

- **Intent** – the extent to which schools demonstrate a rich and varied curriculum.
- **Implementation** – that teachers present all aspects of this broad and balanced curriculum and are visibly encouraging discussion and the whole-hearted engagement of pupils, without an over-concentration on outcomes and with a far greater emphasis on processes.
- **Impact** – that learners develop detailed knowledge and skills across the whole curriculum.

Curriculum Coverage – Year 2– 2021-2022

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KRP – Knowledge rich projects. ILP – imaginative learning projects.						
ILP Title	Street Detectives	Beat Band Boogie!	Muck, Mess and Mixtures	Towers, Tunnels and Turrett	Land Ahoy!	Beachcombers
Main focus subject	History – Local community	Music – Pulse, rhythm and pitch	Art and design – Experiment with textures	Design and technology – Build a fortress	Geography - Navigate, investigate and explore the world	Science - Animals and habitats
KRP/LTI	How do plants grow in winter? LTI Science investigation (4 hours)	Can water make music? LTI Science investigation (2 hours)	Which stuff is stickier? LTI Science investigation (1 hour)	Where do worms like to live? LTI Science investigation (1-2 days)	Can you find the treasure? LTI Science investigation (3 hours)	How many arms does an octopus have? LTI Science investigation (4 hours)
The Write Stuff	The Building Boy – Ros Montgomery and David Litchfield (Narrative Adventure) Hibernation (Non Chron Report)	If I were in Charge of the world (Free verse Poetry) My Christmas Star - BBC (Narrative Story)	How to Make a Bird Feeder (Non-Fiction instructions) In My heart: A book of feelings – Joe Witek (Non-Fiction Lyrical explanation)	George and the Dragon – Christopher Wormell (Narrative Legend) The Owl who was afraid of the dark Frank Tomlinson (Narrative Adventure)	Pirates (Non Fiction – Non Chron Report) Desk Diddler (Humorous Poetry)	The Day the Crayons Quit – Drew Darwell (Non – Fiction Persuasive Letter) Big Cats (Non Chron Report – Non fiction)
Class Novel	Paddington Goes to Town – Michael Bond A Bear called Paddington – Michael Bond	The Steadfast Tin Soldier – Hans Christian Andersen	The Magic Porridge Pot – Rosie Dickins Room on the Broom – Julia Donaldson	The Tunnel – Anthony Browne	The Troll – Julia Donaldson The Jolly Roger and the Ghostly Galleon – Jonny Duddle	A House for a Hermit Crab – Eric Carle Narwhal – Unicorn of the Sea – Ben Clanton The Real Boat – Marina Aromshtam

Subsidiary foci subjects						
<p>Art and Design</p>	<p>Outcome – drawing and painting local views CS Lowry</p>  <p>Skills Select the best materials and techniques to develop an idea. Materials and techniques that are well suited to different tasks include ink, hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings. Make simple sketches to explore and develop ideas. Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space. Analyse and evaluate their own and others' work using artistic vocabulary. Identify and mix secondary colours.</p> <p>knowledge A sketch is a quickly produced or unfinished drawing which helps artists develop their ideas.</p>	<p>Outcome - Large-scale abstract painting of instruments (inspired by Juan Gris)</p>  <p>Skills Select the best materials and techniques to develop an idea. Use poster paints, large brushes and thicker paper for large, vibrant paintings. Identify and mix secondary colours.</p> <p>knowledge The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.</p> <p>Analyse and evaluate their own and others' work using artistic vocabulary.</p> <p>Vocabulary Subject matter, colour, shape, form, texture,</p>	<p>Outcome – Printing of landscapes Ted Harrison</p>  <p>Skills Select the best materials and techniques to develop an idea. Identify and mix secondary colours. Use a polystyrene tile to develop a monoprint. Analyse and evaluate their own and others' work using artistic vocabulary.</p> <p>knowledge The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together. A print block is made when a pattern is carved or engraved onto a surface, covered in ink and then pressed onto fabric to transfer the ink.</p>	<p>Outcome - Sculpture using natural materials</p> <p>Skills Select the best materials and techniques to develop an idea. Use clay, clay tools and slip for sculpting. Press objects into a malleable material to make textures, patterns and imprints. Analyse and evaluate their own and others' work using artistic vocabulary.</p> <p>knowledge Malleable materials are clay, plasticine or salt dough</p> <p>Vocabulary Clay Clay tools Slip Malleable Textures Patterns Imprints Plasticine Play dough</p> <p>Suggested artists Andy Goldsworthy</p>	<p>Outcome - Observational drawing of a face to make a pirate face; Printing</p> <p>Skills Select the best materials and techniques to develop an idea. Represent the human form including face and features from observation. Use hard and black pencils and cartridge paper for drawing lines and shading. Make simple sketches to explore and develop ideas. Analyse and evaluate their own and others' work using artistic vocabulary.</p> <p>knowledge A drawing, painting or sculptor of a human face is called a portrait. A sketch is a quickly produced or unfinished drawing which helps artists develop their ideas.</p> <p>Vocabulary Portrait Observation Shading</p>	<p>Outcome - sculpture Sand art; Seascapes Kettle Cove Morning</p>  <p>Skills Select the best materials and techniques to develop an idea. Use clay, clay tools and slip for sculpting. Analyse and evaluate their own and others' work using artistic vocabulary. Press objects into a malleable material to make textures, patterns and imprints. Malleable materials are clay, plasticine or salt dough</p> <p>Vocabulary Clay Clay tools Slip Malleable Textures Patterns Imprints</p>

	<p>The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.</p> <p><u>Vocabulary</u> Subject matter, colour, shape, form, texture, primary colours, secondary colours, shape, form, space</p> <p><u>Suggested artists (look on Pinterest or Instagram for local art)</u> Local artists that paint views of Hartlepool Artists that draw or paint urban landscapes with houses in them.</p> <p>CS Lowrie</p>	<p>primary colours, secondary colours.</p> <p><u>Suggested artists</u> Juan Gris</p>	<p>The block can be repeatedly used, creating a repeating pattern.</p> <p><u>Vocabulary</u> Secondary colours Primary colours Printing block pattern</p> <p><u>Suggested artists</u> Artists that produce prints of landscapes. Ted Harrison landscapes</p>		<p>Sketch Sketching</p> <p><u>Suggested artists</u> Artists who have painted faces Van Gogh Picasso</p>	<p>Plasticine Play dough</p> <p><u>Suggested artists</u> Artists that have produced seascapes Fauvism movement has lots of seascapes Turner</p>
