

# Shellingford CE (A) Primary School



"Inspiring hearts and minds"

Class Two		Year Group: Y 1 / 2		Year 2024-25		
Curriculum focus:	Fire! Fire! Great Fire of London [British history]		Carnival [Geography - UK/Non-European country comparison: Brazil – Rio De Janeiro]		To infinity and beyond [History: Changes in living memory/ significant individual]	
	Autumn Term One & Two		Spring Term Three & Four		Summer Term Five & Six	
Understanding English, communication and languages	TEXT TYPES – to be covered over the year					
	Recount	Fairy tales	Information texts	Visual poems	Instructional texts (guide to driving their lunar buggy)	Science fiction
	Poetry	Story telling	Poetry	Adventure stories	Dialogue and play scripts (film focus: Wall-E)	
	<b>FOCUS:</b> Children use and apply their literacy skills confidently and competently in their learning and in everyday contexts. They convey ideas and opinions clearly and respond creatively and critically to a wide range of information and ideas.  1. <b>listen attentively, talk clearly and confidently</b> about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and express themselves effectively 2. <b>read accurately and fluently to comprehend and critically respond</b> to texts of all kinds, on paper and on screen, in order to access ideas and information 3. <b>write, present and broadcast</b> a range of ideas, in a wide variety of forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts 4. <b>analyse, evaluate and criticise</b> a range of uses of language in order to draw out meaning, purpose and effect.					
	<ul style="list-style-type: none"><li>Non Fiction; Poetry and Fiction texts – planned literacy activities</li><li>Phonic awareness: ‘Twinkl’ phonics scheme</li><li>Handwriting program linked to ‘Twinkl’ scheme - ‘Support for Spelling’ Speaking and Listening in a range of everyday contexts and imaginary situations</li><li>Reading books, Library work</li></ul>		<b>Essential knowledge</b> a. how language is used to express, explore and share information, ideas, thoughts and feelings b. the power of language and communication to engage people and influence their ideas and actions c. how creativity and imagination are essential to making new meanings, exploring and experimenting with language and creating effects d. how languages work, their structures and conventions, variations in use and changes over time e. how languages, literature and the media enable different ways of thinking and give access to ideas and experiences from different cultures and times.			
Mathematical Understanding	Place Value within 20: <ul style="list-style-type: none"><li>Count and represent objects to 10</li><li>Count on and back within 10</li><li>Explore and understand numbers 11-20</li><li>1 more/1 less</li><li>Using number lines</li><li>Less than, greater than equal to</li><li>Compare and order numbers to 20</li></ul>		Place value within 100: <ul style="list-style-type: none"><li>Count beyond twenty</li><li>Count tens</li><li>Tens and ones</li><li>Partitioning</li><li>Estimating on a number line</li><li>Comparing and ordering numbers</li></ul>		Multiplication and division: <ul style="list-style-type: none"><li>Count in 2s, 5s, 10s and 3s</li><li>Recognize, make and add equal groups</li><li>Make arrays</li><li>Commutativity</li><li>Make equal groups by grouping and sharing</li><li>The 2, 5 and 10 times tables</li></ul>	
	Addition and subtraction within 20 <ul style="list-style-type: none"><li>Parts and wholes</li><li>Number bonds within and to 10 and 20</li><li>Addition – adding more and adding together</li><li>Doubles and near doubles</li><li>Adding three 1-digit numbers</li><li>Fact families</li><li>Take away – how many left?</li><li>Subtraction – finding the difference</li><li>Missing number problems</li></ul>		Addition and subtraction within 20 <ul style="list-style-type: none"><li>Related facts</li><li>Add and subtract 1s</li><li>Add to and across the next 10</li><li>Subtract to, from and across a 10</li><li>Add and subtract 10s</li><li>Add and subtract two 2-digit numbers with/without crossing a 10</li><li>Mixed addition and subtraction</li><li>Compare calculations</li><li>Missing number problems</li></ul>		<u>Fractions:</u> <ul style="list-style-type: none"><li>Parts and whole, equal and unequal parts</li><li>Recognize and find a half, quarter, third and whole</li><li>Unit and non-unit fractions</li><li>Equivalence (half and two quarters)</li><li>Recognise and find three quarters</li><li>Counting fractions up to a whole</li></ul> <u>Time:</u> <ul style="list-style-type: none"><li>O'clock and half past, quarter past and quarter to</li><li>Tell time past the hour, to the hour, to 5 minutes</li><li>Minutes in an hour, hours in a day</li></ul> <u>Mass, capacity and temperature:</u> <ul style="list-style-type: none"><li>Comparing mass</li><li>Measuring in grams and kilograms, litres and millilitres</li><li>Comparing volume and capacity</li><li>Temperature</li></ul> <u>Position and direction</u> <ul style="list-style-type: none"><li>Language of position</li><li>Describing movement and turns</li><li>Shape patterns with turns</li></ul> <u>Statistics</u> <ul style="list-style-type: none"><li>Draw/make and interpret pictograms, tally charts, block charts</li></ul>	
