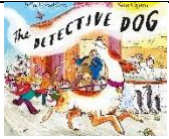

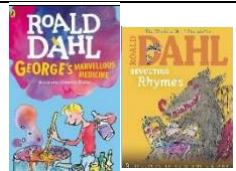
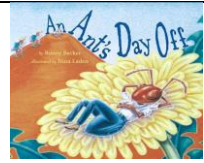
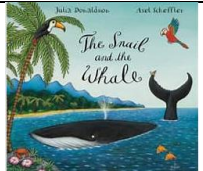










# Year 2 Big Picture Long Term Plan 2023 - 2024

## Year 2 Planning Overview

Term	Autumn		Spring		Summer	
Topic Title	Street Detectives	Towers, Tunnels and Turrets	Muck, Mess and Mixtures	Wriggle and Crawl	Beachcombers	Land Ahoy
Book Links						
Lyfta Links	<a href="#">Voice of the streets</a> <a href="#">Bedrooms around the world</a>		<a href="#">Kahimba life</a>	<a href="#">Visit the rainforest</a>	<a href="#">The beachcomber</a> <a href="#">Rob and the beach</a>	
Visit/experience linked to topic	Walk around Enderby	Church visit Pantomime		Zoo Lab Visitor	Twin Lakes – Beach visit A place to grow	Pirate Day Zoo
UN Global Goal Links						

<p><b>Maths</b></p> 	<p>Number and Place Value Addition and Subtraction Shape (Get onto Money if possible) Mental Maths - addition and subtraction techniques.</p>		<p>Money Multiplication and Division Length and Height Mass, Capacity and Temperature Mental Maths - Finish addition and subtraction techniques Mental Maths - Start multiplication and division techniques.</p>		<p>Fractions Time Statistics Position and Direction Mental Maths - 5 Multiplication and division techniques. Mental Maths - Recap previous skills linked to application</p>	
<p><b>Writing</b></p>	<p>Narrative - Detective Dog - Do you know this story or have this book Luke? Capital letter and full stops Temporal conjunctions Diary writing Perspectives from Great Fire of London - Literacy shed might have some inspiration. Past tense (simple and past continuous - was) Adjectives Traditional tails with a twist (3 little pigs) Sentence starters (adverbs) Inverted commas</p>	<p>Story as a theme - Shrek Subordinating conjunctions Explanation Text - Features of a Castle - VR Headsets. Adjectives Expanded noun phrase Recount - Retell the Battle of Bosworth. Apostrophes with contraction Co-ordinating conjunctions</p>	<p>Instructions - How to make a marvellous Medicine Commas in a list Command, statement, question and exclamation Question/exclamation marks Narrative writing - George's Marvellous Medicine and innovate - Story in a familiar setting Onomatopoeia Alliteration Persuasive advert / poster</p>	<p>James and the Giant Peach Aunt character description (Forest school) expanded noun phrase. Determiners  Animal adventures - Bug's Life First, second and third person. Inverted commas for speech Determiners.</p>	<p>Setting Description Prepositional phrases Suffix er +est Non-fiction - non-chronological report about animal Apostrophes for contraction Present tense (simple and continuous) Subordinating conjunctions Exclamation marks</p>	<p>Traditional Tales - Peter Pan Similes Inverted commas Fronted adverbials/commas Pirate poems (Sea Shanty) / Or owl and the pussy cat (set on a boat) Adjectives - adverbs Poetry with a structure (riddle) -</p>
<p><b>Reading</b></p>	<p>Fiction - Detective Dog Nell. Traditional tales Non-Fiction - Fire safety, Great fire of London book by Emma Adams and James Weston Lewis?? Poetry - The Hungry fire. From literacy shed.</p>	<p>Fiction - The Black Knight, Brave Dragons at crumbling castle. The knight who wouldn't fight. Non-Fiction - Castles Facts</p>	<p>Fiction - George's Marvellous Medicine. (Extracts from other Roald Dahl books) Non-Fiction - Poetry.</p>	<p>Fiction - An ant's day off?? Non-Fiction - Minibeast fact files. Poetry - Bug Poems 'Mad about minibeasts' poems.</p>	<p>Fiction - Texts about the seaside (Katie Morag - Books) The snail and the whale. Non-Fiction - Non chron of animals at seashores</p>	<p>Non-Fiction - Holidays, Pirate Facts Poetry - Sea Shanty Fiction - Pirates next door. The tale of the whale. The little mermaid..</p>