Computing	<p>Computing Systems and Networks – information Technology arounds us</p> <p><u>Skills</u> Identify examples of computers and describe some uses of computers. Identify that a computer is part of Information Technology. Explain the purpose of IT in the home. Open a file. Move an resize images. Find examples, talk about, compare types of IT. Demonstrate how IT is used in a shop. Recognise that IT can be connected. Explain how IT helps people. List different uses of IT. Recognise how to use IT responsibly. Say how those rules or guides can help.</p>	<p>Digital Photography</p> <p><u>Skills</u> Recognise what devices can be used to take photographs. Talk about how to take a photograph. Explain what I did to capture a digital photo. Explain the process of taking a good photograph. Take photos in both landscape and portrait format and explain which looks best. Identify what is wrong with a photograph. Discuss how to take a</p>	<p>Making music</p> <p><u>Skills</u> Identify simple differences in pieces of music. Listen with concentration to a range of music. Describe how music makes me feel. Create a rhythm pattern and play an instrument following a rhythm pattern. Explain that music is created and played by humans. Connect images with sounds. Use a computer to experiment with pitch and duration. Relate an idea to a piece of music.</p>	<p>Pictograms</p> <p><u>Skills</u> Record data in a tally chart. Represent a tally count as a total and compare totals in a tally chart. Enter data onto a computer. Use a computer to view data in a different format. Use pictograms to answer simple questions about objects. Organise data in a tally chart and use it to create a pictogram and explain</p>	<p>Programming A – Robot Algorithms</p> <p><u>Skills</u> Follow instructions given by someone else. Chose a serious of words that can be enacted as a sequence. Give clear and unambiguous instructions. Create different algorithms for a range of sequences (using the same commands). Use an algorithm to program a sequence on a floor robot. Show the differences in two outcomes between two</p>	<p>Programming Quizzes</p> <p><u>Skills</u> Identify the start of a sequence. Identify that a program needs to be started. Show how to run my program. Predict the outcome of a sequence of commands. Match two sequences with the same outcome. Change the outcome of a sequence of commands. Work out the actions of a Sprite in an algorithm. Decide which blocks to use in a design. Build the</p>

	<p>Identify the choices that are made when using IT. Explain simple guidance for using IT in different environments and settings. Enjoy a variety of activities.</p> <p>Knowledge Know devices that can be described as IT; computers (laptops, PCs, tablets), devices with computers inside (eBook readers, smart TVs, smart speakers) or things made to work with computers (scanners, barcode scanners, barcode labels, printers). Technology continues to develop rapidly and some devices may fit in multiple categories. Know where technology can be found in shops and how it can be used. Know which devices can work together (barcode, barcode scanner and till). Know school rules regarding safe use of technology.</p> <p>Vocabulary Information Technology (IT), computer, barcode, scanner/scan</p>	<p>good photograph. Improve a photograph by retaking it. Explore the effect that light has on a photo. Experiment with different light sources. Explain why a picture may be unclear. Recognise that images can be changed. Use a tool to achieve the desired effect. Explain my choices. Apply a range of photography skills to capture a photo. Recognise which photos have been changed. Identify which photos are real and have been changed.</p> <p>Knowledge Capture photographs using different digital devices. Take a photo in both portrait and landscape and the suitability of both formats. Delete a stored photo from the device being used. Know the three key concepts of photography composition; positioning, framing and detail. Know how to use the auto focus feature on the camera device. know how the enable the camera</p>	<p>Identify that music is a sequence of notes. Use a computer to create a musical patter using three notes and refine my musical pattern on a computer. Describe an animal using sounds. Explain my choices and save my work. Reopen my work and explain how I made my work better. Listen to music and explain how it made me feel.</p> <p>Knowledge Know the words rhythm and pulse. Know how to save music work in Chrome Music Labs. Know how to open weblinks saved from a previous lesson and save it again.</p> <p>Vocabulary Music, planets, Mars, Venus, war, peace, quiet, loud, feelings, emotions, pattern, rhythm, pulse, Neptune, pitch, tempo, notes, pattern, instrument, create, beat, open, edit</p>	<p>what the pictogram shows. Tally objects using a common attribute. Create a pictogram to arrange objects by an attribute. Answer more than/less than, most/least questions about an attribute. Chose a suitable attribute to compare people. Collect the data needed and create a pictogram and draw conclusions from it. Use a computer program to present information in different ways. Share what I have found out using a computer. Give simple examples of why information should not be shared.</p> <p>Knowledge Know how tally charts are made and the benefits of organising data this way. Know ways in which objects can be grouped in attributes. Know the word attribute and a knowledge of creating tally charts and pictograms. Know how date from tally charts can be</p>	<p>sequences that consist of the same commands. Follow and predict the outcome of a sequence. Compare my prediction to the program outcome. Explain the choices I made for my mat design. Identify different route around my mat. Test my mat to make sure it is usable. Explain what my algorithm should achieve. Create an algorithm to meet my goal. Use my algorithm to create my program. Plan algorithms for different parts of a task. Test and debug each part of the program. Put together the different parts of the program.</p> <p>Knowledge Know that specific and clear words and phrases need to be used when giving instructions to others. Computers can only follow the instructions that they are given and instructions given to computers as a program must be clear and unambiguous. Know the term algorithm. An algorithm is a precise set of ordered instructions</p>	<p>sequences of blocks that I need. Chose background and characters for the design and create a program based on the new design. Chose the images for my own design. Create an algorithm. Build sequences of blocks to match my design. Compare my project to my design. Improve my project by adding features. Debug</p> <p>Knowledge Know the term sequence and understand how sequences can be started. Explore two levels of abstraction (code and running the code). Move between the 'design' and 'code' levels of the project. Know how to use the Green flag block to start their programs. Know how to use the Start on tap block: Know that a Start on tap block, the user must tap on the sprite to run the program. Know that 'design' is the task of designing artwork and algorithms. An algorithm is part of the</p>