Religious Education	<b>What are the best reasons for following a leader?</b> <ul style="list-style-type: none"><li>I know the key leaders for Jewish people and say what makes Joshua a good leader.</li><li>I can recount some of the key events that demonstrate Joshua’s leadership skills.</li><li>I can say what qualities a good leader should have and put them in order from least to most important.</li><li>I understand that different people have different views on what qualities are important to be a good leader.</li><li>I can name some leaders in my own community and reflect on what leadership qualities they should have.</li><li>I understand that it is important to follow a leader using my own values and questions to guide me.</li></ul>		<b>What questions do stories in the Bible make us want to ask?</b> I know that: <ul style="list-style-type: none"><li>Christians read the Bible in different ways.</li><li>It makes them ask questions about how to live, what is right and wrong.</li><li>Many people think it helps them to answer some of these questions too.</li></ul> <b>UCP SALVATION: Why does Easter matter to Christians?</b> <ul style="list-style-type: none"><li>I know that Easter is very important in the ‘big story’ of the Bible.</li><li>I know that Christians believe Jesus rose again, giving people hope of a new life.</li><li>I can recognize that Incarnation and Salvation are part of a ‘big story’ of the Bible.</li><li>I can tell stories of Holy Week and Easter from the Bible and recognize a link with the idea of Salvation (Jesus rescuing people).</li><li>I can recognize that Jesus gives instructions about how to behave.</li><li>I can give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter.</li><li>I can think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven. exploring different ideas</li></ul>		<b>In what ways is the synagogue important to Jewish people?</b> <ul style="list-style-type: none"><li>Recognise that the Synagogue is an important building for many Jewish families.</li><li>Begin to ask wondering questions and share and record wonderings as appropriate.</li><li>Recall and name some features of a Synagogue and identify what they might teach about Jewish beliefs.</li><li>Make links with other places of worship and consider why it is important for communities to come together.</li></ul>	
	<b>How and why is Shabbat important to some Jewish people in Britain?</b> <ul style="list-style-type: none"><li>I can use the right names for things that are special to Jewish people during Shabbat.</li><li>I can talk about some of the things that Jewish people do to celebrate Shabbat.</li><li>I can start to explain how certain beliefs affect decision-making.</li><li>I can start to explain why Shabbat is important to Jewish pupils in Britain.</li></ul>				<b>What does Torah mean for Jewish people?</b> <ul style="list-style-type: none"><li>Pupils know that the Torah is a special book for Jewish people containing laws, and history.</li><li>Pupils can demonstrate some of the ways in which some Jewish people follow the teachings of the Torah.</li><li>They can make connections between some of the teachings and the way that some Jews live their lives.</li><li>They can retell some of the history of the Jewish people and suggest why that may be important to Jews.</li></ul>	

<div>Understanding the arts</div> <div>(Art / DT/Music)</div>	<div> <div> <b>Art:</b> <ul style="list-style-type: none"> <li>explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on.</li> <li>Use different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</li> <li>Use drawing to develop and share their ideas, experiences and imagination.</li> </ul> </div> <div> Children will learn to: <ul style="list-style-type: none"> <li>draw lines of varying thickness;</li> <li>use dots and lines to demonstrate pattern and texture;</li> <li>use different materials to draw, for example pastels, chalk, felt tips;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space</li> </ul> </div> <div> <b>DT:</b> <ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording experiences.</li> <li>Practical skills and techniques</li> <li>use a range of materials and components, including textiles;</li> <li>with help, measure and mark out;</li> <li>cut, shape and score materials with some accuracy;</li> <li>assemble, join and combine materials, components or ingredients;</li> <li>demonstrate how to cut, shape and join fabric to make a simple product;</li> <li>manipulate fabrics in simple ways to create the desired effect;</li> <li>use a basic running stitch;</li> <li>begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.