

## Long Term Curriculum Overview Year 2 (2020-21)

### Elephants, Giraffes, Squirrels, Wolves

2020-21	Autumn	Spring	Summer
<b>Year 2</b>	<b>Under Attack</b>	<b>Where's Wally</b>	<b>The Apprentice</b>
<b>The big idea</b>	<p>Children will learn and develop their understanding of different invaders and settlers, their lifestyles, their big battles, the key people who led their communities and developed these and what the different invaders and settlers brought and added to civilisation as we know it now. Children will think about great battles in history and the how people lived at these times. Children will experience what it might be like to be a soldier, or to be a commoner in a country that is at war. Children will also think about countries that are at war in the present day and the impact of this on the people that live there. Children will be able to think about things that make them cross and how to act appropriately when issues make us upset. We will consider how to help people who are less fortunate than ourselves as well as considering how we promote peace in our community. Children may be able to think about the value of the nation's armed forces and what they do and how they help us.</p>	<p>Using the popular themed books, children to find out about where people live and the differences in people lives and cultures through using inferences of Where's Wally. This topic gives the children a chance to learn about the differences and similarities between lives. They will find out about ways of life in different countries, how people, food and water are transported, what different countries are like, about the differences between rich and poor countries and about important people in the countries they are studying. Children will need to use their prior knowledge of destinations to guess where in the world he might be. Children will be able to write postcards, create their own adventures and 'Where's Wally' pictures.</p>	<p>This topic gives the children a chance to learn to become successful entrepreneurs and be able to understand businesses. They will find out about the services and businesses in their local community, how people used to trade in the past, about their needs and wants, how they can make their own product and evaluate it and how they can use what they know about other countries to help their business. For some pupils this topic will be about exploring how to interact and engage out and about in the local community for example how to buy goods in a supermarket, how to order food in a café, where to buy new shoes, clothes etc. For most able pupils, learning can enable pupils to create their own business and think about the processes of how to make a profit and economics. This will also enable pupils to think about global enterprise and the questions associated with this.</p>
<b>Stimulus for Learning</b>	<p><i>Key Texts –</i>  <b>Romans:</b>                      Escape from Pompeii – Christina Balit                      Meet the Ancient Romans – James Davies                      Empires End – A Roman Story – Leila Rasheed                      So you think you've got it bad – Chae Straithis and Marisa Morea                      Romans on the Rampage – Jeremy Strong</p>	<p><i>Key Texts –</i>                      *Where's Wally                      *What do you celebrate? By Whitney Steward                      *Welcome to our world: a celebration of children everywhere by Moira Butterfield                      *Where in the world is Bob? By James Bowen                      *Handa's Surprise by Eileen Browne                      *Momo and Snap by Airlie Anderson                      *It's ok to be different by Sharon Purtill</p>	<p><i>Key Texts –</i>                      *What does it mean to be an entrepreneur? Rana DiOrio                      *Kidpreneurs – young entrepreneurs with big ideas – Adam Toren                      *Froggy's lemonade stand by Jonathan London                      *What do you do with an idea? By Kobi Varnada                      *You Choose by Nick Sharratt                      *Arthur's pet business</p>