	<a href="#">Literacy Shed Plus - Literacy Shed Plus - Teaching Resources Made Easy</a>				
Science	<p>Everyday Materials / Working scientifically</p> <p><u>National Curriculum Objectives</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses</li> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> <li>Identify and classify materials</li> <li>Perform simple tests</li> <li>Asking simple questions and recognising that they can be answered in different ways</li> <li>Observing closely, using simple equipment</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>	<p>Living things and their habitats</p> <p><u>National Curriculum Objectives</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>Identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>	<p>Animals, including humans</p> <p><u>National Curriculum Objectives</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	<p>Plants / working scientifically</p> <p><u>National Curriculum Objectives</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	
History	<p><u>National Curriculum Objectives</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</li> <li>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> </ul>			<p><u>National Curriculum Objectives</u> Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> <li>significant historical events, people and places in their own locality.</li> </ul>	
Geography	<p><u>National Curriculum Objectives</u> Pupils should be taught to: Geographical skills and Field work</p> <ul style="list-style-type: none"> <li>use aerial photographs and plan perspectives to recognise landmarks and</li> </ul>			<p><u>National Curriculum Objectives</u> Pupils should be taught to: Human and physical geography</p> <ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to:</li> </ul>	<p><u>National Curriculum Objectives</u> Pupils should be taught to: Locational knowledge</p> <ul style="list-style-type: none"> <li>name and locate the world's seven</li> </ul>

	basic human and physical features; devise a simple map; and use and construct basic symbols in a key			key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	continents and five oceans <b>Place knowledge</b> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul>
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Music	<p><u>National Curriculum Objectives</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Use their voice expressively and creatively by singing songs and speaking chants and rhymes</li> <li>Play tuned and untuned instruments musically</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>				
	<b>Pulse:</b> <ul style="list-style-type: none"> <li>I can sing / play with good sense of pulse</li> <li>I can demonstrate an understanding of the differences between pulse and rhythm through physical movement / playing / singing.</li> <li>I can begin to recognize rhythmic patterns found in speech e.g. saying /</li> </ul>	<b>Voice:</b> <ul style="list-style-type: none"> <li>I can sing, with increasing accuracy, a range of notes.</li> <li>I can follow and use performance instructions including, starting, stopping, dynamics and tempo.</li> <li>I can recognise and demonstrate the link between pitch and shape using graphic notation.</li> </ul>	<b>Rhythm:</b> <ul style="list-style-type: none"> <li>I am beginning to recognise rhythmic patterns found in speech.</li> <li>I can demonstrate I understand the difference between pulse and rhythm through physical movement and singing I can perform with a good sense of pulse and rhythm.</li> <li>I can use graphic notation to show rhythms.</li> </ul>	<b>Pitch:</b> <ul style="list-style-type: none"> <li>I can listen with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement, sound-based and other creative</li> </ul>	<b>Music Technology:</b> <ul style="list-style-type: none"> <li>To experiment changing and combining sounds through technology.</li> <li>To comment and respond to a variety of live and recorded music, making statements and observations about musical structure.</li> <li>To demonstrate a deeper understanding of musical structure, through discussing</li> </ul>

