

Summer Medium Term Overview 2020/21

Year Group: 2 Cycle Year: B



HUNTINGTOWER
A PRIORY ACADEMY

Breadth	Threshold Concept	Milestone 1 Yr 1 and Yr2	Activities (that relate to Threshold Concepts and the Milestone indicators)
History			
<p><u>Significant People</u></p> <p><u>Nursing through the years</u></p> <p>Florence Nightingale/Mary Seale- Crimean War Nellie Spindler- world war 1</p> <p><u>Vocabulary</u></p> <p>Nurse, famous, significant, nationally, locally, Crimean war, first world war, allie Scutari, emotion, important, achievement Jamaica, hotelier, Brave, sequence, battlefield Equality, change, impact</p>	Investigate and interpret evidence	<ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. 	<p>Lesson 1- Nurses- look at photos. Who are these people. What do they have in common? What do they do? What are significant people? Are they famous too? Show images of nurses from today, Nellie and Florence/Mary Seale. What are the similarities and differences? Would they do the same jobs now as they did in the past.</p> <p>Lesson 2- Florence Nightingale- Look at Florences life using images. Compare the state of the hospital before and after Florence. Match the problem of the hospitals with the solution or write about it.</p> <p>Lesson 3- Mary Seale- Look at Mary's life using images. Discuss the key parts of her life. Did she have the same experience as Florence? Compare care now to the care that Mary gave the soldiers.</p> <p>Lesson 4- Nellie Spindler- Look at Nellie's life. Ask pupils why they think Nellie decide to go and help the soldiers so near the battlefield. Do you think Nellie was brave? Look at key events in her life. Ask them to sequence the events in chronological order. Which are the most important events in Nellie's life? Ask the children to take away half of the cards, leaving only what they consider to be the most important ones. Pupils should now select the card that they consider to be the most important event in Nellie's life and write about it.</p> <p>Lesson 5- Nurse comparison- Ask pupils for ideas of ways in which they were similar and different. Think about when and where they lived, their background, what they did, the reasons for their actions and their personal qualities, including bravery,</p>
	Build an overview of world history	<ul style="list-style-type: none"> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. 	
	Understand Chronology	<ul style="list-style-type: none"> Place events and artefacts in order on a timeline. Label timelines with words or phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives. Use dates where appropriate. 	

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	Communicate historically	<ul style="list-style-type: none"> Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time 	<p>knowledge, kindness and willingness to take risks. Ask pupils to work in groups to record their ideas then share and discuss as a class.</p> <p>Lesson 6- Remembering- How are they all remembered? Why are they still remembered? Who is the most significant? Which nurse do you think was the most important? Why?</p> <p>Think about:</p> <ul style="list-style-type: none"> •What they did •Why they did it •Who they helped •How they changed things •Why all these things are important <p>Children to write about the nurse they think is most significant.</p>
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Geography

<p>Vocabulary: continent country ocean sea hemisphere equator</p>	Investigate places	<ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. 	<p>Main source: Oak Academy, KS1 Geography, Seven Continents Unit and Oceans Unit</p> <p>Note: these lessons are not necessarily in the correct order and come from two different geography units. Check any prior knowledge that may be needed before starting a lesson. For example, the beginning of the lesson on Africa revises Australia which has not been covered.</p> <p>Lesson one – What is a Continent? Before this lesson watch this song to learn about the continents: https://www.youtube.com/watch?v=K6DSMZ8b3LE</p> <p>1. Analysing a world map.</p>
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physical features human features map landmarks population currency Iceberg conditions Temporary climate		<ul style="list-style-type: none"> • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans. 	<ol style="list-style-type: none"> 2. Naming the 7 continents. 3. Learning what a hemisphere is. 4. Ordering the continents in size.
	Investigate patterns	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Identify land use around the school. 	<p>Lesson two - Where are the World's Oceans? Before this lesson watch this song to learn about the oceans: https://www.youtube.com/watch?v=X6BE4VcYngQ</p> <ol style="list-style-type: none"> 1. Recap the 7 continents. 2. Location of the oceans. 3. What is a map? 4. Size of a sea. 5. Compare a sea to an ocean.
	Communicate geographically	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. 	<p>Lesson three - What is Africa like?</p> <ol style="list-style-type: none"> 1. Recapping the location of continents. 2. Analyse map of Africa. 3. Different food from the continent. 4. African landmarks. 5. African animals – The Big Five. <p>Lesson four - What is Antarctica like?</p> <ol style="list-style-type: none"> 1. Recap the location of the continents. 2. Analyse map of Antarctica. 3. Key landmarks. 4. Physical features and climate. 5. Animals in the continent. <p>Lesson five – How is Alaska Different to Cornwall?</p> <ol style="list-style-type: none"> 1. Recap the location of the oceans. 2. Where is Alaska? 3. Where is Cornwall? 4. Physical features of Alaska. 5. Physical features of Cornwall.