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		<p>flash. Know how to find a stock photo in Pixlr and use the adjust tool to change its colour.</p> <p><u>Vocabulary</u> Device, camera, photograph, capture, image, digital, landscape, portrait, framing, subject, compose, light sources, flash, focus, background, editing, filter, format, lighting.</p>		<p>presented as block diagrams</p> <p><u>Vocabulary</u> More than, less than, most, least, organise, data, object, tally chart, votes, total, pictogram, enter, compare, objects, count, explain, more/most common, least/less common, attribute, group, same, different, most popular, least popular, conclusion, block diagram, common, sharing.</p>	<p>that can be turned into code. Know how to use floor robots including how to switch them on and off, add commands, run programs and clear their memory. Know that following an algorithm or program is called code tracing. Know the functionality of a design to ensure that a number of routes around the mat can be used (squares to visit/square to avoid). Know that 'debugging' is finding and fixing errors in algorithms and programs. These errors can include: sequence errors, logical errors, and keying errors. Be familiar with decomposition. Identifying and fully understanding the task is a key step in program design.</p> <p><u>Vocabulary</u> Instruction, sequence, clear, unambiguous, algorithm, program, order, commands, prediction, artwork, design, route, mat, debugging.</p>	<p>design – a precise set of ordered instructions which can be turned into code.</p> <p><u>Vocabulary</u> Sequence, command, program, run, start, outcome, predict, blocks, design, actions, project, modify, change, build, match, compare, debug, features, evaluate.</p>
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DT		<p>Outcome - Making percussion instruments</p> <p>Skills Explore how a structure can be made stronger, stiffer and more stable. Structures can be made stronger, stiffer and more stable by using cardboard rather than paper and triangular shapes rather than squares.</p> <p>Knowledge A broader base will also make a structure more stable</p> <p>Vocabulary Structure Stable Stiff</p>	<p>Outcome - Food tasting; Origins of food; Healthy meals; Following recipe for a healthy meal/mixture.</p> <p>Skills Prepare ingredients by peeling, grating, chopping and slicing. Describe the types of food needed for a healthy and varied diet and apply the principles to make a simple, healthy meal.</p> <p>Identify the origin of some common foods (milk, eggs, some meats, common fruit and vegetables).</p> <p>Knowledge Some ingredients need to be prepared before they can be cooked or eaten. There are many ways to prepare ingredients: peeling skins using a vegetable peeler, such as potato skins; grating hard ingredients, such as cheese or chocolate; chopping vegetables, such as onions and peppers and slicing foods, such as bread and apples.</p> <p>A healthy diet should include meat or fish, starchy foods (such as potatoes or rice), some dairy foods, a small</p>	<p>Outcome - Making models of towers, bridges and tunnels</p> <p>skills Create an operational, simple series circuit. Use a range of mechanisms (levers, sliders, wheels and axles) in models or products.</p> <p>knowledge A mechanism is a device that takes one type of motion or force and produces a different one. A mechanism makes a job easier to do. Mechanisms include sliders, levers, linkages, gears, pulleys and cams.</p> <p>vocabulary Levers, Wheels, Axles sliders</p>	<p>Outcome – Pirate bandana using running stitch.</p> <p>Skills To make a template. Be able to attach another piece of material using a running stitch. Thread a needle.</p> <p>knowledge To know how to design a purposeful, appealing product.</p> <p>VOCABULARY Needle Running stitch Thread Produce Design appealing</p>	
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			amount of fat and plenty of fruit and vegetables. Vocabulary Peeler Grater Healthy diet Ingredients			
DT GENERAL SAFETY	Work safely and hygienically in construction and cooking activities. Hygiene rules include washing hands before handling food, cleaning surfaces, tying long hair back, storing food appropriately and wiping up spills.					
Design	<ul style="list-style-type: none"> • Generate and communicate their ideas through a range of different methods. • Ideas can be communicated in a variety of ways, including written work, drawings and diagrams, modelling, speaking and using information and communication technology. • Select the appropriate tool for a task and explain their choice. Different tools have characteristics that make them suitable for specific purposes. For example, scissors are used for cutting paper because they have sharp, metal blades that can cut through thin materials. • Explain how closely their finished products meet their design criteria and say what they could do better in the future. Finished products can be compared with design criteria to see how closely they match. Improvements can then be planned. • Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect. Properties of components and materials determine how they can and cannot be used. For example, plastic is shiny and strong but it can be difficult to paint. • Compare different brands of the same product and explain their similarities and differences. Products can be compared by looking at particular characteristics of each and deciding which is better suited to the purpose. • Explain why a designer or inventor is important. Many key individuals have helped to shape the world. These include engineers, scientists, designers, inventors and many other people in important roles. 					
