

Spring Medium Term Overview 2024-25

Year Group: 1



HUNTINGTOWER
A PRIORY ACADEMY

Breadth		Milestone 1 Yr 1 and Yr2	Activities (that relate to Threshold Concepts and the Milestone indicators)
History			
<p style="text-align: center;"><u>Significant Person</u></p> <p style="text-align: center;"><u>Mary Anning</u></p> <p style="text-align: center;"><u>Vocabulary (a selection from)</u></p>	<p>Investigate and interpret evidence</p>	<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: Who was Mary Anning and when did she exist? Add Mary Anning to the timeline already created in the last History unit. Use vocab such as before, after, a long time ago etc.</p> <p>Lesson 2: What did Mary do in her life that was so special? Discuss the life events of Mary Anning and talk about the highs and lows of her life.</p> <p>Lesson 3: What sort of person was Mary that helped her succeed in a mans world? Recap the story of Mary's life – work in groups to think of adjectives to describe Mary's character. Then show prepared words – which describe her? Which do not? Why? Pupils cheer or boo as the adjectives appear. Give examples of things that happened in her life and adjectives, which matches correctly? Focus on the time that Mary was around and how all scientists at that time were men.</p> <p>Lesson 4: Which other people were important in Mary's life and why? On a slip of paper – write down, who do you think were important people in Mary's life. Pool the ideas together to discuss. Who was the most important person in her life do you think ? Discuss.</p> <p>Lesson 5: How do we know about Mary's actions from so long ago? How and why should we remember her? Remind children that she lived over 200 years ago, a time when there were no phones, tvs or computers. As there is no-one alive today who would have known her, how can we find out about her life? Give children statements about Mary Anning, can we believe them? Are they backed up with evidence? Can we find evidence to prove it?</p> <p>Lesson 6: Mary Anning fact file.</p>
	<p>Build an overview of world history</p>	<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. 	
	<p>Understand Chronology</p>	<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. 	

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		<ul style="list-style-type: none"> • Use dates where appropriate. 	
	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. 	

Geography

<p>The United Kingdom, including a study and comparison of the four countries</p> <ul style="list-style-type: none"> • What is the UK? How does it differ from GB? • Identify the four countries of the UK and locate on a map. Flags of the UK. Seas around the UK. 	<p>Investigate places</p>	<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. 	<ol style="list-style-type: none"> 1. England focus – what is the capital city, England flag, the seas surrounding England, Pennine hills, different land uses across the country and why people move areas. 2. Scotland focus – Flag, symbol, the seas surrounding, The Highlands, what is the highest peak? What do they call a lake? Locate Loch Ness, Capital city of Scotland, which areas are remote? What does the word inhabitants mean? Difference between the lowlands and the highlands. 3. Wales – Flag, Seas surrounding, highest peak, national park, Wales – rural or urban? Cities in Wales – mark on a map, Tourist activities in Wales/ in the past how did Wales make most of its money, how has that changed now?
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<ul style="list-style-type: none"> • England, N. Ireland, Scotland, Wales – incl. capital and major cities, borders, urban vs rural, landmarks • Compare and contrast countries of UK 		<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"> 4. Northern Ireland – flag, its location, surrounding seas, capital city. Giants causeway, largest rivers. Locate and name the cities – land rural or urban? Conflict in Northern Ireland. 5. Recap the countries of the UK and find on a map (atlas). Discuss the difference between Great Britain and the UK. Draw / colour the flags of the UK and match to the names of the countries
	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. 	<ol style="list-style-type: none"> 6. Look at the weather in the UK (London). Identify the seasonal weather patterns. Seasons wheel?
	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. 	<p>Look at the key physical and human features of the countries and capitals of the UK. (see above)</p>