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		<ul style="list-style-type: none"> Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). 	Lesson six – How is Alaska Similar to Cornwall? As above but focusing on the similarities.
Art & Design			
<u>Vocabulary</u> collage printing print repeating pattern rotating pattern block collagraph monoprint relief texture rubbing motif pressure	Develop ideas	<ul style="list-style-type: none"> Respond to ideas and starting points Explore ideas and collect visual information. Explore different methods and materials as ideas develop. 	Lesson one: Introduction to printmaking and collage. Set up sketchbook with art from artists to be studied and vocabulary. Children to decide on their favourite piece of art and discuss their reasons. Create a paper folder for children to store their different prints. Resources needed: sketchbook , sketchbook set up sheet, paper folder to store prints.
	Master Techniques Printing and collage	PRINTING <ul style="list-style-type: none"> Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints. COLLAGE <ul style="list-style-type: none"> Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture. 	Lesson two: Oak Academy Printmaking Session One What is print? Look at pattern and texture in the environment. <ol style="list-style-type: none"> Explore patterns and find them around us. Give children a selection of patterns to investigate and sketch. Explore texture by making rubbings. Use wax crayons (only use 3 different colours) to make rubbings (wood, bricks, bark, concrete) Create a repeating pattern using rubbings collected. Resources needed: selection of patterns to sketch, wax crayons, paper, outdoor access, scissors, glue) Lesson three: exploring printing with found objects Oak Academy Printmaking Session Two <ol style="list-style-type: none"> What is a monoprint?

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			<p>2. Make a simple monoprint using found objects (leaves, fruit and veg, cotton reels, lego bricks etc).</p> <p>3. Create a repeating or rotated pattern.</p> <p>Resources needed: poster paint, objects to print, paper.</p> <p>Lesson four: making your own stamps for printmaking Oak Academy Printmaking Session Three</p> <ol style="list-style-type: none"> 1. Hunt for patterns around us (sketch patterns found). 2. Make our own stamps using foam or cardboard. 3. Explore repeating patterns. 4. Overlap colours and shapes in our prints. <p>Resources needed: poster paint, foam, cardboard, glue, scissors, paper.</p> <p>Lesson five: making a collagraph print Oak Academy Printmaking Session Four</p> <ol style="list-style-type: none"> 1. Draw a design for a print block. 2. Create a collagraph. 3. Add paint to the collagraph. 4. Make changes, adapting as we go. <p>Resources needed: poster paint, cardboard, glue, scissors, paper.</p> <p>Lesson six: polystyrene tile printing onto calico.</p> <ol style="list-style-type: none"> 1. Use Yuval Zommer's Big Book of Bugs and Big Book of Blooms for inspiration. 2. Design a block with an insect/flower or both. 3. Transfer image to polystyrene tile. 4. Use printing ink to create image on calico. <p>Resources needed: printing ink, rollers, polystyrene tiles, calico, pens for marking tiles.</p> <p>Lesson seven: collage – what is collage?</p>
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			<ol style="list-style-type: none"> 1. Use Yuval Zommer's Big Book of Bugs and Big Book of Blooms for inspiration. 2. Make a collage using printed paper and printed objects from previous sessions. <p>Resources needed: paper, glue, scissors, printed papers.</p>
	Take inspiration from the greats	<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. 	<p>Artists to study: Natascha Maksimovic, Henri Matisse, William Morris, Salvador Dali</p>