	<p>A Roman Adventure – Frances Durkin and Grace Cooke          Avoid being a Roman Soldier – David Stewart          Rotten Romans – Horrible Histories  <b>Saxons:</b>          Beowulf – Rob Lloyd Jones and Victor Tavares          King Arthur and the Knights of the Round Table – Marcia Williams          How to be an Anglo Sxon in 13 Easy steps – Scoular Anderson          You wouldn't want to be an Anglo Saxon Peasant – Jacqueline Morley and David Antram          Anglo Saxon times – newspapers from History          Sir Gawain and the Green Knight by Karen Wallace  <b>Vikings:</b>          Dragon Stew by Steve Smallman          The Saga of Erik the Viking – Terry Jones and Michael Foreman          The Dragons Hoard – Stories from the Viking Sagas          Viking Longship – Mick Manning and Brita Granstrom          How to train your dragon – Cressida cowell          How to be a Viking – Cressida Cowell          Itchy, Scritch, Scratchy Pants – Steve Smallman  <i>Interactive –</i>          * Brave          * A day in the life of... - hands on history BBC          * BBC teach – life in the time of Vikings          * How to train your dragon franchise          * Horrible histories the movie – The Rotten Romans (PG rated)          * A Gladiator in Rome (2012 animated movie)          * Sword in the Stone movie          *Quest for Camelot movie          *The Kid who would be King movie (rated PG)</p>	<p>*National Geographic little kids first big book of the world          *If you lived here – houses of the world by Giles Laroche          Anansi stories by Bobby Norfolk          Lots by Marc Martin          Gregory Cool by Caroline Binch          Journey to Joburg by Beverly Naidoo          The village by the sea by Anita Desai          Rainbow Bird by Eric Maddern          Panchatantra by Pandit Vishnu          Granny Ting Ting by Patrice Lawrence  <i>Interactive –</i>          *Little Human Planet          *Google Earth          *YouTube – different cultures around the world          *Song – where are you from?  <i>Role Play –</i>          *Travel agents          *Tour guide office          *Airport  <i>Experience –</i>          *Visit a travel agents          *Day in the life of....</p>	<p><i>Interactive –</i>          *The apprentice clips          *Arthur – Arthur's pet business S1Ep5  <i>Role Play –</i>          *Shops          *Market          *Invention centre  <i>Experience –</i>          *Develop and promote their own products          *Make a television advert          *Visit from entrepreneur          *Visit local business</p>
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	<p><i>Role Play –</i></p> <ul style="list-style-type: none"> <li>*Viking longboat</li> <li>*Viking camp</li> <li>*Roman Camp/ battle armoury</li> <li>*Roman Palace</li> </ul> <p><i>Experience –</i></p> <ul style="list-style-type: none"> <li>*Jousting</li> <li>*Arundel castle</li> <li>*Tangmere aviation museum</li> <li>*Lewes Castle</li> <li>*Roman villa</li> </ul>		
<p><b>Literacy – Reading</b></p>	<p>Throughout the year I will be developing my reading my developing my:</p> <p><b>Engagement in reading</b> by reading a range of fiction, non-fiction and poetry, listening and responding to what is being read and building up confidence to read the text myself.</p> <p><b>Word reading</b> by working on my 1:1 correspondence, using my preferred method of reading to read an increasing number of words. I will use my phonics knowledge to support me with decoding and reading words accurately, becoming more fluent to read without decoding every word but knowing to use strategies to help me read new words I do not recognise.</p> <p><b>Comprehension</b> by asking questions about what I have read to help me understand more and discussing what I have read. I will develop my sequencing and retelling skills in increasingly complex stories. I will predict what might happen in a story and respond to questions about what I have read, using increasing vocabulary and increasing inference.</p> <p><b>Vocabulary</b> to include new words which are related to my topic, descriptive language and my interests. I will use my understanding of the context to help me think about what words mean, asking others and talking about what I think.</p>		
<p><b>Literacy – Writing</b></p>	<p><b>Throughout the year I will be developing my writing by:</b></p> <p>Building on my phonetic knowledge to write familiar and new words, composing sentences orally and in writing with my developing handwriting. Developing handwriting through practising creating representative drawings where the reader is able to recognise the drawing. Practising forming accurate letter shapes which are formed into words and that are spelt correctly through phonics and high frequency words practise.</p> <p>Developing and building sentences using a range of tools building both simple and complex sentences using these. Developing short pieces of writing through combining sentences together to build meaning for a range of writing genres and purposes. Building on my understanding of writing genres through developing my knowledge of their features, purposes, and how they are organised. Developing and refining my writing processes through planning, writing and editing to make my writing better. Developing a deeper understanding of spelling, punctuation and grammar to improve writing and understanding when these aspects are used in writing.</p>		
<p><b>Topic Specific literacy</b></p>	<ul style="list-style-type: none"> <li>• Writing a newspaper article from one of the battles or historical events that took place.</li> <li>• Writing a recount from the perspective of a Roman, Saxon, Viking about the day in their life.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing clues to find Wally</li> <li>• Writing letters and postcards from different places in the world</li> <li>• Reading stories from different parts of the world</li> <li>• Finding information about parts of the world from non-fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>• Persuasive writing e.g. leaflet or advert to encourage people to buy their product</li> <li>• Writing evaluations of products, services or experiences.</li> <li>• Reading leaflets and internet pages to find out about local businesses</li> </ul>