</li> </ul> </div> <div> Children learn to: <ul style="list-style-type: none"> <li>respond positively to ideas and starting points;</li> <li>explore ideas and collect information;</li> <li>describe differences and similarities and make links to their own work;</li> <li>try different materials and methods to improve;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</li> </ul> </div> <div> <b>Music:</b> <ul style="list-style-type: none"> <li>To sing songs and make music with expression and control</li> <li>To listen and observe carefully, taking account of simple instructions</li> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>Play tuned and untuned instruments musically</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> </div> </div>	<div> <div> <b>Art:</b> <b>Portrait painting</b> <ul style="list-style-type: none"> <li>Exploring the work of Romero Britto, a Brazilian artist</li> <li>Developing an understanding of watercolour washes</li> <li>Drawing self-portraits</li> <li>Exploring the use of colour in portraits</li> <li>Making collage portraits</li> </ul> </div> <div> <b>Sculpture:</b> <ul style="list-style-type: none"> <li>Learning about sculpture through a study of carnival floats, puppets and costumes</li> <li>Creating our own sculptures</li> </ul> </div> <div> <b>Music:</b> <b>BBC KS1 Music unit: Instruments Together</b> <ul style="list-style-type: none"> <li>Keeping a steady beat</li> <li>Body-percussion</li> <li>Rhythm-patterns from long and short notes</li> <li>Finding out about wind instruments and how they work</li> <li>Smooth, gentle singing</li> <li>Up and down (melody)</li> <li>Exploring voice-sounds, keyboards and piano</li> <li>Introducing the concepts of vibrations and sound-waves</li> <li>Melodic shapes (scales, step-by-step, zigzags, up and down)</li> <li>Bringing sounds and music-patterns together</li> <li>Syncopation (rhythms which push and pull against the beat)</li> </ul> </div> <div> <b>BBC KS1 Music unit: Music Food Fest</b> <b>Children will explore</b> <ul style="list-style-type: none"> <li>aspects of pitch: higher and lower, up and down, and tunes that leap and jump</li> <li>duration: steady beat, keeping in time, long and short notes, changing tempo and syncopation</li> <li>recognising timbre</li> </ul> </div> </div>	<div> <div> <b>DT:</b> <b>Nutrition:</b> This term children will develop their understanding of: <ul style="list-style-type: none"> <li>The basic principles of a healthy and varied diet to prepare dishes</li> <li>Where food comes from.</li> </ul> <b>Mechanisms:</b> Design, make and evaluate: Create a new lunar buggy <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms: levers, wheels, rotary motion and axles in their products</li> </ul> </div> <div> <b>Art/DT:</b> Design, make and evaluate: Design and make a badge to commemorate the completion of astronaut training <ul style="list-style-type: none"> <li>learn to use a basic stitch, eg. Running stitch</li> <li>begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations</li> <li>Produce creative work, exploring their ideas and recording experiences.</li> </ul> </div> <div> Practical skills and techniques <ul style="list-style-type: none"> <li>use a range of materials and components, including textiles;</li> <li>with help, measure and mark out;</li> <li>cut, shape and score materials with some accuracy;</li> <li>assemble, join and combine materials, components or ingredients;</li> <li>demonstrate how to cut, shape and join fabric to make a simple product;</li> <li>manipulate fabrics in simple ways to create the desired effect;</li> <li>use a basic running stitch;</li> <li>begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.</li> </ul> </div> <div> Children learn to: <ul style="list-style-type: none"> <li>respond positively to ideas and starting points;</li> <li>explore ideas and collect information;</li> <li>describe differences and similarities and make links to their own work;</li> <li>try different materials and methods to improve;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</li> </ul> </div> <div> <b>Music:</b> Lessons based around the piece 'Mars' from Holst's 'Planets' suite <ul style="list-style-type: none"> <li>Music notation</li> <li>Graphic scores to show pitch and dynamics</li> <li>Compositions</li> </ul> </div> </div>