Design & Technology

<p><u>Textiles</u> Making a noughts and crosses game</p> <p>Vocabulary Sewing, thread, needles, fabric, running stitch, over stitch, embellishment</p>	Master practical skills	<ul style="list-style-type: none"> • Shape textiles using templates. • Join textiles using running stitch. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). 	<p>Lesson 1- sewing projects ideas(key ring designs, paperclip design, game design) Lesson 2- cutting skills- practising cutting around different shapes and lines. Practising cutting fabric. Lesson 3-4 – sewing skills- practising running stitch and over stitch Lesson 5-6 making the noughts and crosses game and embellishing it.</p>
	Design, make, evaluate and improve	<ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design. 	
	Take inspiration from design throughout history	<ul style="list-style-type: none"> • Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created. 	

Science

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<u>Vocabulary</u>	WALT Work scientifically	<ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. Perform simple tests. Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. 	<p><u>Lesson 1 (main source – Plan Bee)</u> To understand that living things need to live in suitable habitats. Children will learn about what a habitat is, and what animals and plants need to survive in them. They will then identify and group animals by their habitats.</p> <p><u>Lesson 2 (main source – Plan Bee)</u> To understand that living things need to live in suitable habitats. Children will learn about what a habitat is, and what animals and plants need to survive in them. They will then identify and group animals by their habitats.</p>
	WALT Investigate Living Things	<ul style="list-style-type: none"> • Explore and compare the differences between things that are living, that are dead and that have never been alive. • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro-habitats. • 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. 	<p><u>Lesson 3 (main source – Plan Bee)</u> To explore the plants and animals that live in seaside habitats. Children will identify features of seaside habitats and discuss which plants and animals might live in it, and where. They may then either identify and name a variety of organisms, or sort organisms into those found in seaside habitats, and those found in other habitats.</p> <p><u>Lesson 4 (main source – Oak)</u> To explore the plants and animals that live in desert habitats. Children will learn all about the conditions in a desert habitat. They will also learn about some of the organisms that live in a desert.</p> <p><u>Lesson 5 (main source – Oak)</u> To explore the plants and animals that live in rainforest habitats. Children will learn all about the conditions in a rainforest habitat. They will also learn about some of the organisms that live in a rainforest.</p> <p><u>Lesson 6 (main source – Plan Bee)</u> To be able to explore plants and animals in an unfamiliar habitat.</p>

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			<p>Children will identify characteristics of animals which give clues about the habitats they live in. They will then discuss what a variety of habitats are like, then either describe what they provide for the organisms that live in them, or how organisms are adapted to suit their habitat.</p> <p><u>Lesson 7 (main source – Plan Bee)</u> To be able to explore and describe a micro-habitat. Children will learn about micro-habitats and the organisms that live in them. They may then either explore micro-habitats outside or describe and categorise given sets of mini beasts according to some of their characteristics.</p> <p><u>Lesson 8 (main source - Twinkl)</u> To identify that most living things live in habitats to which they are suited. Children will research a world habitat, find out what it is like and identify the plants and animals found there.</p> <p><u>Lesson 9 (main source - Twinkl)</u> To identify how different habitats provide for the basic needs of different kinds of animals and plants, and how different living things depend on each other. Children will learn about how different plants and animals within a habitat depend on each other to survive.</p> <p><u>Lesson 10 (main source - Plan Bee)</u> To explore food chains in a habitat. Children will begin to understand how organisms in a habitat are dependent upon one another, and that these dependencies can be shown as food chains. They may then either complete given food chains or try to make food chains from a given set of organisms.</p>
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Computing