	<ul style="list-style-type: none"> <li>• Instructions about how to be a Roman, Saxon, Viking or how to build a Viking long boat or something Roman/ Saxon.</li> <li>• If sharing the how to train your dragon stories – write instructions about how to train a dragon.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing a fictional narrative about Wally and his travels</li> </ul>	<ul style="list-style-type: none"> <li>• Writing a formal letter – what is different about a formal letter to an informal letter i.e. for a job, asking for a service, to employers etc.</li> </ul>
<p><b>Maths – Number</b></p>	<p><b>If I am still working on developing my understanding of number I will focus on Counting</b></p> <p>I will join in and respond to number rhymes and songs indicating some numbers i.e. 1 and 2 being able to develop my one to one correspondence through a range of activities. I will be able to rote count alongside adults saying numbers in order forwards and backwards and be able to and count accurately objects making groups of objects that relate to numbers and numerals.</p> <p>To extend my number I will develop my understanding so that I am confident to be able to use my mind to work out some number problems with whole numbers, counting and place value. Develop understanding of number bonds to 20 and use place value to understand different numbers.</p> <p><b>As I become more confident with understanding number I will focus on place value</b></p> <p>I will build on my number knowledge to be able to count to and across 100 forward and backwards and from any number being able to read and write these numbers too, exploring as I extend my knowledge counting groups of numbers like 2,5,10 etc. I will develop skills to be able to identify equal to, more than, less than when comparing two numbers and find the next and previous number from a given</p>	<p><b>When I am developing my knowledge of calculation I will:</b></p> <p>I will be able to respond to more and gone and show awareness when objects are added and taken away from groups of objects and quantities. I will be able to respond to add one and take one away in a range of contexts. I will be able to demonstrate my understanding of less and differentiate which has the most/ least when comparing groups of objects. I will be able to respond to add on and take one with objects and find out how many there are altogether responding to this language and experimenting with using some symbols to show the calculation. I will explore making repeated groups of objects and being able to share out objects between a group i.e. some people, at a tea party, to different pots. Explore solving problems with numbers, quantities and amounts including exploring halving, sharing and doubling.</p> <p>To extend my knowledge of calculation I will develop understanding of the four operations using practical resources.</p> <p><b>As I extend my knowledge of calculation I will:</b></p> <p>Develop my understanding of being able to read and write mathematical statements involving the four calculations and equals signs accurately initially using concrete objects to help me, being able to add and subtract 1</p>	<p><b>In becoming confident with handling and applying my knowledge of number I will focus on using Numbers:</b></p> <p>I will be able to take part in familiar number games and rhymes and show awareness of numbers as part of a game i.e. by keeping score, moving a number of places etc. I will be able to identify one and lots and use and respond to this within number games and role play experimenting with making marks and patterns that link to numbers and quantities i.e. numicon shapes, dots on a dice, numerals, tallies.</p> <p>Experience exchanging an object for another item building into exploring money and its values and uses.</p> <p>To extend my understanding of using number, I will develop my knowledge of using money, identifying and using different coins to make different amounts and identifying and making links to amounts that are larger and smaller using my associated learned number facts to be able to make different amounts with coins and solving problems using money.</p> <p><b>As I become more confident with using numbers I will focus on using number in the context of money and statistics (for ½ a term)</b> To develop my understanding of using number, I will develop my knowledge of using money, identifying and using different coins to make different amounts and identifying and making links to amounts that are larger and</p>