<div>Scientific and</div> <div>Technological understanding</div>	<div> <b>Identifying materials:</b> <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> </ul> <b>Seasonal changes/trees and animals:</b> <ul style="list-style-type: none"> <li>Observe changes across the four seasons</li> <li>Observe and describe weather associated with the seasons and how day length varies</li> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul> <b>Working scientifically:</b> <ul style="list-style-type: none"> <li>Observing closely, using simple equipment</li> <li>Identifying and classifying</li> <li>Performing simple tests</li> <li>Asking simple questions and recognising that they can be answered in different ways</li> <li>Using their observations and ideas to suggest answers to questions</li> <li>Gathering and recording data to help in answering questions</li> </ul> <b>Computing:</b> <ul style="list-style-type: none"> <li>Word processing skills</li> <li>Painting skills</li> </ul> </div>	<div> <b>Identifying animals:</b> <ul style="list-style-type: none"> <li>Begin to look at animals that are both familiar and unfamiliar to them, describing the features of these animals and where they live.</li> <li>Consider how they can be grouped or classified based on these factors.</li> <li>Confidently talk about animal characteristics and features, e.g. whether they have feathers, a tail, fins or a skeleton, whether they live in the water or on land, and if they are nocturnal.</li> <li>Work scientifically to observe and compare groupings of animals.</li> <li>Ask questions about animals, e.g. why a crocodile is classed as a reptile, and use their knowledge of senses to identify and classify, based on sounds, smells and textures.</li> </ul> <b>Habitats:</b> This term the children will be learning to: <ul style="list-style-type: none"> <li>Say what is different about things that are living, dead or have never been alive</li> <li>Identify some of the plants and animals in a familiar habitat.</li> <li>Sort objects into categories.</li> <li>Find microhabitats.</li> <li>Describe the conditions in a habitat.</li> <li>Ask questions about different habitats.</li> <li>Describe the characteristics of some plants and animals.</li> <li>Name some sources of food.</li> </ul> </div>	<div> <b>Animals, including humans:</b> <b>Growth and survival</b> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene </div> <div> <b>Working scientifically:</b> Plants/Forces and materials <b>Super scientists</b> 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 </div> <div> <b>Computing:</b> Children will explore using individual commands, both with others and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. Children will also be introduced to the early stages of program design through the introduction of algorithms. </div>
<div>Historical, geographical and social</div> <div>understanding</div> <div>(Hist / Geog)</div>	<div> <b>Geography:</b> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key human features.</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <b>History:</b> <ul style="list-style-type: none"> <li>To study events beyond living memory that are significant nationally or globally – The Great Fire of London</li> <li>To study significant historical events, people and places in their own locality -</li> </ul> </div>	<div> <b>Geography: What a wonderful world</b> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</li> <li>Use basic geographical vocabulary to refer to key physical and human features.</li> </ul> This term children will develop their understanding of: <ul style="list-style-type: none"> <li>Where we live – England in the UK</li> <li>Continents and oceans</li> <li>South America with a focus on Brazil and the carnival in Rio de Janeiro</li> <li>Famous features and characteristics of Rio and its carnival</li> <li>Other famous carnivals around the world</li> </ul> <b>History:</b> <ul style="list-style-type: none"> <li>To study events beyond living memory that are significant nationally or globally</li> <li>To study significant historical events, people and places in their own locality</li> </ul> </div>	<div> <b>Geography:</b> <ul style="list-style-type: none"> <li>Maps/ features visible from space: recap of oceans and continents from previous term's focus</li> <li>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</li> <li>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 Geography – key stages 1 and 2 3</li> <li>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</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> </ul> </div> <div> <b>History:</b> </div>

			<ul style="list-style-type: none"> <li>To study events beyond living memory that are significant nationally or globally – Neil Armstrong and the history of space exploration</li> <li>To study significant historical events, people and places in their own locality – linked with the above focus</li> </ul>