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<p>Pictograms Vocabulary Data, sort, count, compare, record, tally, totals, pictograms, questions, data collection, attribute, conclusions</p> <p>Programming A – Robot algorithms Vocabulary Instructions. Sequence, algorithms, commands, prediction, outcome, routes, decomposition, debugging.</p>	Collect	<ul style="list-style-type: none"> Use a range of applications and devices in order to communicate ideas, work and messages. Use simple databases to record information in areas across the curriculum 	<ol style="list-style-type: none"> Counting and comparing Enter the data Creating pictograms What is an attribute Comparing people Presenting information
	To code	<ul style="list-style-type: none"> Control motion by specifying the number of steps to travel, direction and turn. Control when drawings appear and set the pen colour, size and shape. Specify the nature of events (such as a single event or a loop). 	<ol style="list-style-type: none"> Giving instructions Same but different Making predictions Mats and Routes Algorithm design Debugging
Music			
<p>Y2</p> <p><u>FRIENDSHIP SONG</u></p> <p><u>Reflect, Rewind and Replay</u></p> <p><u>Vocabulary</u> Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch,</p>	Perform	<ul style="list-style-type: none"> Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. 	<p>See separate planning documentation from Charanga.</p> <p>-Start to learn the song</p> <p>-Sing the song</p> <p>-sing the song and play instrumental parts within the song.</p>

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<p>improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.</p> <p>Pulse – the regular heartbeat of the music; its steady beat.</p> <ul style="list-style-type: none"> ●Rhythm – long and short sounds or patterns that happen over the pulse. ●Pitch – high and low sounds. ●Tempo – the speed of the music; fast or slow or in-between. ●Dynamics – how loud or quiet the music is. ●Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. ●Texture – layers of sound. Layers of sound working together make music very interesting to listen to. ●Structure – every piece of music has a structure e.g. an introduction, verse and chorus/ending. ●Notation – the link between sound and symbol. 	Compose	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. 	<p>Warm up games</p> <p>Flexible games (optional)</p> <p>Improvise</p> <p>Compose</p>
	Transcribe	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	<p>Compose</p> <p>Play composition within your song</p> <p>Choose and play any of the options below, then decide which one to practise for the end-of-unit performance</p>
	Describe music	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 	<p>-Listen and appraise activities</p> <p>Count on me- Bruno Mars</p> <p>We go together- Grease</p> <p>You give a Little love- Buggy Malone</p> <p>That's what friends are for?</p> <p>You've got a friend in me.</p> <p>-Warm up games</p>

