT WAS LIFELIKE IN THE PLACE BEFORE THIS ERA BEGAN ETC.**

<p>Year 2 Autumn</p>	<p><b>How did a baker burn down an entire city?</b> Significant historical events- people and places in their own locality- Great Fire of London &amp; Fire Newcastle and Gateshead</p> <ol style="list-style-type: none"> <li><b>1. Achievements</b> London rebuilt and introduction of fire safety and fire brigade</li> <li><b>2. Housing and architecture:</b> Before the fire building materials Rebuilding of London change in building materials after fire Weapons and warfare Gunpowder used to stop the fire</li> </ol> <p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>Identify that significant events and individuals from the past have helped shaped the present –Great fire – building regs, city design etc.</li> <li>Understand that events can have an effect locally, nationally and internationally.</li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>Identify and compare periods of time – How was life in 1666 different from now?</li> <li>Order events on a non-scaled timeline, giving reasons for their choices – events leading up to and following Great Fire.</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>Identify that changes throughout history have had important consequences – housing safety &amp; fire service</li> <li>Explain WHY some things have changed or stayed the same throughout history – people living in towns/cities, building regulations etc.</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Consider how certain events have significant consequences – effect on people’s lives, building regulations,</li> <li>With support, identify what caused historical events to occur– what were the key effects of the great fire?</li> <li>Give examples of how people’s actions have changed the world.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Make semi-independent decisions and use evidence provided to justify - Who was to blame for the great fires? Guided enquiry using knowledge from topic.</li> <li>With support, use given sources to answer simple questions.</li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>Understand the difference between primary and secondary sources</li> <li>Begin to distinguish between fact and opinion –photos, accounts and stories</li> </ul>
<p>(First 2 weeks after half term)</p>	<p><b>Why do we remember them?</b> (short topic -2 weeks) Local history - Significant event: Remembrance Day</p> <ol style="list-style-type: none"> <li><b>1. Society</b> (local people sacrificing themselves for their country)</li> <li><b>2. Entertainment</b> - wartime songs</li> <li><b>3. Weapons and warfare-</b> battlefield, guns, trenches</li> </ol> <p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>Identify that significant events from the past have helped shaped the present locally, nationally and internationally – RAF Usworth. What would life be like without sacrifice of others?</li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>Identify how periods of time can impact on individuals and events – What was life like in WW1 – soldiers, family back home</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>Identifying WHY some things have changed or stayed the same throughout history – People still disagree and there are still wars</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Consider how certain events have had major consequences in history – Impact of world wars on people’s lives.</li> </ul> <p><b>Significance and Interpretation</b></p> <ul style="list-style-type: none"> <li>Identify why certain events are significant in world history.</li> </ul>