Geography	Fieldwork in the local area: Skill Use geographical vocabulary to describe how and why people use a range of human features. Study aerial photographs to describe the features and characteristics of an area of land. Collect and organise simple data in charts and tables from primary sources (fieldwork and observation)			Human Features: Amazing structures in the UK (bridges) and a non-European country. (eg: The Great Wall of China and The Sydney Opera House). Skill Use geographical vocabulary to describe how and why people use	Using and making maps; Locational knowledge; Directions Skills Describe simple weather patterns of hot and cold places. Study aerial photographs to describe the features	Physical Features: Coastal features Skills Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.

	<p>and secondary sources (maps and books). Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities. Describe ways to improve the local environment. Draw or read a range of simple maps that use symbols and a key.</p> <p>Describe how an environment has or might change over time.</p> <p>Use simple compass directions: north, south, east and west.</p> <p><u>Knowledge</u> Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads. People use human features in different ways. For example, an airport can be used for work or leisure and a harbour can be used for industry or travel. An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side). Fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording. The local environment can be improved by picking up litter,</p>			<p>a range of human features. Draw or read a range of simple maps that use symbols and a key.</p> <p>Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.</p> <p>Name, locate and explain the significance of a place.</p> <p><u>knowledge</u> Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads. People use human features in different ways. For example, an airport can be used for work or leisure and a harbour can be used for industry or travel. A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture</p>	<p>and characteristics of an area of land.</p> <p>Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.</p> <p>Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.</p> <p>Locate the equator and the North and South Poles on a world map or globe.</p> <p>Draw or read a range of simple maps that use symbols and a key.</p> <p>Name, locate and explain the significance of a place.</p> <p><u>Knowledge</u> A weather pattern is a type of weather that is repeated. An aerial photograph can be vertical (an image taken directly from above) or oblique (an</p>	<p>Describe, in simple terms, the effects of erosion</p> <p>Draw or read a range of simple maps that use symbols and a key.</p> <p><u>Knowledge</u> Erosion is a physical process that involves the weathering and movement of natural materials, such as rock, sand and soil. Erosion is caused by wind and water, including waves, floods, rivers and rainfall. A physical feature is one that forms naturally, and can change over time due to weather and other forces. A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.</p> <p><u>Vocabulary</u> Erosion Weathering Symbols Map</p>
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	<p>planting flowers and improving amenities.</p> <p>A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.</p> <p>An environment or place can change over time due to a geographical process, such as erosion, or human activity, such as housebuilding.</p> <p><u>Vocabulary</u> symbols environment human features aerial photograph fieldwork map</p>			<p>or icon used to show a geographical feature.</p> <p>A non-European country is a country outside the continent of Europe. For example, the USA, Australia, China and Egypt are non-European countries. European countries include the United Kingdom, Germany, France and Spain.</p> <p>A significant place is a location that is important to a community or society. Places can also be significant because of religious or historic events that may have happened in the past near the location. Significant places can also include monuments, such as the Eiffel Tower, or natural landscapes, such as the Great Barrier Reef.</p> <p><u>Vocabulary</u> symbols environment human features map key icon symbols Europe</p>	<p>image taken from above and to the side).</p> <p>A physical feature is one that forms naturally, and can change over time due to weather and other forces.</p> <p>An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p> <p>The equator is an imaginary line that divides the world into the Northern and Southern Hemispheres. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth.</p> <p>A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed</p>	<p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</p> <p>Physical feature Map Symbol key</p>
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					<p>to read a map and a symbol is a picture or icon used to show a geographical feature.</p> <p>A significant place is a location that is important to a community or society. Places can also be significant because of religious or historic events that may have happened in the past near the location.</p> <p>Significant places can also include monuments, such as the Eiffel Tower, or natural landscapes, such as the Great Barrier Reef.</p> <p><u>Vocabulary</u> Weather Weather pattern Continents (and names of) Weather pattern Seas (and names of) Globe Aerial photograph Fieldwork Physical feature North pole South pole equator</p>	
Science	<p><u>Plants</u></p> <p><u>Skills</u> Describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>		<p><u>Everyday materials</u></p> <p><u>Skills</u> Describe how some objects and materials can be changed</p>	<p><u>Habitats</u></p> <p><u>Skills</u> Identify and name a variety of plants and animals in a range of</p>		<p><u>Animals including humans:</u></p> <p><u>Skills</u> Explore and compare the differences between things that are living,</p>

	<p>Observe and describe how seeds and bulbs change over time as they grow into mature plants.</p> <p><u>Knowledge:</u> Seeds and bulbs need water to grow., but most do not need light: seeds and bulbs have a store of food inside them.</p> <p><u>Vocabulary</u> nutrients soil water warmth grow leaves flower</p>		<p>and how these changes can be desirable or undesirable.</p> <p>Observe what happens when a range of everyday materials are heated and cooled, sorting and grouping them based on their observations. Compare the suitability of a range of everyday materials for particular uses – wood, metal, plastic, glass, brick, rock, paper and cardboard.</p> <p><u>Knowledge:</u> To know about people who have developed useful new materials: John Dunlop: tyre, Charles MacIntosh: waterproof coat.</p> <p><u>Vocabulary</u> Materials Cooling Heating Grouping Sorting Wood Metal Plastic Glass Brick Rock Paper cardboard solid solidifying freezing</p>	<p>habitats and microhabitats.</p> <p>Describe a range of local habitats beyond their locality and what the habitats provide for the things that live there. Knowledge: To know the terms habitat and microhabitat</p> <p>To know a range of habitats such as: seashore, woodland, ocean and rainforest.</p> <p><u>Vocabulary</u> Habitats Microhabitats Seashore Woodland Ocean rainforest</p>		<p>dead and things that have never been alive.</p> <p>Describe the stages of human development (baby, toddler, child, teenager, adult and elderly). Explain how animals, including humans, needs water, food, air and shelter to survive. Describe the importance of a healthy lifestyle, including exercise, a balanced diet, good quality sleep and personal hygiene. Describe the basic life cycles of some familiar animals – caterpillar, chicken, frog. Interpret and construct simple food chains to describe how living things depend on each other as a source of food.</p> <p><u>Vocabulary</u> Baby Toddler Child Teenager Adult elderly water food air shelter hygiene</p>
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						food chains
Scientific enquiry	Use a range of methods (tables, charts, diagrams and Venn diagrams) to gather and record simple data with some accuracy. Ask and answer scientific questions about the world around them. Use simple equipment to measure and make observations.					