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		<p>near and far) to describe the location of features and routes on a map.</p> <ul style="list-style-type: none"> Devising a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). 	
<h2>Art & Design</h2>			
<p><u>Textiles</u></p> <p><u>Vocabulary</u></p> <p>Fabric</p> <p>Textiles</p> <p>Weave/weaving</p> <p>Glue</p> <p>Join</p> <p>Stitch</p> <p>Plait/plaiting</p> <p>Dye</p> <p>Dip dye</p> <p>Technique</p>	<p>Develop ideas</p>	<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. 	<p>Lesson 1: Introduce textiles.</p> <p>Lesson 2: Look at work of Annie Albers, which is your favourite? Discuss in terms of texture/colour/ pattern Paper weaving, children to have a go at weaving two colours of paper</p> <p>Lesson 3: Look at the work of Megan Bogden-Shimek. Which is your favourite? Discuss in terms of texture/colour/ pattern Explore treads (wool, ribbon, strips of fabric etc)</p> <p>Lesson 4: Look at the work of Judit Just. Which is your favourite? Discuss in terms of texture/colour/ pattern Children to choose their materials. Start weaving.</p> <p>Lesson 5: Complete and evaluate weaving piece of art.</p>
	<p>Master Techniques</p>	<p>Textiles</p> <ul style="list-style-type: none"> Use weaving to create a pattern. Join materials using glue and/or a stitch. Use plaiting. Use dip dye techniques. 	
	<p>Take inspiration from the greats</p>	<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>Featured artists: Anni Albers Megan Bogden-Shimek Judit Just</p>

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<h2>Design & Technology</h2>			
<p>Slider Mechanism</p> <p><u>Vocabulary</u></p>	<p>Master practical skills</p>	<ul style="list-style-type: none"> • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. 	<p><u>Lesson one-</u> Slider mechanism – guide bridge – flower in a pot popping out.</p> <p><u>Lesson two-</u> Sliders 2 – straight and curved.</p> <p><u>Lesson three-</u> Design inspiration – Easter card ideas – plan own pop up Easter card.</p> <p><u>Lesson four + five</u> Make slider Easter card.</p> <p><u>Lesson six</u> Evaluation of Easter card.</p>
	<p>Design, make, evaluate and improve</p>	<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. 	
	<p>Take inspiration from design throughout history</p>	<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. 	
<h2>Science</h2>			

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<p>Term 3 Planting A Animals</p>	<p>Work scientifically</p>	<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><i>Term 3</i> <i>Week 1 – Planting A – parts of a plant</i></p> <p><i>Week 2 – Animals – Mammals</i> <i>Week 3 – Animals – Birds</i> <i>Week 4 – Animals – Fish</i> <i>Week 5 – Amphibians</i></p>
<p>Term 4 Animals Caring for the planet Seasonal changes</p> <p><u>Vocabulary</u></p>	<p>Understand animals and humans This concept involves becoming familiar with different types of animals, humans and the life processes they share.</p>	<ul style="list-style-type: none"> • Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). • Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Notice that animals, including humans, have offspring which grow into adults. • Investigate and describe the basic needs of animals, including humans, for survival (water, food and air). 	<p><i>Term 4</i> <i>Week 1 – Animals – Reptiles</i> <i>Week 2 – Animals – Compare and group animals</i> <i>Week 3 – Carnivores and Herbivores.</i></p> <p><i>Week 4 – Caring for the planet – Why is it important to care for our planet? How can we care for our planet?</i></p> <p><i>Week 5 – Seasonal changes – Changes in Spring</i></p> <p><i>Week 6 – Planting B – Observe changes/planting in spring</i></p>

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		<ul style="list-style-type: none"> Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. 	
	<p>Understand plants This concept involves becoming familiar with different types of plants, their structure and reproduction.</p>	<ul style="list-style-type: none"> Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	