	<p>number using words and symbols to show this. As I explore number I will explore the place value of each digit and how numbers bond together to form a total number becoming fluent in my understanding of numbers i.e. through exploring how to make 10 using 2 numbers and extending into larger numbers or more parts. As I extend my knowledge I will encounter positive and negative numbers as well as beginning to explore parts of numbers i.e. decimals and fractions noticing patterns in the place value of numbers that I encounter and how decimals and fractions correlate. I will have opportunities where I can apply what I know through investigation and challenge opportunities where I can apply my number to solve a problem.</p>	<p>and 2 digits numbers from numbers initially to 20 and then beyond. I will develop my skills to be able to use longer calculation methods to add 3 digits as well as developing my mental abilities to be able to add and subtract bigger numbers in my mind using what I already know to be true about numbers. I will explore multiplication and division facts by becoming confident in counting in groups of numbers and recalling multiplication table facts that I have learnt. I will explore and become confident with responding to language of calculation including 'find the difference' and understanding what this means. I will develop my understanding of calculations that can be done in any order (commutative) and those that cant as well as understanding about using inverse operations to check my working. I will have opportunities where I can apply what I know through investigation and challenge opportunities where I can apply my number to solve a problem that involves the four operations.</p>	<p>smaller using my associated learned number facts to be able to make different amounts with coins and solving problems using money. As I become confident I will extend my knowledge by being able to recognise if I have enough money to pay for something and how much money I may get in change if I pay with a larger amount of money i.e. a note using what I already have learnt about calculations and number bonds and place value to help me. I will have opportunities where I can apply what I know through investigation and challenge opportunities where I can apply my number to solve a problem that involves money. <b>(for ½ a term)</b> In developing my understanding of using number by exploring statistics I will explore collecting data and being able to represent my information to demonstrate the criteria and information I have gathered in the best way. This will include being able to construct and interpret my data in pictograms, tables, simple graphs, bar charts (with and without scales and including reading scales on the axes) I will have opportunities where I can apply what I know through investigation and challenge opportunities where I can use a range of information presented in graphs and tables and interpret what it means.</p>
<p><b>Maths – SSM</b></p>	<p><b>Geometry (1/2 term)</b>  <b>If I am still working on developing my understanding of shape</b> I will investigate shapes and their attributes such as size, colour, shape sorting by same and different and attribute. I will explore the properties of shapes such as the number of sides and corners. I will investigate manipulating shapes and making different shapes through my play exploring 2D and 3D shapes in a range of contexts.</p>	<p><b>Measure</b>  <b>Temperature</b>  <b>As I begin investigating temperature I will</b> investigate temperature through exploring hot and cold objects and materials, using comparative language to say which is hotter/colder and developing my understanding of temperature being able to measure materials, people and the outdoors with practical opportunities where taking</p>	<p><b>Measure (1/2 term)</b>  <b>Weight and mass</b>  <b>If I am still working on developing my understanding of weight and mass</b> I will find out about weight through investigating heavy and light objects and comparing these against each other. I will investigate using non-standard and standard ways of weighing objects to find out about their weight and use and respond to comparative language that describes the weight of objects.</p>

**When this knowledge is secure** I will extend my knowledge to be able to recognise and name a full range of 3d shapes being able to identify and describe their properties which includes the number of edges, vertices and faces. I will be able to explore 3D shapes by recalling what different 2d shape there are on the surfaces. I will be able to compare and sort common 3d shapes within everyday objects and recognise and name 2d shapes on the surfaces of 3d shapes. I will be able to make 3d shapes using a range of materials and also using nets to create and recognise them in different orientations, sizes and forms.

**Measure (1/2 term)**

**Capacity and volume**

**If I am still working on developing my understanding of capacity and volume** I will investigate capacity through exploring filling and emptying containers of different sizes and shapes, using and responding to language of full, empty,  $\frac{1}{2}$  full. I will investigate how much containers can hold and take part in investigations where I find out and investigate how much different containers hold where they are of different sizes and shapes

**When this knowledge is secure** I will extend my knowledge by being able to compare, measure and record capacity and volume using standard units (litres) and using and responding to comparative language to accurately label and describe the measure of objects in relation to capacity and volume (full, empty, more than, less than, quarter, three quarters full or empty) . I will be able to compare, describe and solve practical problems for capacity and volume using appropriate language. As I further extend my

these temperatures is modelled to me and explored.