History	<p>Local Area: significant people: Ward Jackson.</p> <p><u>Skills</u> Describe the everyday lives of people in a period within or beyond living memory Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography. Use the historical terms year, decade and century Describe, in simple terms, the importance of local events, people and places. Describe how an aspect of life has changed over time.</p> <p><u>Knowledge</u> Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today. Historical information can be presented in a variety of ways. For example, in a non-chronological</p>	<p>Significant Event: The Gunpowder Plot:</p> <p><u>Skills</u> Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.</p> <p><u>Knowledge</u> Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.</p> <p>Vocabulary Chronological order Time line Year, decade, century</p>			<p>Significant historical people – Captain James Cook, Grace Darling</p> <p>(Famous pirates – Blackbeard, Bluebeard, Anne Bonny)</p> <p><u>Skills</u> Describe the lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods. (recap Y1 Neil Armstrong compared with James Cook)</p> <p><u>Knowledge</u> Know the names and about the lives of significant historical figures.</p> <p>Vocabulary Significant individuals Pirate</p>	

	<p>report, information about a historical topic is presented without organising it into chronological order. Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history. Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.</p> <p>Vocabulary Chronological order Time line Year, decade, century</p>				Voyage Journey	
Generic historical skills	<ul style="list-style-type: none"> Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. Use historical sources to begin to identify viewpoint. A viewpoint is a person's own opinion or way of thinking about something. Sequence significant information in chronological order. A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. 					
Music		<p>Beat Band Boogie <u>skills</u> Sing simple songs and chants with a sense of melody and shape. Play tuned and untuned percussion instruments and use your voice with awareness of others. Play a range of rhythms and pulses and identify the differences between them. Create, select and combine layers of sound</p>			<p>Pirate Sea Shanties <u>skills</u> Sing simple songs and chants with a sense of melody and shape. Play tuned and untuned percussion instruments and use your voice with awareness of others.</p> <p><u>Knowledge</u> A melody is a succession of notes arranged to create a musical shape and is the dominant tune of the composition. The</p>	<p>Musical notation: <u>Skills</u> Recognise and respond to simple notation.</p> <p><u>knowledge</u> Notes in musical notation are written on a staff, which tells the musician the pitch of the note. The pitch of a note is how high or low it is. The way that a note is drawn tells the musician the duration of a note. The duration of a crotchet is one beat, a</p>

		<p>and vocalisations with awareness of the effect.</p> <p><u>Knowledge</u> A melody is a succession of notes arranged to create a musical shape and is the dominant tune of the composition. The shape of music is the direction of the music through structure, dynamics and expression. Percussion instruments make a sound when they are hit, shaken or scraped. Tuned percussion instruments, such as the xylophone or timpani, produce notes of different pitches. They should be played with an awareness of pitch, rhythm and dynamics. Untuned percussion instruments, such as a bass drum or guiro, produce sounds with no definite pitch. They should be played with an awareness of rhythm and dynamics. A rhythm is a pattern or grouping of long and short sounds and is one of the basic elements of music. A pulse is a steady beat, like a heartbeat. The pulse often stays the same throughout a piece</p>			<p>shape of music is the direction of the music through structure, dynamics and expression. Percussion instruments make a sound when they are hit, shaken or scraped. Tuned percussion instruments, such as the xylophone or timpani, produce notes of different pitches. They should be played with an awareness of pitch, rhythm and dynamics. Untuned percussion instruments, such as a bass drum or guiro, produce sounds with no definite pitch. They should be played with an awareness of rhythm and dynamics</p>	<p>minim is two beats and a semibreve is four beats.</p> <p><u>Vocabulary</u></p> <p>Notation Notes Stave Pitch Musician Crochet Minim semibreve</p>
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		<p>of music, whereas the rhythm changes. Combining layers of sound can create pleasant, harmonious sounds or unpleasant, discordant sounds, depending on the combination of the pitches, rhythms and other elements of music used. Adding sounds together creates texture in a piece of music.</p> <p>vocabulary song melody shape</p>																																										
<p>Songs to include and music to appreciate</p> <p>Music skills for musical appreciation</p> <p>Vocabulary for music</p>	<p>Singing</p> <ul style="list-style-type: none"> • Little Sally Saucer • Trad. Star Light, Star Bright, First Star I See Tonight • Trad. Hey, Hey, Look at Me • Trad. Rain, Rain Go Away • Trad. Acka Backa • Voicelinks: The King is in the Castle • Young Voiceworks: Ebenezer Sneezer • Trad. Oats and Beans and Barley Grow • Singing Sherlock 1: Teddy Bear Rock n Roll • Trad. Oliver Cromwell • Trad. Lovely Joan • Trad. Searching for Lambs • Voicelinks: Fireworks • Trad. Bangladesh: Hatti – ma tim tim (An Imaginary Bird) • Trad. Bangladesh: Charti Kula beng (Four Fat Frogs) • Trad. Australia: I Got Kicked by a Kangaroo • Trad. America: Built My Lady a Fine Brick House • Sing Up: Paintbox 	<p>Listening and appreciation</p> <p>Western Classical Tradition and Film</p> <table border="1" data-bbox="1337 879 2024 1007"> <thead> <tr> <th>Title</th> <th>Composer</th> <th>Period</th> </tr> </thead> <tbody> <tr> <td>Night Ferry</td> <td>Anna Clyne</td> <td>21st Century</td> </tr> <tr> <td>Bolero²</td> <td>Ravel</td> <td>20th Century</td> </tr> <tr> <td>Rondo alla Turca</td> <td>Mozart</td> <td>Classical</td> </tr> <tr> <td>Mars from <i>The Planets</i></td> <td>Holst</td> <td>20th Century</td> </tr> </tbody> </table> <p>Popular Music</p> <table border="1" data-bbox="1337 1070 2024 1198"> <thead> <tr> <th>Style</th> <th>Title</th> <th>Artist(s)</th> </tr> </thead> <tbody> <tr> <td>Rock n Roll</td> <td>Hound Dog</td> <td>Elvis