<p>Year 2 Spring</p>	<p><b>Did a Cook really discover Australia?</b>          Significant individuals in the past who have contributed to national and international achievements – James Cook.</p> <ol style="list-style-type: none"> <li>1. <b>Achievements (scientific and cultural)</b> Cartography Discovery of East Coast Australia, Newfoundland New Zealand coastlines Crossing the Antarctic circle and travelling to places unknown</li> <li>2. <b>Society (politics and class)</b> The growth of the Empire, Life in the Royal Navy, Royal Society</li> <li>3. <b>Weapons and warfare.</b> The ships of the 1700's. The British Navy and its importance in this era.</li> </ol> <p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>• Identify that significant events and individuals from the past have helped shaped the present -Can you imagine a time when people didn't know what was on the other side of the world?</li> <li>• Understand that events can affect the present locally, nationally and internationally.</li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>• Identify and compare periods of time – Captain Cook and George Stephenson similarities and differences of the era.</li> <li>• Order events on a non-scaled timeline, offering some reasoning for their choices.</li> <li>• Demonstrate a basic understanding of why certain events happened at certain times with some reasoning – 'Captain Cook voyaged around the world because not much was known and new ships allowed them to.' Why didn't we go to space before Australia?</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Identify that changes throughout history have had important consequences – Effect on aborigines.</li> <li>• Explain WHY some things have changed or stayed the same throughout history –explorers trying to find new things e.g. Plans to go to Mars etc. People trying to make houses safer.</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• Consider how certain events and individuals have had major consequences in history – Captain Cook's voyages expanded our knowledge of the world, some of his maps are still used today etc. What would Australia be like if Cook had not discovered it? Aborigines?</li> <li>• Give examples of how people's actions have affected the world.</li> <li>• With support, identify what caused certain events to happen.</li> </ul> <p><b>Significance and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Identify why certain people/events are significant in the wider context of history – Captain Cook's voyages and their impact.</li> <li>• Understand that some people or events have had an impact locally, nationally and internationally –. Captain Cook and his voyages – why did he go? What was Britain trying to do? Growth of empire.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Make semi-independent decisions and use evidence provided to justify - What was Captain Cook's biggest achievement? Guided enquiry using knowledge from topic.</li> <li>• With support, use given sources to answer simple questions about the past.</li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>• Understand the difference between primary and secondary sources</li> <li>• Begin to differentiate between fact and opinion –photos, accounts and stories</li> </ul>
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<p>Year 2</p> <p>Summer</p>	<p><b>Who is our queen? Have there ever been any others?</b></p> <p>Study of an aspect of British history that extends knowledge beyond 1066 – focus on the changing role and power of monarchy over time, looking at some key monarchs and their significance.</p> <p>Start sequence with current queen then go back to William 1 and, in chronological order spend two lessons per monarch (William I, Richard I, Mary I(or Henry VIII), Charles I, Victoria). First lesson, look at when in history they reigned, what power they had and what life was like back then. Second lesson, look at a significant aspect/event in their reign. All the way through, keep comparing back to previous monarchs studied and current queen. Final lessons will sum up how the role of monarch has changed over time.</p> <ul style="list-style-type: none"> <li>• <b>Achievements (scientific and cultural)</b> Developments in Victoria’s reign</li> <li>• <b>Housing and architecture</b> – castles and royal residences, houses of parliament.</li> <li>• <b>Society (politics and class)</b> How was country ruled in different eras, changing role of monarch.</li> <li>• <b>Beliefs</b> Catholic/protestant problems. Puritans and interregnum.</li> <li>• <b>Weapons and warfare</b> Crusades, knights, castle fortifications, Hastings.</li> </ul> <p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>• Identify that events from the past have shaped the world today – How did the different monarchs reigns affect life today? – losing power, no longer leading into battle, castles were built for a reason – now they are not. Etc.</li> <li>• Identify that things from the past might be different to those today – technology, wars, home, monarchs.</li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>• Identify and compare different periods of time – compare the lifestyle and role of monarch in different periods.</li> <li>• Order events on a non-scaled timeline – place monarchs on timeline of kings and queens since 1066.</li> <li>• Demonstrate a basic understanding of why certain events happened at different times – why doesn’t QEII lead army into battle? Why did Charlie lose his head? Etc.</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Explain why certain features of the past have or have not changed – why do we still have kings and queens? Why don’t we burn people who believe a different religion?</li> <li>• Understand that events in history have important consequences – Inventions in Victoria’s reign</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• Consider how events from the past have had consequences – Charles losing his head, William defeating Harold in Hastings.</li> <li>• Give examples of how peoples actions have had consequences.</li> <li>• With support, identify what caused an event to happen – Victoria always wearing black, Richard going to war.</li> </ul> <p><b>Significance and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Identify why certain events in history are significant in terms of world history – Victoria as empress of India, Richard’s battles, Mary’s bloodshed.</li> <li>• Understand that some people have had an impact nationally and internationally – any of the monarchs.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Make semi-independent decisions using given evidence – Investigate an aspect of one of the monarchs, e.g why did kings and queens used to live in castles, why was Mary called Bloody Mary etc.</li> <li>• With support, use given sources to answer questions.</li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>• Understand the difference between primary and secondary sources.</li> <li>• Begin to differentiate between fact and opinion.</li> </ul>
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# ICT