P.E

<p>Net and Wall Skills</p> <p>Invasion</p> <p><u>Vocabulary</u></p> <p>Throwing</p>	<p>Develop practical skills in order to participate,</p>	<ul style="list-style-type: none"> • I can defend space on my court using the ready position. • I can describe how my body feels during exercise. 	<p>Lesson 1- To defend space, using the ready position.</p> <p>Lesson 2- To defend space, using the ready position.</p> <p>Lesson 3- To play against an opponent and keep the score.</p> <p>Lesson 4- To develop control when handling a racket.</p>
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<p>Catching Hitting Tracking</p> <p>Invasion <u>Vocabulary</u> Throwing Catching Dribbling Dodging Kicking</p>	<p>compete and lead a healthy lifestyle</p>	<ul style="list-style-type: none"> I can hit a ball over the net and into the court area. I can throw accurately to a partner. I can use simple tactics to make it difficult for an opponent. I know how to score points and can remember the score. I show good sportsmanship when playing against an opponent. I am beginning to provide feedback using key words. I can describe how my body feels during exercise. I can dribble a ball with my hands and feet with increasing control. I can find space away from others when playing games. I can move with a ball towards my goal. I can send and receive a ball with increasing consistency with hands and feet. I can stay close to another player to try to stop them from getting the ball. I understand the rules and can use them to keep a game going. I understand what to do when I am an attacker and a defender. 	<p>Lesson5- To develop racket and ball skills Lesson6- To develop sending a ball using a racket. Lesson 7-To develop playing over a net. To develop placing the ball. Lesson 8- To develop hitting over a net.</p> <p>Lesson 1- To develop dribbling towards a goal. To understand what being in possession means. Lesson2- To develop passing to a teammate with your feet. To understand who to pas to and why when playing against a defender. Lesson3- To develop dribbling a ball with hands. To move towards a goal with the ball. Lesson4- To develop throwing to a teammate. To support a teammate when in possession. Lesson5-To move into a space showing awareness of defenders. Lesson6- To develop dodging and use it to lose a defender. Lesson 7- To be able to stay with a player when defending. Lesson 8- To develop taking a ball towards goal.</p>
<p>R.E</p>			
<p>Story Personal expression What do</p>	<p>Understand beliefs and teachings</p>	<ul style="list-style-type: none"> Describe some of the teachings of a religion. 	<p>Lesson 1 and 2-Introduce the religion of Hinduism. What do Hindus believe in and who do they worship? Hindus believe in one God represented through different names and forms e.g. Rama Ganesh, Hanuman, Lakshmi. God has visited earth at</p>

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<p>Hindus believe about God?</p> <p><u>Vocabulary</u> Hinduism Hindu God Diwali Rama Sita Hanuman Ravana Lakshman Ramayana Temple Mandir Festival Good evil diva forest celebrate Celebration aum</p>		<ul style="list-style-type: none"> Describe some of the main festivals or celebrations of a religion. 	<p>different times in different forms to help people: Look at PPT and study some of the Gods one week and the rest the following week. Chn to draw one of the Gods and name and label what they are the God of? Use Ipads to research these?</p> <p>Lesson 3-Through a whole class discussion about festivals collate information about when pupils recall times when they have shared celebrations with others. What can they remember? Collect information under the following headings: Name of festival / celebration; How is it celebrated / what did you do? What stories are told? Is it a festival belonging to a religion? (If so, which one?) Did you, or anyone else you know, celebrate at a place of worship? Introduce pupils to the Hindu festival of Diwali. Explain that Hinduism is a religion that began in India. Show and explain the Hindu symbol, Aum, linking it to the religion. Show pupils the artefacts and explain that the festival involves people sending cards, sharing special food and lighting divas. Draw parallels with the other festivals discussed in the lesson. Add information about Diwali under each of the four headings and display. Showing images of the appropriate deities explain that there is a very exciting story about Rama and Sita that is retold at this festival, which the next lesson will explore.</p> <p>Lesson 4-Tell the story of Rama and Sita. Explain that the story has been written down in a special book called the Ramayana. Ask questions about characters' feelings at different points in the story, e.g. Rama when leaving home, Sita on arrival in the forest, Hanuman finding Sita, Sita being rescued, Rama and Sita going home. Emphasise that Rama was a good, loyal son, Sita was confident Rama could protect her. Write either a postcard that Rama or Sita might have sent to a friend or member of their family while they were living in the forest explaining how they feel and what it is like or; b. a diary entry by one character of a day in his/ her life.</p> <p>Lesson 5-Recall the story of Rama and Sita told in the previous lesson. Generate a list of words to describe each of the main characters and talk about how to show these personal qualities during the drama. Explore themes in the story role-play - for example Sita following her husband into exile, Sita stepping out of the circle, Rama and Lakshman's desperate search for Sita, the teamwork shown by the monkey army, the battle of good and evil, Sita and Rama going home and everyone celebrating. How might the divas make coming home more welcoming for</p>
	<p>Understand practices and lifestyles</p>	<ul style="list-style-type: none"> Recognise, name and describe some religious artefacts, places and practices. 	
	<p>Understand how beliefs are conveyed</p>	<ul style="list-style-type: none"> Explain the meaning of some religious symbols. 	