	<p>chanting names / syllables in names etc.</p> <ul style="list-style-type: none"> <li>I can respond to visual and aural clues.</li> </ul>		<ul style="list-style-type: none"> <li>I can offer comments about others' work and accept suggestions from others.</li> </ul>	<p>responses.</p> <ul style="list-style-type: none"> <li>I can musically demonstrate increased understanding and use of basic musical features as appropriate to a specific music content, supported by verbal explanations, pictures, movements etc as appropriate.</li> <li>I can begin to recognize and musically demonstrate awareness of a link between shape and pitch using graphic notation.</li> </ul>	<p>musical structure.</p>	
R.E	<p>Who is a Muslim and how do they live?</p> <ul style="list-style-type: none"> <li>Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims.</li> <li>Identify some of the key Muslim beliefs about God</li> </ul>	<p>Why does Christmas matter to Christians?</p> <ul style="list-style-type: none"> <li>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</li> <li>Recognise that stories of Jesus' life come from the Gospels.</li> </ul>	<p>Who is a Muslim and how do they live? (Part 2)</p> <ul style="list-style-type: none"> <li>Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims.</li> <li>Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and</li> </ul>	<p>What is the "Good News" Christians believe Jesus brought?</p> <ul style="list-style-type: none"> <li>Tell stories from the Bible and recognize a link with the concept of 'Gospel' or good news.</li> <li>Give clear,</li> </ul>	<p>Why does Easter matter to Christians?</p> <ul style="list-style-type: none"> <li>Recognise that incarnation and Salvation are part of a 'big story' of the bible.</li> <li>Tell stories of Holy Week and Easter from the Bible and recognise a link</li> </ul>	<p>What makes some places sacred to believers?</p> <ul style="list-style-type: none"> <li>Recognise that there are special places where people go to worship and talk about what people do there.</li> <li>Identify at least three objects used in worship in two</li> </ul>

found in the *Shahadah* and the 99 names and give a simple description of what some of these mean.

- Give examples of how stories about the Prophet show what Muslims believe about Muhammad.
- Give examples of how Muslims use the *Shahadah* to show what matters to them.
- Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions.
- Give examples of how Muslims put their beliefs about prayer into action.
- Think, talk and ask questions about Muslim beliefs and ways of living.
- Talk about what they think is good

- Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.
- Decide what they personally have to be thankful for, giving reasons for their ideas.
- Think, talk and ask questions about Christmas for people who are Christians and for the people who are not.

the 99 names and give a simple description of what some of these mean.

- Give examples of how stories about the Prophet show what Muslims believe about Muhammad.
- Give examples of how Muslims use the *Shahadah* to show what matters to them.
- Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions.
- Give examples of how Muslims put their beliefs about prayer into action.
- Think, talk and ask questions about Muslim beliefs and ways of living.
- Talk about what they think is good for Muslims about prayer, respect, celebration and self-control giving a

simple accounts of what Bible texts mean to Christians.

- Recognise that Jesus gives instructions to people about how to behave.
- Give at least two examples of how Christians put these beliefs into practice in the Church community and their own beliefs.
- Think, talk and ask questions about whether Jesus' 'good news' for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their answer.

with the idea of Salvation (Jesus rescuing people).

- Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.
- Think, talk and ask questions about whether the story of Easter only has something to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.

religions and give a simple account of how they are used and something about what they mean.

- Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.
- Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe.
- Give simple examples of how people worship at a church, mosque or synagogue.
- Talk about why some people like to belong to a sacred building or a community.
- Think, talk and ask questions about what happens in a church, synagogue or mosque, saying what they think