Year 2	<p><b>Programming</b></p> <ul style="list-style-type: none"><li>• Use forwards, backwards, up and down within a sequence of instructions.</li><li>• Use repeat in my instructions.</li><li>• Use right angle turns.</li><li>• Complete a simple program and predict what the results will be.</li><li>• Test and change my instructions.</li><li>• Use simulations to investigate a question by making different choices.</li><li>• Know what a sensor is and how they are used in real life.</li></ul> <p><b>Handling Data</b></p> <ul style="list-style-type: none"><li>• Understand what a database is.</li><li>• Compare databases on the computer with databases on paper.</li><li>• Enter information into a prepared database and use it to answer questions.</li><li>• Sort and classify information on screen by four criteria (Carroll diagram).</li></ul> <p>E-communication</p> <ul style="list-style-type: none"><li>• Send and reply to messages sent by a safe partner (within school).</li><li>• Follow simple rules when sending messages, including how to keep myself safe.</li></ul> <p><b>Key Skills</b></p> <ul style="list-style-type: none"><li>• Type a piece of work (word process) using the return and enter key to leave gaps (line breaks) between sections.</li><li>• Edit my work (insert/delete a word)</li><li>• Highlight text to change its format (B, U, I).</li><li>• Copy and paste pictures and text using right click or HOME.</li><li>• Use the caps lock key to add capital letters.</li><li>• Save and load pieces of work by either going to the correct folder and double clicking or using file.</li></ul> <p><b>Multimedia Production</b></p> <ul style="list-style-type: none"><li>• Experiment with sound, text, WordArt and pictures within a program (including slideshows).</li><li>• Use the shape tools, flood fill, straight line tools and spray effect to build up pictures and effects.</li><li>• Create a repeating pattern using stamps or copy tool.</li><li>• Insert sounds into a piece of work.</li><li>• Capture still and moving images.</li></ul> <p><b>Using the internet</b></p> <ul style="list-style-type: none"><li>• Use shortcuts to open pre-chosen websites and find information to answer simple questions.</li><li>• Use an index and hyperlinks to locate information.</li><li>• Copy and paste information to answer simple questions.</li></ul> <p><b>E-safety</b></p> <ul style="list-style-type: none"><li>• Recognise advertising on websites and learn to ignore it.</li><li>• Follow the school rules when being online and using technology.</li><li>• Know that personal information should not be shared online.</li><li>• Know how to report something bad that I find online.</li><li>• Understand what cyber bullying is and what to do if it happens.</li></ul>
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# MUSIC

Year 2	<p><b>Performing</b></p> <ul style="list-style-type: none"><li>• Sing and follow the melody (tune).</li><li>• Sing accurately at a given pitch.</li><li>• Perform simple patterns and accompaniments keeping a steady pulse.</li><li>• Perform with others.</li><li>• Play simple rhythmic patterns on an instrument.</li><li>• Sing/clap a pulse increasing or decreasing in tempo.</li></ul> <p><b>Composing</b></p> <ul style="list-style-type: none"><li>• Know what a crochet is.</li><li>• Know what a crochet rest is.</li><li>• Use symbols to represent sounds.</li><li>• Make connections between notations and musical sounds.</li></ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"><li>• Improve my own work.</li><li>• Listen out for particular things when listening to music.</li></ul>
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# ART

Year 2

## **Drawing**

- Use three different grades of pencil in my drawing (4B, 8B, HB).
- Use charcoal, pencil and pastels.
- Create different tones using light and dark.
- Show patterns and texture in my drawings.
- Use a viewfinder to focus on a specific part of an artefact before drawing it.

## **Painting**

- Mix paint to create all the secondary colours.
- Mix and match colours, predict outcomes.
- Mix my own brown with paint.
- Make tints by adding white.
- Make tones by adding black.

## **Printing**

- Create a print using pressing, rolling, rubbing and stamping.
- Create a print like a designer.

## **Textiles/ 3D**

- Make a clay pot.
- Add line and shape to my work.
- Join fabric using glue.
- Sew fabrics together.

## **Collage**

- Create individual and group collages.
- Use different kinds of materials on my collage and explain why I have chosen them.
- Use repeated patterns in my collage.

## **Sketchbooks**

- Begin to demonstrate my ideas through photographs and in my sketch books.
- Set out my ideas, using 'annotation' in my sketch books.
- Keep notes in my sketch books as to how I have changed my work.

## **Use of it**

- Create a picture independently.
- Use simple IT mark-making tools, e.g. brush and pen tools.
- Edit my own work. Knowledge
- Link colours to natural and man-made objects.
- Say how other artist/craft maker/designer have used colour, pattern and shape.
- Create a piece of work in response to another artist's work.