**When this knowledge is secure** I will extend my knowledge by being able to compare, measure and record temperature using standard units and using and responding to comparative language to accurately label and describe the measure of objects in relation to temperature. I will be able to compare, describe and solve practical problems for temperature using appropriate language. As I further extend my knowledge, I will be able to choose and use appropriate standard units to estimate and measure temperature recording my results using  $<$ ,  $>$  and  $=$ . I will be able to accurately measure and read relevant scales to the nearest numbered unit and use my understanding of decimals to be able to read and interpret smaller units. When I am really confident, I will be able to develop my understanding so I can convert between different units of measure.

**When this knowledge is secure** I will extend my knowledge by being able to compare, measure and record weight and mass using standard units and using and responding to comparative language to accurately label and describe the measure of objects in relation to weight and mass. I will be able to compare, describe and solve practical problems for weight and mass using appropriate language. As I further extend my knowledge I will be able to choose and use appropriate standard units to estimate and measure weight and mass (kg/g) recording my results using  $<$ ,  $>$  and  $=$ . I will be able to accurately measure and read relevant scales to the nearest numbered unit and use my understanding of decimals to be able to read and interpret smaller units. When I am really confident I will be able to develop my understanding so I can convert between different units of measure.

**Investigation and Enquiry (1/2 term)**

I will develop my skills and understanding of shape, space and measure through encountering a range of investigation, challenge and problem solving opportunities that allow me to recall, consolidate and use and apply the knowledge that I have gained in a real life or investigative context. This will give me opportunities to demonstrate what I have learnt away from the point of my teaching and demonstrate how much I have understanding, where I may need to recap learning and provide me with strategies to be able to encounter word problems, their language and how I might begin to approach solving these. These opportunities will focus on knowledge and skills that I have been learning through the context of this academic year.

	<p>knowledge I will be able to choose and use appropriate standard units to estimate and measure capacity and volume (litres/ml) recording my results using &lt;, &gt; and =. I will be able to accurately measure and read relevant scales to the nearest numbered unit and use my understanding of decimals to be able to read and interpret smaller units. When I am really confident I will be able to develop my understanding so I can convert between different units of measure.</p>		
<p><b>Topic Specific Maths</b></p>	<ul style="list-style-type: none"> <li>• Counting objects such as swords, armoury, Roman/ Saxon/ Viking artefacts, number of Vikings in a longboat.</li> <li>• Counting back from 10 to fire the canon</li> <li>• Number rhymes adapted to romans, Saxons, Vikings.</li> <li>• How many injured are in the hospital, how many beds are left, how many more casualties can the hospital take?</li> <li>• Adding armies together, e.g. England and France formed an alliance, England had 26 armies and France had 32, how many did they have? Did they more or less than the enemy?</li> <li>• Creating things such as long boats, Roman palaces, Saxon huts and chariots with 3d shapes</li> <li>• Shapes on weapons e.g. a cube/cuboid on the end of a hammer, a sphere on the end of a club, a sphere for a cannon ball, a cylinder for a canon etc.</li> <li>• Filling and emptying different containers with soup to give to the soldiers</li> </ul>	<ul style="list-style-type: none"> <li>• Rote counting rhymes and songs from different countries.</li> <li>• Counting objects found in different places visited by Wally. Adding different groups of objects to pack in Wally's bag.</li> <li>• Using multiplication and division to solve problems such as how many pairs of pants will Wally need for 3 weeks if he can't wash them</li> <li>• Finding the difference between how many animals/other objects Wally saw in one place compared to another</li> <li>• Sharing out souvenirs to friends and family members</li> <li>• Experiencing and measuring different temperatures around the world by using things such as freezers, fridges, outside, the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Shop and market role play to practice using money to practice for if they are going to sell a product</li> <li>• Working out how much money they will need to buy things for their products and work out how much money they need to make to make a profit</li> <li>• Taking part in surveys to gather data to link to their product and market ideas.</li> <li>• Weighing different items from a market</li> </ul>