	<p>for Muslims about prayer, respect, celebration and self-control giving a good reason for their answer.</p> <ul style="list-style-type: none"> <li>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</li> </ul>		<p>good reason for their answer.</p> <ul style="list-style-type: none"> <li>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</li> </ul>			<p>about these questions giving a good reason for their ideas.</p> <ul style="list-style-type: none"> <li>Talk about what makes some places special to people, and what the difference between religious and non-religious special places.</li> </ul>
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<b>Computing</b>	<p><b>Computing Systems and Networks – Information technology around us</b></p> <ul style="list-style-type: none"> <li>Pupils should be taught to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or their online technologies.</li> </ul>	<p><b>Creating Media Digital Photography</b></p> <ul style="list-style-type: none"> <li>Pupils should be taught to use technology purposefully to create, organise and manipulate digital content</li> <li>Pupils should be taught to use technology purposefully to store and retrieve digital content and to recognise common uses of information technology beyond school.</li> </ul>	<p><b>Creating Media – Making Music</b></p> <ul style="list-style-type: none"> <li>Pupils should be taught to use technology purposefully to create, organise and manipulate digital content</li> <li>Pupils should be taught to use technology purposefully to store and retrieve digital content and to recognise common uses of information technology beyond school.</li> </ul>	<p><b>Data and Information – Pictograms</b></p> <ul style="list-style-type: none"> <li>Pupils should be taught to use technology purposefully to store and retrieve digital content and to recognise common uses of information technology beyond school.</li> <li>Pupils should be taught to use technology purposefully to create, organise and manipulate digital content</li> </ul>	<p><b>Programming A – Robot Algorithms</b></p> <ul style="list-style-type: none"> <li>Pupils should be taught to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs</li> </ul>	<p><b>Programming B –An introduction to quizzes</b></p> <ul style="list-style-type: none"> <li>Pupils should be taught to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs</li> </ul>
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<b>Art</b>	<p><u>National Curriculum Objectives</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make product</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links</li> </ul>
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to their own work.

London's Burning	Location, Location, Location - Creating a Cityscape	Colour, Pattern and Shape - The World of Alma Thomas	Urban and Rural Birds Eye View	Lines and Stripes - Tiger Tiger	Mixed Media- Creating Depth Rousseau's Rainforest
<ul style="list-style-type: none"> <li>• Know how to use colour, pattern, line, shape to produce different effects</li> <li>• Know how to mix different oranges using only red and yellow paint (using the terms primary, secondary and tertiary colours)</li> <li>• Know how to create tints, tones and shades</li> <li>• Be able to produce their own representations of what they see in photographs</li> <li>• Know how to use charcoal to draw quick, expressive drawings</li> <li>• Create their own mixed media piece of artwork</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to use pattern, line and shape to produce drawings of buildings</li> <li>• Draw from observation of buildings and photographs of the local area</li> <li>• Know what a cityscape is and how to compose one</li> <li>• Look at a variety of cityscapes created using different media</li> <li>• Know about the work of modern day cityscape artist Ben Johnson &amp; cardboard artist Chris Gilmour (recently created the cardboard Leicester cityscape that was in Highcross)</li> <li>• Know how to use an ink pen to draw with control and add detail</li> <li>• Plan their artwork using sketches</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to use colour, pattern, line &amp; shape to produce different effects</li> <li>• Know that Alma Thomas was an artist famous for her abstract colour field paintings amongst others</li> <li>• Know some facts about her life</li> <li>• Know some facts about the inspiration behind the works of Alma Thomas</li> <li>• Discuss her artwork in groups and express thoughts and feelings</li> <li>• Be able to recognise an abstract style of painting and discuss its features</li> <li>• Create their own abstract pieces of artwork</li> </ul>	<ul style="list-style-type: none"> <li>• Know what the term 'bird's-eye view' means and compare it to other views</li> <li>• Know the difference between urban and rural (link to school locations)</li> <li>• Draw from observation the shapes they can see in a photograph</li> <li>• Learn to reduce a detailed photograph to series of lines, shapes, and colours</li> <li>• Look at the differences in the lines, shapes and colours they can see in urban and rural bird's eye</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to explore a range of media in sketchbooks to create fur prints</li> <li>• Know how to use a wide range of drawing tools to create marks</li> <li>• Know how to draw with confidence from imagination and observation</li> <li>• Know how to control marks made by a range of media</li> <li>• Know how to create implied texture through mark making</li> <li>• Know how to describe the work they create and the work of others</li> <li>• Know how to create a relief print tile using cardboard and string</li> </ul>	<ul style="list-style-type: none"> <li>• Draw from observation of photographs of rainforest leaves, trees and animals</li> <li>• Know about the life and work of Henri Rousseau</li> <li>• Look at a his jungle artworks using the 'superpower of looking method' (artuk.org) led by Bob and Roberta Smith</li> <li>• Create thumbnail sketches to help plan a mixed media composition</li> <li>• Mix up a range of tints and shades of green (retrieval)</li> <li>• Create depth in a piece of artwork by layering and the use of perspective techniques</li> <li>• Use oil pastels with control, using</li> </ul>