Presley</td> </tr> <tr> <td>Pop</td> <td>With A Little Help from My Friends</td> <td>The Beatles</td> </tr> <tr> <td>Art Pop</td> <td>Wild Man</td> <td>Kate Bush</td> </tr> <tr> <td>Blues</td> <td>Runaway Blues</td> <td>Ma Rainey</td> </tr> </tbody> </table> <p>Musical Traditions</p> <table border="1" data-bbox="1337 1262 2024 1342"> <thead> <tr> <th>Country</th> <th>Tradition</th> <th>Title</th> <th>Artist/Composer</th> </tr> </thead> <tbody> <tr> <td>Indonesia</td> <td>Gamelan</td> <td>Baris</td> <td>Gong Kebyar of Pelllatan</td> </tr> <tr> <td>Brazil</td> <td>Samba</td> <td>Fanfarra (Cabua-Le-Le)</td> <td>Sérgio Mendes/Carlinhos Brown</td> </tr> </tbody> </table>	Title	Composer	Period	Night Ferry	Anna Clyne	21st Century	Bolero ²	Ravel	20th Century	Rondo alla Turca	Mozart	Classical	Mars from <i>The Planets</i>	Holst	20th Century	Style	Title	Artist(s)	Rock n Roll	Hound Dog	Elvis Presley	Pop	With A Little Help from My Friends	The Beatles	Art Pop	Wild Man	Kate Bush	Blues	Runaway Blues	Ma Rainey	Country	Tradition	Title	Artist/Composer	Indonesia	Gamelan	Baris	Gong Kebyar of Pelllatan	Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown
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	<p>percussion melody shape rhythm pulse</p> <ul style="list-style-type: none"> • Listen and respond with movement, words and pictures to a range of high-quality live and recorded music that tell a story. • Describe how an instrument has been used to represent a sound, animal or object. • Describe the lives and music of composers studied. 					
Other curriculum areas						
PE	<p>Fundamental Movement Skills 2 Skills – I CAN Hop Move carefully retaining my balance Travel backwards safely Share space considerably Jump in a variety of ways Land safely in different jumps Combine a run and a jump Dodge Move safely with awareness of others Evade others Attack and defend Punt a ball Strike a ball accurately and with power with my laces</p> <p>Knowledge – I KNOW That focusing my eyes and using my arms helps me to balance better To use my arms to help me hop Potential dangers if I am not sensible To glance periodically over both shoulders when travelling backwards</p>	<p>Gymnastics – Spinning turning and twisting Skills – I can Demonstrate agility, balance and coordination Perform a twist and then roll Change my pathway after each roll by spinning Change the point of contact in balances by leading into the next balance by twisting Twist my body, whilst firstly in motion and then in balance. Twist whilst in inversion Perform counter balances against the apparatus Work in synchronisation with a partner to perform different balances and twists</p>	<p>Target Games 3 Skills – I CAN Throw a ball underarm with either hand and with some accuracy at a target. Take parts in challenges enthusiastically and taking turns. Kick a ball with some accuracy with both feet Strike at targets that move Roll with good technique with either hand Roll with some accuracy with either hand. Punt a ball with some accuracy with both feet. Strike with more control over the height of my punt Strike a ball, with a racket or bat, at a target with some degree of force Strike with a degree of accuracy</p>	<p>Fundamental Movement Skills 3 Skills – I CAN Skip using a rope Jump in a variety of ways Dribble a ball with either hand Travel with a ball with my head up and with the ball under control Receive a ball and trap it. Cushion a pass sent to me. Pass in different ways Pass accurately. Jump for height Broad jump for distance. Catch consistently well Signal that I want the ball Knowledge – I KNOW To watch the hands of the people turning a</p>	<p>Dance – Pirates Skills – I CAN Use my body and create theme related shapes, movements and actions. Use my body to express simple theme related shapes, movements and feelings Show good listening skills Travel safely and creatively in space Show different levels when I travel. Communicate effectively with a partner Use pictures to create shapes, movements and actions. Communicate effectively with a partner Use poems to create shapes, movements and actions.</p>	<p>Striking and Field Game Skills 2 Skills – I CAN Catch a ball after one bounce Bowl overarm with a straight arm Stop the ball consistently as wicket keeper Pick up a ball one handed and return it underarm I can return the ball quickly from my bootlaces. Strike a ball to leg from a short delivery I can back my friends up in the field Make a long barrier. Chase a ball and throw it back accurately Strike a ball off a tee whilst on the move. Play a game applying the skills I have learned.</p>

	<p>To make a W shape when I want to receive a catch Which my preferred take off foot is To travel around the space being aware of other sharing it with me To stay focused and keep my head up when moving around To always be focused and aware of what is going on When to attack and when to defend That a punt is a kick from my hands That when kicking from the ground, I need to get my standing foot adjacent to the ball.</p>	<p>Work with a partner in counter balance and counter tension. Mirror the moves of my partner Create a sequence of work with a clear start and controlled twists, spins and turns</p> <p><u>Knowledge – I know</u> Recognise what success looks like: self and others What a twist is Ways of twisting with different body parts How to perform a fluent routine where work is controlled and varied How to work with others to put out the apparatus in absolute silence. What the difference between a turn and a twist is. How to counter balance using the apparatus. How to coordinate movements at the same time as my partner. What the difference between counter balance and counter tension is. How to up-level my work How to use transitional movements to link my ideas</p>	<p>Aim with accuracy at a target so it hits on the second bounce Throw flatter and with more force</p> <p><u>Knowledge – I Know</u> What position I need to get my body in to throw well How to encourage others to do their best That I need to get my standing foot next to the ball when striking That it is more challenging to hit moving targets To change my stance depending on which hand I am rolling with. That when playing games, I need to share resources. That it is hard to hit a target which is moving at speed What technique I need to use, when striking a ball with a racket How to hit with more force. When I might want to throw a ball to arrive, 'on the second bounce'</p>	<p>rope to know when to jump. That