	<ul style="list-style-type: none"> <li>Capacity linked to dragon stew – making their own dragon stew, measuring out the right amount of each liquid</li> </ul>		
<b>The World - Science</b>	<p>Throughout the year I will develop my <b>scientific enquiry</b> skills alongside my subject content knowledge using investigation and enquiry within each aspect. In the summer term 2 I will solely focus on scientific enquiry and investigation skills so that I can consolidate my skills, knowledge and understanding from across the year. In working scientifically I will:</p> <ul style="list-style-type: none"> <li>Ask simple, relevant questions recognising that they can be answered in different ways using and planning different types of scientific enquiries to answer them.</li> <li>Perform simple tests setting simple practical enquiries using comparative and fair testing, including recognising and controlling variables where necessary.</li> <li>Observe results of my investigations closely using simple equipment, being able to identify and classify, and using my observations and ideas to be able to suggest answers to questions having made systematic and careful observations.</li> <li>Gather and record data to help in answering questions and where appropriate taking accurate measurements using standard units using a range of scientific equipment. I will be able to gather, record, classify, and present my data in a variety of ways recording my findings using simple scientific language, drawings, labelled diagrams, keys, charts, tables, and graphs. I will be able to communicate about my findings and present these to someone else explaining what I was finding out about and what results I gathered.</li> <li>Analyse and use the results of my findings to draw simple conclusions to make predictions, suggest improvements and raise further questions.</li> </ul>		
	<p><b>Materials and their properties</b></p> <p>I will investigate different materials and their properties being able to distinguish between an object and the material it is made from, identifying and naming a variety of everyday materials including wood, plastic, glass, metal, water and rock. I will develop my understanding of the physical properties of these materials being able to use my knowledge to be able to sort, compare and classify objects using these. As I extend my knowledge about materials and their properties I will be able to compare and group together everyday materials on the basis of their properties which include their hardness, solubility, transparency, conductivity and response to magnets. I will investigate materials finding out about their suitability for particular uses by using what I</p>	<p><b>Living things: Plants</b></p> <p>I will develop my knowledge to be able to name, identify and describe a range of plants to include flowers and trees and describe their structures, parts and features. I will be able to develop my knowledge of how plants grow from seeds and bulbs into mature plants knowing what they need to live (water, light, a suitable temp, nutrition, room to grow). To extend my knowledge I will explore the part flowers play in life cycles of flowering plants including pollination, seed formation and seed dispersal.</p> <p>As I develop my knowledge I will be able to explore and use classification keys to be able to help group, identify and name a range of living things, describing how they are classified into broad groups according to common</p>	<p><b>Materials and how they change</b></p> <p>I will investigate different materials by developing my understanding of whether they are solids, liquids or gases, comparing and grouping materials together that similar states of matter. As I develop my knowledge further I will investigate how materials change state when they are heated or cooled and what this looks like. I specifically focus on learning about evaporation and condensation and how this contributes to the water cycle. I will investigate how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution using my knowledge of solids, liquids and gases to help me decide how mixtures might be separated, including through filtering, sieving and evaporating. As I extend my knowledge I will be able to demonstrate that dissolving, mixing and changes of state are</p>