Computing

<p>Digital Writing</p> <p>Grouping Data</p> <p><u>Vocabulary</u></p>	Communicate	<ul style="list-style-type: none"> Use a range of applications and devices in order to communicate ideas, work and messages. 	<p>Digital Writing</p> <ol style="list-style-type: none"> Explore the keyboard: the learners will familiarise themselves with a word processor and think about how they might use this application in the future. The learners will also be identifying and finding keys, before adding text to their page by pressing keys on a keyboard Adding and removing text: learners will continue to familiarise themselves with word processors and how
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			<p>they can interact with the computer using a keyboard. The learners will focus on adding text and will explore more of the keys found on a keyboard. Finally, they will begin to use the backspace button to remove text from the computer.</p> <ol style="list-style-type: none">3. Exploring the toolbar: learners will begin to explore the different tools that can be used in word processors to change the look of the text. Learners will use the Caps Lock key to add capital letters to their writing and will begin thinking about how to use this successfully. The learners will match simple descriptions with the key that they relate to. Finally, learners will begin exploring the different buttons available on the toolbar in more detail, and use these to change their own text.4. Making changes to text: learners will begin to understand when it is best to change the look of their text and which tool will achieve the most appropriate outcome. The learners will begin to use their mouse cursor to select text to enable them to make more efficient changes. They will explore the different fonts available to them and change the font for their lost toy poster.5. Explaining my choices: learners will begin to justify their use of certain tools when changing text. The learners will decide whether the changes that they have made have improved their writing and will begin to use 'undo' to remove changes. They will begin to consolidate their ability to select text using the cursor, through double-clicking and clicking and dragging. The learners will be able to explain what tool from the toolbar they have used to change their writing.6. Pencil or keyboard?: learners will make comparisons between using a computer for writing and writing on paper. The learners will discuss how the two methods are the same and different, and think of examples to explain this. They will demonstrate making changes to writing using a computer to compare the two methods. Finally, the learners will begin to explain which they liked
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			<p>best, and think about which method would be the best method to use in different situations.</p> <p>Grouping Data</p> <ol style="list-style-type: none">1. Label and Match - In this lesson, pupils will begin to understand that objects have many different labels that can be used to put them into groups. They will name different objects and begin to experiment with placing them into different groups. Pupils will also label a group of objects, and begin to understand that an object can fit into more than one group depending on the context.2. Group and Count - In this lesson, pupils will begin to think about grouping objects based on what the objects are. They will demonstrate the ability to count a small number of objects before they group them, and will then begin to show that they can count groups of objects with the same property. Pupils will also begin to learn that computers are not intelligent and require input from humans to perform tasks.3. Describe and object - In this lesson, pupils will begin to understand that objects can be described in many different ways. They will identify the properties of objects and begin to understand that properties can be used to group objects; for example, objects can be grouped by colour or size. Finally, pupils will demonstrate their ability to find objects with similar properties and begin to understand the reason that we need to give labels to images on a computer4. Making different groups - In this lesson, pupils will classify objects based on their properties. They will group objects that have similar properties, and will be able to explain how they have grouped these. Pupils will begin to group a number of the same objects in different ways, and will demonstrate their ability to count these different groups.5. Comparing groups - In this lesson, pupils will choose how they want to group different objects by properties. They
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			<p>will begin to compare and describe groups of objects, then they will record the number of objects in each group</p> <p>6. Answering questions - In this lesson, pupils will decide how to group objects to answer questions. They will compare their groups by thinking about how they are similar or different, and they will record what they find. They will then share what they have found with their peers.</p>
	To code	<ul style="list-style-type: none"> Specify user inputs (such as clicks) to control events. 	
Music			
<p>Y1</p> <p><u>How does music make the world a better place?</u></p> <ol style="list-style-type: none"> If you're happy and you know it Sing me a song Sparkle Rhythm in the way we walk Big bear funk Assessment point <p>How does music help us understand our neighbours?</p> <ol style="list-style-type: none"> Days of the week Name song Cuckoo Upside down Hush little baby <p><u>Vocabulary</u></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> <ul style="list-style-type: none"> -Start to learn the song -Sing the song -sing the song and play instrumental parts within the song.
	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>

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<p>Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, 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. 	<p>Transcribe</p>	<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>
	<p>Describe music</p>	<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>-Warm up games</p>

P.E

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<p><u>Sending and receiving</u></p> <p><u>Vocabulary</u> Teamwork, communication, planning. Target, track, receive, partner, opponent and send.</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p>	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 	<p>Ball Skills</p> <p>LESSON 1 To develop control and co-ordination when dribbling a ball with your hands.</p> <p>LESSON 2 To explore accuracy when rolling a ball.</p> <p>LESSON 3 To explore throwing with accuracy towards a target.</p> <p>LESSON 4 To explore dribbling and rolling skills developing control and accuracy.</p> <p>LESSON 5 To explore catching with two hands. To recognise changes in the body during exercise.</p> <p>LESSON 6 To explore control and co-ordination when dribbling a ball with your feet.</p> <p>LESSON 7 To explore tracking a ball that is coming towards me.</p> <p>SENDING AND RECEIVING</p> <p>LESSON 1 To roll a ball towards a target</p> <p>LESSON 2 To be able to track and receive a rolling ball</p> <p>LESSON 3 To be able to stop, send and receive a ball with your feet.</p> <p>LESSON 4 To develop sending and receiving a ball with your feet.</p> <p>LESSON 5 To develop throwing and catching skills</p> <p>LESSON 6 To develop throwing and catching skills.</p>
<h1>R.E</h1>			
<p>Islam</p> <p>Faith in everyday life</p> <p><u>Vocabulary</u></p>	<p>Understand beliefs and teachings</p>	<ul style="list-style-type: none"> • Describe some of the teachings of a religion. • Describe some of the main festivals or celebrations of a religion. 	<p>God Islam</p> <p>How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an? Pg: 17</p> <p>Lesson 1: Who is Allah? What is the Qur'an.</p>