there are different ways of jumping a rope. To push down on the ball using my fingers To relax whilst dribbling and not be too tense. To send a ball over a short distance using the inside of my foot How to turn my foot to cushion a pass sent to me. How far to bounce pass between me and my partner That good bounce passes are easier to receive. The difference between a vertical and broad jump How to measure a vertical jump. To make a target for my partner to send the ball to To relax when catching to cushion the impact of the ball</p>	<p>Remember and perform a simple sequence of movement Identify what good looks like and give feedback to help my partner improve</p> <p><u>Knowledge – I KNOW</u> How to contribute key words to a theme related mind map How to translate words/ideas into theme related shapes, movements and actions. How to contribute key words to a theme related mind map How to translate words/ideas into theme related shapes, movements and action. That we need to look forwards to safely move around in space That we need to control our speed to ensure safety. How to turn what I see into ways of moving How to listen to other people's ideas and vocalise my own thoughts How to turn what I read/hear into ways of moving How to link ideas and movements together so that they start to flow.</p>	<p>Demonstrate the school games values</p> <p><u>Knowledge – I KNOW</u> To run between the wickets after striking a ball into space. To touch or slide my bat over the crease line. To bowl from the crease line The stance to adopt when keeping wicket What a no-ball and wide are. Why it is important to be adept at picking the ball up with both hands At which point from the crease I need to slide my bat. The importance of a high backlift when playing short bowling How to form a long barrier What the correct technique for throwing overarm is. Why it is important to back throws up in the field Why we might chase down the pitch as a batsman. Why outfielders walk in with the bowler whilst close fielders stand still</p>
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					How to use simple technical language to give constructive and useful feedback.	The importance of good communication between batters and fielders
RE	<p>What can we learn about our local faith communities?</p> <p>How do Hindus celebrate Diwali? Introducing Hindu stories, Diwali, worship, ceremonies and how Hindus celebrate Diwali.</p> <p>What can we learn about our local faith communities?</p> <p>Skills Talk about a place that is special to them and to effectively describe how they feel there and explain why the place is special to them. Give a detailed explanation of what a place of worship is and name some places of worship. Talk about some of the things that happen in a place of worship and reflect upon why they are important places.</p> <p>Knowledge Give an example of a place that is special to</p>	<p>How and why is light important at Christmas?</p> <p>Introducing the Christmas story, Christian beliefs & practices associated with Christmas:</p> <p>Skills Discuss what light symbolises. Make a Christingle.</p> <p>Knowledge Understand the importance of light to Christian's. Explain why light is important to many Christians at Christmas. Know that Christian's believe Jesus is the light of the world.</p> <p>Vocabulary Christingle Light Dark Good Evil</p>	<p>Why is the Bible special to Christians?</p> <p>Introducing the Bible, how it is treated, beliefs about God shown in the Bible:</p> <p>Skills Describe how the Bible is treated with respect. Talk about God as a loving, caring authority. Discuss God the Father.</p> <p>Knowledge Know that The Bible is the holy book for Christians. Know The Bible is treated with respect e.g. read from in Church worship, lectern, special Bibles. Understand the Christian Belief in God as loving, caring, having authority; God as Father, loving parent. Understand the Christian Belief in God as shown in</p>	<p>How do Christians celebrate Easter?</p> <p>Introducing the Easter story, beliefs about Jesus, Christian practices associated with Easter:</p> <p>Skills Recall how Christians celebrate Easter. Recall the events leading up to Easter.</p> <p>Knowledge Know the sequence of events leading up to Easter. Understand why Jesus is special to Christians. Know that Jesus is important to Christian's. Know how Christian's celebrate Easter.</p> <p>Vocabulary</p>	<p>What does it mean to belong to Christianity?</p> <p>Introducing ceremonies of commitment & belonging, how beliefs affect values & actions of individuals:</p> <p>Skills Begin to explore daily practices and rituals of religions, identifying religious practices. Reflect on their own experiences of attending ceremonies.</p> <p>Knowledge Recognise, name and describe religious artefacts used in a Christening ceremony. Recognise, name and describe religious artefacts used in a wedding ceremony.</p>	<p>What can we learn about the story of Saint Hild?</p> <p>Introducing stories about St Hild & her influence:</p> <p>Skills Recall some of the events in the life of St. Hilda. Discuss some Stories about St Hilda.</p> <p>Knowledge Know stories about St Hilda including– Know that Hild was born into one of the most powerful kingdoms, Northumbria. Understand that she was the great-niece of the Northumbrian king, Edwin. Understand that Hild was baptised into the Christian faith along with King Edwin in about 627</p>

	<p>them. Explain what a place of worship is and name some places of worship. Name something that happens in places of Worship. Find some similarities between the places of Worship they have studied.</p> <p><u>Vocabulary</u> Worship Community Special place Local</p> <p><u>How do Hindus celebrate Diwali?</u></p> <p><u>Skills</u> Explain why the story of Rama and Sita can be important to Hindus. Discuss why light can be important at Diwali. Discuss what light symbolises.</p> <p><u>Knowledge</u> Understand the importance of light to Hindu's . Explain why light is important to many Hindus at Diwali. Explain what light can represent for many Hindus;</p>	<p>Belief, Authority, Expressions of Belief</p> <p>Resources: Christianity resources/photographs outside staffroom.</p>	<p>the Bible: God as One, creator: (Genesis 1 and 2: Creation). Understand the Belief in the natural world as God's creation; human responsibility to care for the world.</p> <p>Explain how Christians care for God's creation.