# DT

Year 2	<p><b>Developing, planning &amp; communicating ideas</b></p> <ul style="list-style-type: none"><li>• Think of ideas and plan what to do next.</li><li>• Choose the best tools and materials. I can give a reason why these are best.</li><li>• Describe my design by using pictures, diagrams, models and words.</li></ul> <p><b>Evaluating processes &amp; products</b></p> <ul style="list-style-type: none"><li>• Explain what went well with their work.</li><li>• Explain what should be improved.</li><li>• Make their model stronger and more stable</li><li>• Use wheels and axles, when appropriate to do so.</li></ul> <p>Working with tools, equipment, materials &amp; components</p> <ul style="list-style-type: none"><li>• Join things (materials/ components) together in different ways.</li></ul> <p><b>Cooking &amp; Nutrition</b></p> <ul style="list-style-type: none"><li>• Describe the properties of the ingredients used when making a dish or cake.</li><li>• Explain what it means to be hygienic.</li><li>• Be hygienic in the kitchen.</li><li>• Weigh ingredients to use in a recipe.</li><li>• Cut food safely.</li><li>• Describe the texture of foods.</li><li>• Wash my hands and make sure that surfaces are clean.</li><li>• Think of interesting ways of decorating food I have made, eg, cakes</li></ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"><li>• Measure textiles.</li><li>• Join textiles together to make something.</li><li>• Cut textiles.</li><li>• Explain why I chose a certain textile.</li></ul> <p><b>Use of materials</b></p> <ul style="list-style-type: none"><li>• Measure materials to use in a model or structure.</li><li>• Join material in different ways.</li><li>• Joining, folding or rolling to make it stronger.</li><li>• Choose tools and materials and explain why they have chosen them.</li></ul> <p><b>Construction</b></p> <ul style="list-style-type: none"><li>• Make sensible choices as to which material to use for my constructions.</li><li>• Develop my own ideas from initial starting points.</li><li>• Incorporate some type of movement into models.</li><li>• Consider how to improve my construction</li></ul>
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# RE

Year 2	<p><b>Knowledge &amp; Understanding of Religion</b></p> <ul style="list-style-type: none"><li>• Identify some beliefs and features of religion.</li><li>• Identify the importance of religious beliefs and features for some people.</li><li>• Show awareness of similarities in religions including ceremonies of commitment.</li><li>• Retell religious stories.</li><li>• Suggest meanings for religious actions and symbols.</li><li>• Identify how religion is expressed in different ways.</li><li>• Explain why the bible is important to</li></ul> <p><b>Christians Critical Thinking</b></p> <ul style="list-style-type: none"><li>• Express their views in response to religious materials.</li><li>• Give simple reasons to support their views in response to religious materials</li><li>• Recognise that some questions cause people to wonder and are difficult to answer.</li></ul> <p><b>Personal Reflection</b></p> <ul style="list-style-type: none"><li>• Reflect on their own feelings, ideas and values in relation to religious materials.</li><li>• Show an awareness of the experiences and feelings of others in response to religious materials.</li><li>• Reflect on what influences them.</li><li>• Make links between aspects of their own and others' experience</li></ul>
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# PSHCE

Year 2	<p><b>Me and My Relationships</b></p> <ul style="list-style-type: none"><li>• Know ways that I can get help, if I am being bullied and what I can do if someone teases me.</li><li>• Suggest rules that will help to keep us happy and friendly and what will help me keep to these rules.</li><li>• Describe some classroom rules we have made together</li><li>• Give ideas about what makes a good friend and describe how I try to be a good friend.</li><li>• Express my feelings in a safe, controlled way.</li></ul> <p><b>Valuing Difference</b></p> <ul style="list-style-type: none"><li>• Explain how I could help myself if I was being left out.</li><li>• Recognise if someone else is being left out, and I can say some ways I could help them</li><li>• Give examples of good listening skills and explain why listening skills help us to understand a different point of view.</li></ul> <p><b>Keeping Myself Safe</b></p> <ul style="list-style-type: none"><li>• Give examples of safe and unsafe secrets and describe of safe people who can help if something feels wrong.</li><li>• Give examples of the touches I like and those I don't like.</li><li>• Give examples of touches that are ok or not ok (even if they haven't happened to me) and identify a safe person to tell if I felt 'not OK' about something.</li><li>• Explain what medicines are for.</li><li>• Explain that they can be helpful or harmful, and give examples of how they can be used safely.</li></ul> <p><b>Rights and Responsibilities</b></p> <ul style="list-style-type: none"><li>• Give examples of things that help me to be settled and calm in the classroom.</li><li>• Give examples of when I've used some of these ideas to help me when I am not settled.</li></ul> <p><b>Being my Best</b></p> <ul style="list-style-type: none"><li>• Describe things that I can do to help keep me healthy.</li><li>• Name different parts of my body that are inside me and help to turn food into energy.</li><li>• Know what I need to get energy</li><li>• Explain how setting a goal will help me to achieve what I want to be able to do.</li></ul> <p><b>Growing and Changing</b></p> <ul style="list-style-type: none"><li>• Describe things that help us grow (e.g. food, rest and sleep, care).</li><li>• Explain who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger.</li><li>• Give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).</li><li>• Give examples of how to give support to someone.</li><li>• Give examples of how to give feedback to someone.</li></ul>
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