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			<p>Rama and Sita? Discuss what makes home welcoming. Complete a short response sheet. 'I think Rama and Sita must have felt.....When they saw the lights as they went home' or on monkey shaped paper write why working in teams helps people to do something difficult. Make a diya lamp.</p> <p>Lesson 6-Briefly recap knowledge from previous lessons about ways that people celebrate Diwali. Discuss the giving of gifts, celebrating with a special meal, worshipping together. Find out about Lakshmi and Ganesh and why they are particularly important at Diwali. Find out about the Festival of Navratri and Dussehra, when Hindu celebrate Rama killing Ravana.</p> <p>Lesson 1-Explain that greetings often have ancient meanings, e.g. shaking hands shows you have no weapon in your hand. Do pupils know special meanings of other greetings? Demonstrate the 'Namaste' greeting. Explain its meaning to pupils. Placing hands together and slightly bowing towards the other person usually accompany it. Discuss pupils' views about the Hindu belief that we, the soul, live in the heart, and that God is there with us on our journey throughout life. Emphasise the respect paid to each other is part of Hindu beliefs about the soul, which is a part of God. Give out pictures of people from around the world, young and old, male and female. Explain that Hindus believe that all human beings are one family. Make group collages of the 'world family' and write down words describing feelings about belonging to a family of all human beings everywhere to accompany artwork. Consider other parts of creation, e.g. do animals have awareness and feelings? Do they have souls? Hindus believe that animals are part of our family. How might believing this influence Hindu ideas of how humans should behave towards animals? Produce short reflective statements about how you believe humans should behave towards all creation.</p> <p>Lesson 2- Show pupils pictures of babies. Ask how parents usually feel when they know a baby is on the way. Discuss the needs that babies have and how vulnerable they are. Generate words and phrases describing the many things that babies need / deserve for a good start in life, for example good food, drink, love, baths, fresh air... If you have a baby in the classroom talk about her/his needs, likes and dislikes. Explain that the class are going to hear a story about a baby who needed a foster family</p>
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			<p>to make sure he was safe. Tell the story of Krishna's birth and explain that Hindus believe that this special baby was God who came to earth for a special purpose. At the end of the story, talk about alternatives. For example what would have happened if Vasudev had not had good friends to rely on or if he had been too afraid to travel through the storm? Explain that Hindus believe that Krishna came for 3 reasons: § to protect the good; § to punish the wicked; § to teach about religion.</p> <p>Lesson 3-Recall the story of Krishna's birth from the previous lesson and remind pupils why Hindus believe Krishna came to earth. Explain that this is the second story they have heard from Hinduism of a visit of God to earth and with the pupils recall the story of Rama. Focus on Krishna's childhood. What sort of upbringing did he have? Explain that Krishna lived in a village and his adopted father kept cows. He was a lively little boy. Tell the story of Krishna the butter thief. Discuss responses to the story. Hand out statements describing Hindu beliefs about God and nature and ask the children to use these to either: § write about what they know about Hindu beliefs about God or; § why Hindus treat cows with respect;</p> <p>Lesson 4-Hindu Temples. Look at the power point and discuss what Hindu Mandir's have in common all around the world. Discuss what you would find inside and what they are used for. Chn to complete sheet labelling objects found in the temple.</p> <p>Lesson 5-Celebration of Holi. Share the power point, what connections can you make to a festival we celebrate e.g. burning Guy Fawkes on the bon fire. CHn to complete a closed procedure on Holi and create a coloured picture using chalks to represent the paints thrown.</p>
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RSE & PSED