	<p>know about their properties to inform my investigations.</p> <p><b>Forces</b> I will develop my understanding of forces through exploring forces in action such as push and pull, floating and sinking. I will be able to investigate and compare how things move on different surfaces noticing that some forces need contact between two objects. As I extend my knowledge I will explore and identify the effects of air resistance, water resistance and friction that act between moving surfaces as well as developing my understanding of the forces of gravity and how they affect objects being able to explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object I will explore how some mechanisms including levers, pulley and gears allow a smaller force to have a greater effect</p>	<p>observable characteristics and based on their similarities and differences.</p>	<p>reversible changes but some changes that result in the formation of new materials are not reversible</p>
<p><b>The World - Humanities</b></p>	<p><b>History</b> I will explore and communicate about historical events in the distant past learning about those who invading and settled in different parts of England and surrounding countries. This will include me finding out about <b>The Roman Empire</b> (through finding out about Julius Caesar, the roman army, the invasion of Claudius and his conquest including Hadrian's wall, and the British resistance led by Boudicca), <b>The Anglo Saxons</b> (through finding out about Britain's settlement by Anglo Saxons, the roman withdrawal and fall of western roman empire, Anglo Saxon invasions, settlements and kingdoms and culture) and <b>The Vikings</b> (finding out about the Viking and Anglo Saxon</p>	<p><b>Geography</b> I will explore, find out about communicate about the different places in the world that people live comparing the geographical similarities and differences between the UK to other countries and cultures exploring the human geography through how people live, how their food and water are transported, and local trades. I will be able to name and locate countries I learn about on a map and extend my knowledge by understanding its position and significance i.e. what hemisphere is it in, latitudinal/ longitudinal aspects. <b>People and Communities</b> I will develop my understanding of how different communities of people in different countries explore their faith through</p>	<p><b>Me, My Community and the People in it</b> I will develop my understanding of people in our community who have different jobs and how they contribute to the local economy, who they are, their roles and how they contribute to our communities and how they are linked to our own experiences. I will investigate the different roles there are within the workforce and how I can contribute. I will further investigate the humanly constructed world around me asking questions about what I see using geographical vocab to refer to and label features of the environment considering what local economy there is and what different features different shops and trades have, developing my fieldwork skills by using maps, compasses, photos and plans to</p>

	<p>struggle for the kingdom of England to time of Edward the confessor, Viking raids and invasions, the resistance by Alfred the great and Athelstan, the first king of England, Edward the confessor and his death in 1066 at the battle of Hastings). I will explore artefacts and historical items comparing and grouping items by their use, time period and function and using them to help understand about life as a Roman, Saxon or Viking.</p> <p><b>People and communities</b></p> <p>I will develop my understanding of how people and communities are similar and different through different time periods and through investigating what different communities believe and what their lives look like because of their faiths including places of worship, holy books and key stories linked to their faiths. This will include finding out about the culture and beliefs of the romans including early Christianity and Christian conversions in Anglo Saxon England ( Canterbury, Iona and Lindisfarne)</p>	<p>celebrations and how these are similar and different between communities. Investigating how and why we celebrate and what celebrations that are secular and faith based. Investigating what happens at celebrations and exploring stories and fables linked to celebrations.</p>	<p>study and make observations of the world around me – the community in which I live.</p>
<p><b>Creativity</b></p>	<p><b>Throughout the year I will develop my creativity and imagination skills by:</b></p> <ul style="list-style-type: none"> <li>• Engaging in opportunities that allow me to develop my imagination and role play through representing my familiar and new experiences using objects, props and costumes in thematic play taking on character roles, developing my own narratives and extending the narratives of others as they engage in imaginative play with me. To enable these skills to develop, I will as part of my core classroom provision have regular opportunities to explore role play and thematic play including hot – seating, thematic days, small world play linking to themes and having imaginative play where adults take on the roles of different characters modelled to me.</li> <li>• Regularly engaging in opportunities where I am able to represent my own experiences, thought, feelings and wants in a creative way being able to use my body, my mark making, my actions, role play, building and sound to express myself. This may look like opportunities to respond to new experiences with drawing about them, or prepare for new experiences by acting them out before they happen, using music and movement to support me in my day to day activities and help me transition or support my self-regulation, using building and making as forms of self-regulation and sensory processing activities.</li> <li>• Developing my creative thinking through opportunities where I am encouraged to communicate about what I have created, communicating about what I did to achieve my creation, commenting and describing on what I like and what I might change about mine and others creations and beginning to use a plan to create and then communicating about whether my plan was successful. I will be encouraged to develop my own original ideas and these will be celebrated, I will then think about how I can make adaptations to my work, exploring or</li> </ul>		

following suggestions for alterations, and working towards thinking of my own ways of creating an alternative if my first attempt does not work. I will have regular opportunities to think about what I might need to help me create i.e. gathering paint, brushes and an apron for artistic activities or deciding what instrument I want to play to achieve the sound I want, using different props in thematic play and finding resources like scissors or joining materials. Adults will model key language of creativity at all times and I will be supporting to use and respond to this language throughout my daily creative experiences.