<div>Understanding physical development, health and wellbeing</div> <div>(PE / PSHCE)</div>	<p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>Describe how the body feels before, during and after exercise.</li> <li>Carry and place equipment safely.</li> <li>Copy and repeat actions.</li> <li>Put a sequence of actions together to create a motif.</li> <li>Vary the speed of their actions.</li> <li>Use simple choreographic devices such as unison, canon and mirroring.</li> <li>Begin to improvise independently to create a simple dance.</li> <li>Perform using a range of actions and body parts with some coordination.</li> <li>Begin to perform learnt skills with some control.</li> <li>Watch and describe performances.</li> <li>Begin to say how they could improve.</li> </ul> <p><b>Games/Ball skills:</b></p> <ul style="list-style-type: none"> <li>Throw underarm and overarm.</li> <li>Catch and bounce a ball.</li> <li>Use rolling skills in a game.</li> <li>Practise accurate throwing and consistent catching.</li> <li>Travel with a ball in different ways.</li> <li>Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</li> <li>Bounce and kick a ball whilst moving.</li> <li>Pass the ball to another player in a game.</li> <li>Use kicking skills in a game.</li> <li>Use different ways of travelling in different directions or pathways.</li> <li>Run at different speeds.</li> <li>Begin to use space in a game.</li> </ul>	<p><b>Gymnastics:</b></p> <p>We will develop skills in:</p> <ul style="list-style-type: none"> <li>making shapes</li> <li>holding balances</li> <li>travelling in different ways</li> <li>creating simple sequences</li> <li>performing rolls and jumps</li> <li>remembering, performing and evaluating simple sequences</li> </ul> <p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>Recognise and describe how the body feels during and after different physical activities.</li> <li>Explain what they need to stay healthy</li> <li>Copy, remember and repeat actions.</li> <li>Create a short motif inspired by a stimulus.</li> <li>Change the speed and level of their actions.</li> <li>Use simple choreographic devices such as unison, canon and mirroring.</li> <li>Use different transitions within a dance motif.</li> <li>Move in time to music.</li> <li>Improve the timing of their actions</li> <li>composition with coordination.</li> <li>Perform learnt skills with increasing control.</li> <li>Compete against self and others.</li> <li>Watch and describe performances, and use what they see to improve their own performance.</li> <li>Talk about the differences between their work and that of others.</li> </ul>	<p><b>Tennis:</b></p> <ul style="list-style-type: none"> <li>hold a tennis racket with some support and show some control when hitting a ball;</li> <li>hit a ball forwards towards a target;</li> <li>throw a ball underarm over a short distance;</li> <li>show some consistency when hitting a ball that has been thrown to them;</li> <li>combine their skills to play a modified version of a competitive game against a partner</li> </ul> <p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</li> <li>Combine different jumps together with some fluency and control.</li> <li>Jump for distance from a standing position with accuracy and control.</li> <li>Investigate the best jumps to cover different distances.</li> <li>Choose the most appropriate jumps to cover different distances.</li> <li>Know that the leg muscles are used when performing a jumping action.</li> <li>Throw different types of equipment in different ways, for accuracy and distance.</li> <li>Throw with accuracy at targets of different heights.</li> <li>Investigate ways to alter their throwing technique to achieve greater distance.</li> <li>Perform learnt skills with increasing control.</li> <li>Compete against self and others.</li> <li>Watch and describe performances, and use what they see to improve their own performance.</li> <li>Talk about the differences between their work and that of others.</li> </ul>
	<p>Progressive development of understanding of a 'Growth Mindset': Starting with part 1. Brainology (Growth vs Fixed Mindset) (2. Praise process &amp; effort, 3. Challenges, 4. Mistakes, 5.Feedback, 6. You matter)</p>		
	<p><b>Scarf units for this term:</b></p> <p><b>Me &amp; my relationships</b></p> <ul style="list-style-type: none"> <li>Understand that classroom rules help everyone to learn and be safe;</li> <li>Explain their classroom rules and be able to contribute to making these</li> <li>Recognise how others might be feeling by reading body language/facial expressions;</li> <li>Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</li> <li>Identify a range of feelings;</li> <li>Identify how feelings might make us behave:</li> <li>Suggest strategies for someone experiencing 'not so good' feelings to manage these.</li> <li>Recognise that people's bodies and feelings can be hurt;</li> <li>Suggest ways of dealing with different kinds of hurt.</li> <li>Recognise that they belong to various groups and communities such as their family;</li> <li>Explain how these people help us and we can also help them to help us.