</p> <p><u>Vocabulary</u> The Bible holy book respect lectern Old Testament New Testament</p> <p>Belief, Authority, Expressions of Belief</p> <p>Resources: Hinduism resources/photographs outside staffroom.</p>	<p>Jesus Sacrifice Celebrate Last Supper Maundy Thursday Good Friday Easter Sunday</p> <p>Belief, Authority, Expressions of Belief</p> <p>Resources: Christianity resources/photographs outside staffroom.</p>	<p>Recognise, name and describe places and practices used in a Christening ceremony. Recognise, name and describe places and practices used in a wedding ceremony. Explain religious rituals and ceremonies and the meaning of them, including their own experiences of them.</p> <p><u>Vocabulary</u> Church Aisle Font Lectern Holy water Ceremony Christening Wedding</p> <p>Expressions of Belief, Impact of Belief</p> <p>Resources: Hinduism resources/photographs outside staffroom.</p>	<p><u>Vocabulary</u> Christian saint Founding abbess monastery Whitby</p> <p>Impact of Belief, Expressions of Belief</p> <p>Resources: Visit St. Hild's Church – Headland, Hartlepool.</p>
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	<p>Understand what light can symbolise.</p> <p><u>Vocabulary</u> Diwali Rama Sita Diva Light Dark Good Evil</p> <p>Authority, Expressions of Belief, Impact of Belief</p> <p>Resources: Hinduism resources/photographs outside staffroom</p>								
PSHE	Autumn- Relationships			Spring – Living in the wider world			Health and wellbeing		
	Families and Friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and Work	Physical health and mental wellbeing	Growing and changing	Keeping safe
	<p>Making friends; feeling lonely and getting help.</p> <p>•how to be a good friend, e.g. kindness, listening, honesty</p>	<p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour.</p>	<p>Recognising things in common and differences; playing and working cooperatively; sharing opinions.</p> <p>•about the things they have in common with their</p>	<p>Belonging to a group; roles and responsibilities; being the same and different in the community.</p> <p>•about being a part of different groups, and the</p>	<p>The internet in everyday life; online content and information.</p> <p>•the ways in which people can access the internet e.g.</p>	<p>What money is; needs and wants; looking after money.</p> <p>•about what money is and its different forms e.g. coins, notes,</p>	<p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and</p>	<p>Growing older; naming body parts; moving class or year.</p> <p>•about the human life cycle and how people grow</p>	<p>Safety in different environments ; risk and safety at home; emergencies.</p> <p>•how to recognise risk</p>

	<ul style="list-style-type: none"> •about different ways that people meet and make friends •strategies for positive play with friends, e.g. joining in, including others, etc. •about what causes arguments between friends •how to positively resolve arguments between friends •how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else 	<ul style="list-style-type: none"> •how to recognise hurtful behaviour, including online •what to do and whom to tell if they see or experience hurtful behaviour, including online •about what bullying is and different types of bullying •how someone may feel if they are being bullied •about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help •how to resist pressure to do something that feels uncomfortable or unsafe •how to ask for help if they feel unsafe or worried 	<p>friends, classmates, and other people</p> <ul style="list-style-type: none"> •how friends can have both similarities and differences •how to play and work cooperatively in different groups and situations •how to share their ideas and listen to others, take part in discussions, and give reasons for their views 	<p>role they play in these groups e.g. class, teams, faith groups</p> <ul style="list-style-type: none"> •about different rights and responsibilities that they have in school and the wider community •about how a community can help people from different groups to feel included •to recognise that they are all equal, and ways in which they are the same and different to others in their community 	<p>phones, tablets, computers</p> <ul style="list-style-type: none"> •to recognise the purpose and value of the internet in everyday life •to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos •that information online might not always be true 	<p>and ways of paying for things e.g. debit cards, electronic payments</p> <ul style="list-style-type: none"> •how money can be kept and looked after •about getting, keeping and spending money •that people are paid money for the job they do •how to recognise the difference between needs and wants •how people make choices about spending money, including thinking about needs and wants 	<p>asking for help.</p> <ul style="list-style-type: none"> •about routines and habits for maintaining good physical and mental health •why sleep and rest are important for growing and keeping healthy •that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies •the importance of, and routines for, brushing teeth and visiting the dentist •about food and drink that 	<p>from young to old</p> <ul style="list-style-type: none"> •how our needs and bodies change as we grow up •to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) •about change as people grow up, including new opportunities and responsibilities •preparing to move to a new class and setting goals for next year 	<p>in everyday situations, e.g. road, water and rail safety, medicines</p> <ul style="list-style-type: none"> •how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' •to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger •how to help keep themselves safe at home in relation to electrical appliances, fire
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		and what vocabulary to use					<p>affect dental health</p> <ul style="list-style-type: none"> •how to describe and share a range of feelings •ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others •how to manage big feelings including those associated with change, loss and bereavement •when and how to ask for help, and how to help others, with their feelings 		<p>safety and medicines/household products</p> <ul style="list-style-type: none"> •about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel •how to respond if there is an accident and someone is hurt •about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say
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