		<ul style="list-style-type: none"> <li>• Develop an understanding of scale when drawing their cityscape</li> <li>• Create a 3D building to add to a collaborative class cityscape</li> </ul>		<p>view photography.</p> <ul style="list-style-type: none"> <li>• Compare and contrast.</li> <li>• Sketch out the shapes of a rural landscape and an urban one. Paying close attention to the types of lines they can see in the photographs.</li> <li>• Revisit the colour wheel in order to mix secondary and tertiary colours to match those in the photographic compositions</li> <li>• Add white to make tints and black to make shades</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some print forms in everyday life</li> </ul>	<p>techniques such as blending</p> <ul style="list-style-type: none"> <li>• Explore the consistency and capabilities of acrylic paint</li> </ul>
DT		<p><u>National Curriculum Objectives</u> Pupils should be taught to: <u>Design</u> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p><u>National Curriculum Objectives</u> Pupils should be taught to: <u>Cooking</u></p> <ul style="list-style-type: none"> <li>• use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• understand where food comes from.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>• Evaluate a range of existing products</li> </ul>	<p><u>National Curriculum Objectives</u> Pupils should be taught to: <u>Make</u></p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks</li> <li>• Select from and</li> </ul>		

			evaluate their ideas and products against design criteria	use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics		
P.E	Invasion games	Football	Invasion games (basketball)	Striking & fielding	OAA	Athletics
	Tag rugby	Gymnastics	Dance	Swimming	Hockey	Rounders
PSHE	<p>What makes a good friend?</p> <ul style="list-style-type: none"> <li>• how to make friends with others</li> <li>• how to recognise when they feel lonely and what they could do about it</li> <li>• how people behave when they are being friendly and what makes a good friend</li> <li>• how to resolve arguments that can occur in friendships</li> <li>• how to ask for help if a</li> </ul>	<p>What is Bullying?</p> <ul style="list-style-type: none"> <li>• how words and actions can affect how people feel</li> <li>• how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</li> <li>• why name-calling, hurtful teasing, bullying and deliberately</li> <li>• excluding others is unacceptable</li> <li>• how to respond if this happens in different situations</li> <li>• how to report bullying</li> </ul>	<p>Why jobs do people do?</p> <ul style="list-style-type: none"> <li>• how jobs help people earn money to pay for things they need and want</li> <li>• about a range of different jobs, including those done by people</li> <li>• they know or people who work in their community</li> <li>• how people have different strengths and interests that enable them to do different jobs</li> <li>• how people use the internet and digital devices in their jobs and everyday life</li> </ul>	<p>What helps us to stay safe?</p> <ul style="list-style-type: none"> <li>• how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</li> <li>• how to identify risky and potentially unsafe situations (in familiar and unfamiliar</li> </ul>	<p>What can help us grow and stay healthy?</p> <ul style="list-style-type: none"> <li>• that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</li> <li>• that eating and drinking too much sugar can affect their health, including dental health</li> <li>• how to be physically active and how much rest and sleep they should have everyday</li> <li>• that there are</li> </ul>	<p>How do we recognise our feelings?</p> <ul style="list-style-type: none"> <li>• how to recognise, name and describe a range of feelings</li> <li>• what helps them to feel good, or better if not feeling good</li> <li>• how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</li> <li>• how feelings can affect people in</li> </ul>

friendship is making them unhappy

or other hurtful behaviour, including online, to a trusted adult and the importance of doing so

- environments, including online) and take steps to avoid or remove themselves from them
- how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets
  - how not everything they see online is true or trustworthy and that people can pretend to be someone they are not
  - how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them

- different ways to learn and play; how to know when to take a break from screen-time
- how sunshine helps bodies to grow and how to keep safe and well in the sun

- their bodies and their behaviour
- ways to manage big feelings and the importance of sharing their feelings with someone they trust
  - how to recognise when they might need help with feelings and how to ask for help when they need it