</li> <li>Identify simple qualities of friendship;</li> <li>Suggest simple strategies for making up.</li> <li>Demonstrate attentive listening skills;</li> <li>Suggest simple strategies for resolving conflict situations;</li> <li>Give and receive positive feedback, and experience how this makes them feel.</li> </ul> <p><b>Valuing Difference:</b></p> <ul style="list-style-type: none"> <li>Identify some of the physical and non-physical differences and similarities between people;</li> <li>Know and use words and phrases that show respect for other people.</li> <li>Recognise and explain how a person's behaviour can affect other people.</li> <li>Identify people who are special to them;</li> <li>Explain some of the ways those people are special to them.</li> <li>Explain how it feels to be part of a group;</li> <li>Explain how it feels to be left out from a group;</li> <li>Identify groups they are part of;</li> <li>Suggest and use strategies for helping someone who is feeling left out.</li> <li>Recognise and describe acts of kindness and unkindness;</li> <li>Explain how these impact on other people's feelings;</li> <li>Suggest kind words and actions they can show to others;</li> <li>Show acts of kindness to others in school.</li> <li>Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</li> <li>Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</li> </ul>	<p><b>Scarf units for this term:</b></p> <p><b>Keeping myself safe</b></p> <ul style="list-style-type: none"> <li>Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;</li> <li>Identify simple bedtime routines that promote healthy sleep.</li> <li>Recognise emotions and physical feelings associated with feeling unsafe;</li> <li>Identify people who can help them when they feel unsafe.</li> <li>Understand and learn the PANTS rules;</li> <li>Name and know which parts should be private;</li> <li>Explain the difference between appropriate and inappropriate touch;</li> <li>Understand that they have the right to say “no” to unwanted touch;</li> <li>Start thinking about who they trust and who they can ask for help.</li> <li>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>Understand that medicines can sometimes make people feel better when they're ill;</li> <li>Explain simple issues of safety and responsibility about medicines and their use.</li> <li>Recognise the range of feelings that are associated with loss.</li> </ul> <p><b>Right &amp; respect:</b></p> <ul style="list-style-type: none"> <li>Recognise how a person's behaviour (including their own) can affect other people.</li> <li>Identify what they like about the school environment;</li> <li>Recognise who cares for and looks after the school environment.</li> <li>Demonstrate responsibility in looking after something (e.g. a class pet or plant);</li> <li>Explain the importance of looking after things that belong to themselves or to others.</li> </ul>	<p><b>Scarf units for this term:</b></p> <p><b>Being my best</b></p> <ul style="list-style-type: none"> <li>Explain the stages of the learning line showing an understanding of the learning process;</li> <li>Help themselves and others develop a positive attitude that support their wellbeing;</li> <li>Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.</li> <li>Understand and give examples of things they can choose themselves and things that others choose for them;</li> <li>Explain things that they like and dislike, and understand that they have choices about these things;</li> <li>Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</li> <li>Explain how germs can be spread;</li> <li>Describe simple hygiene routines such as hand washing;</li> <li>Understand that vaccinations can help to prevent certain illnesses.</li> <li>Explain the importance of good dental hygiene;</li> <li>Describe simple dental hygiene routines.</li> <li>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</li> <li>Describe how food, water and air get into the body and blood.</li> <li>How to make a clear and efficient call to emergency services if necessary.</li> <li>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul> <p><b>Growing &amp; changing</b></p> <ul style="list-style-type: none"> <li>Explain where people get money from;</li> <li>List some of the things that money may be spent on in a family home.</li> <li>Recognise that different notes and coins have different monetary value;</li> <li>Explain the importance of keeping money safe;</li> <li>Identify safe places to keep money;</li> <li>Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</li> <li>Demonstrate simple ways of giving positive feedback to others.</li> <li>Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</li> <li>Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</li> <li>Understand and describe some of the things that people are capable of at these different stages.</li> </ul>