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			<p>Lesson 2: Islamic creation story</p> <p>Lesson 3: Who is the prophet Muhammad?</p> <p>Lesson 4: The Crying Camel-what does this teach us? To care for all living things.</p> <p>Lesson 5: Be My Guest.</p> <p>Lesson 6: The boy who threw stones. Make comparison between previous learnt stories from Christianity.</p> <p>Community – Islam Living What do Muslims do to express their beliefs? Which celebrations are important to Muslims? Pg: 17</p> <p>Lesson 7: Introduction to special festivals.</p> <p>Lesson 8: Ramadam</p> <p>Lesson 9: Ramadam</p> <p>Lesson 10: Eid-ul-Fitr/Eid-ul-Adah</p> <p>Lesson 11: Du-al-Hijja</p> <p>Lesson 12: Du-al-Hijja</p>
	Understand practices and lifestyles	<ul style="list-style-type: none"> Recognise, name and describe some religious artefacts, places and practices. 	
	Understand how beliefs are conveyed	<ul style="list-style-type: none"> Explain the meaning of some religious symbols. 	
RSE & PSED			
<p>Jigsaw curriculum – Dreams and Goals</p> <p>Healthy Me</p> <p>Project Evolve *Internet Safety:</p>	Community	<ul style="list-style-type: none"> About examples of rules in different situations, e.g. class rules, rules at home, rules outside. That different people have different needs How we care for people, animals and other living things in different ways How they can look after the environment e.g. recycling. 	<p>Dreams and Goals</p> <p>1. My Treasure Chest of Success <i>Proud, Success, Achievement, Goal, Treasure, Coins</i></p> <p>2. Steps to Goals <i>Goal, Learning, Stepping stones, Process, Garden, Dreams</i></p> <p>3. Achieving Together <i>Working together, Team work, Achievement, Celebrate</i></p> <p>Puzzle outcome: Dream wellies</p> <p>4. Stretchy Learning</p>
	Media Literacy	<ul style="list-style-type: none"> How and why people use the internet The benefits of using the internet and digital devices 	

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<p>Self-image and identity *Health, well-being and lifestyle *Online reputation</p>	<p>Money and work</p>	<ul style="list-style-type: none"> How people find things out and communicate with others online. That everyone has different strengths, in and out of school. About how different strengths and interests are needed to do different jobs About people whose job it is to help us in the community About different jobs and the work people do. 	<p><i>Learning, Stretchy, Challenge, Feelings</i> Puzzle outcome: Stretchy flowers</p> <p>5. Overcoming Obstacles <i>Challenge, Obstacle, Overcome, Achieve, Goal, Stepping stones</i></p> <p>6. Celebrating My Success <i>Success, Celebration, Challenge, Internal treasure chest, Feelings, Goals, Dreams, Garden</i> Assessment Opportunity</p> <p>Project Evolve: Self image and identity: <i>I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.</i></p> <p>Self image and identity: <i>If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</i></p> <p>Healthy Me</p> <p>1. Being healthy I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy I feel good about myself when I make healthy choices</p> <p>2. Healthy choices I know how to make healthy lifestyle choices I feel good about myself when I make healthy choices</p> <p>3. Clean and healthy I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly</p>
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			<p>I am special so I keep myself safe</p> <p>4. Medicine safety I understand that medicines can help me if I feel poorly and I know how to use them safely I know some ways to help myself when I feel poorly</p> <p>5. Road safety I know how to keep safe when crossing the road, and about people who can help me to stay safe I can recognise when I feel frightened and know who to ask for help</p> <p>6. Happy, Healthy Me Assessment Opportunity I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy I can recognise how being healthy helps me to feel happy</p> <p>Project Evolve Internet Safety: Health, well-being and lifestyle: <i>I can explain rules to keep myself safe when using technology both in and beyond the home.</i></p> <p>Online reputation: <i>I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first.</i></p>
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