<p>Health and Wellbeing</p> <p>Vocabulary</p>	<p>Physical health and Mental wellbeing</p> <p>Why sleep is important; medicines and</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 	<p>Lesson 1- describe what being healthy means. Recognise how good health depends on physical activity, rest, healthy eating, taking care of their teeth. Identify the benefits (short-term and long-term) of being active, taking rest, eating healthily and looking after their teeth. Identify the impact on people don't look after their bodies. describe different ways in which they can help keep themselves healthy.</p>
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	<p>keeping healthy; keeping teeth healthy; managing feelings and asking for help</p>	<ul style="list-style-type: none"> the importance of, and routines for, brushing teeth and visiting the dentist about food and drink that affect dental health 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>Lesson 2- identify choices they can make about their health and wellbeing. Identify some of the consequences of different choices, both good and not so good. Identify who or what helps them make a choice. Describe how it feels to make a choice that is good for our bodies.</p> <p>Lesson 3- describe daily personal hygiene routines identify some of the benefits of taking care of their bodies and what might happen if personal hygiene is not maintained. Recognise how some diseases can be spread and that these can be controlled by personal hygiene practices. Explain how they can be responsible for helping to stop the spread of germs by keeping good personal hygiene. Recognise that the spread of some diseases that are controlled in other ways such as through vaccination and medication.</p> <p>Lesson 4- explain how some household products are used and for what reasons medicines are taken. recognise that most household products and medicines have a specific and an individual use. Identify some medicines and the correct ways in which they should be administered (swallowed, inhaled, injected, applied to skin). Explain how to keep safe when taking medicines and around other household substances. Explain that household products and medicines can be harmful if used incorrectly</p> <p>Lesson 5- name a range of feelings describe different feelings (both good and not so good) and where these are felt in the body. Recognise that some feelings may feel stronger than others. Describe when people might experience different feelings and how this can affect their behaviour. Identify strategies to help manage different feelings, especially when feeling not so good.</p> <p>Lesson 6- describe different kinds of change or loss that they or others may have experienced. Identify feelings people might have about different kinds of change or loss. Describe how this can make someone behave. Identify some ways to manage feelings associated with change and loss. Recognise ways they can comfort or be sensitive to the needs of others who have experienced change or loss</p>
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	<p>Growing and changing Growing older; naming body parts; moving class or year</p>	<ul style="list-style-type: none"> • about the human life cycle and how people grow from young to old • 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>Lesson 7- describe ways they have grown and changed. Identify ways they are more independent now from when they were younger. Describe additional responsibilities they have now (in class, school and at home). Identify how people's needs change as they grow older.</p> <p>Lesson 8- identify the physical similarities and differences between boys and girls. Recognise the male and female sex parts. Recognise and use the correct names for main parts of the body including external genitalia.</p>
	<p>Keeping safe Safety in different environments; risk and safety at home; emergencies</p>	<ul style="list-style-type: none"> • how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • 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 safety and medicines/household products • 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 	<p>Lesson 9- recognise they have a right to 'be safe on the outside' and 'feel safe on the inside. Describe different ways they can keep safe in a range of familiar and unfamiliar situations (e.g. roads, rail, water, building sites, near fire). Identify ways of keeping safe online. Identify potential unsafe situations and steps they can take to avoid or remove themselves from them. Demonstrate ways they can ask for help from people whose job it is to keep them safe.</p> <p>Lesson 10- identify the people who look after them and explain how they care for them. Recognise how they can help the people who look after them. Explain what they can do themselves if they are worried about something being safe or unsafe (including saying 'no', 'I'll ask', 'I'll tell'). Identify where they can go for help (including online, phone helpline, person at school, person at home) and how to ask for help in different contexts. Demonstrate how to ask for help (and keep asking until they are listened to). Identify what might happen next if someone asks for help. Explain why it is very important to tell someone if they are worried about something.</p> <p>Lesson 11- explain what is meant by privacy or 'keeping something private. Identify why it is important to keep some things private, for example passwords (online safety). Recognise times when they and others want or have the right to privacy. Recognise that it is important to respect someone's privacy. Recognise that they feel unsure, uncomfortable or hurt about something they have been asked to keep private, that they</p>

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			should tell an adult they trust (even if they have been asked to keep this private).
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