**In my Art and Design I will:**

- Investigate printing – by using a range of hard and soft materials to create prints making simple marks on rollers and printing pallets. Build and create repeating patterns and recognising pattern in creative art and the environment.

**In my Design and Technology I will:**

- Investigate construction through making and creating using construction kits and using a range of materials to create models with wheels, axles, exploring attaching wheels to a chassis using an axle. Investigating joining different materials and how to do this in different scenarios as well as using tools safely to engage in construction (i.e. hacksaw, bench hook, glue gun)

**In my Musical development I will:**

- Listen to and review music by understanding how sounds can be made in different ways and describing using given and invented signs and symbols, listening to contrasting songs with concentration, remembering specific instrumental names and sounds. Listening with concentration to music for a longer period, recognising simple structures and identifying that music can be used for particular purposes and occasions.

**In my Art and Design I will:**

- Investigate drawing using a range of media using different lines, marks, and shapes. I will explore drawing simple and recognisable representation of events, people and objects. This may be by copying/following step by step instructions I have found to help me or from memory or experience. Including tone in my drawing through light and dark and add texture by thinking about layers of media and rubbings. I will be able to explore how to create proportion and perspective into my drawings and learn some strategies to do this, applying these into my own artwork.
- Investigate collage through using a range of media to arrange and glue materials to different backgrounds being able to fold, crumple, tear and overlap materials and work on different scales. Investigate shape through creating and arranging shapes appropriately for a given outcome i.e. a mosaic.

**In my Design and Technology I will:**

- Investigating different fabrics for colour and texture and exploring how to modify textiles through knotting, fraying, fringing, twisting, threading and plaiting. Using textiles to create

**In my Art and Design I will:**

- Investigate painting by using a variety of tools and techniques including brush sizes and types, mix and matching colours being able to identify different colours and mix different shades and tones as well as exploring texture of paints by adding media to them. Experiment with paint techniques such as layering mixing media, scrapping through as well as investigating different types of paint and their properties i.e. watercolour and oil paint.

**In my Design and Technology I will:**

- Investigate food through safely using a range of tools, utensils and equipment and techniques related to food technology, investigating different food groups, where they come from and how they are prepared (i.e. through cutting, peeling, chopping etc.) and investigating making and exploring food that is familiar, food linked to celebrations and food from other cultures and communities and outside my immediate experience.
- Investigate malleable materials in a variety of ways to explore creating sculptures and manipulate materials for an intended purpose i.e. to create a pot. Experiment with constructing and joining recycled natural and manmade materials and changing the texture of malleable

	<ul style="list-style-type: none"> <li>Perform using tuned and untuned instruments as well as using voices expressively. I will rehearse and perform with others following the cues of a leader to start and finish together and keep to a steady pace. I will develop my knowledge and understanding of musical notation exploring symbols for understanding music like notes on a staff, symbols for dynamics and symbols for rests within an extended musical notation (I.e. when I do not play)</li> </ul>	<p>using materials and collage and exploring how to apply colour and texture to materials through dying, weaving, creating.</p> <p><b>In my Musical development I will:</b></p> <ul style="list-style-type: none"> <li>Develop my understanding about music and how it has been composed throughout the years through exploring music from different time periods. Recognising and matching sounds with pictures of different instruments and exploring a variety of vocal qualities through singing and speaking. Describing selected sounds and the ways in which they are produced.</li> </ul>	<p>materials i.e. to build a textured tile through sculpting and crafting techniques.</p> <p><b>In my Musical development I will:</b></p> <ul style="list-style-type: none"> <li>Create and compose by experimenting with creating and copying musical patterns. I will begin to explore the sounds of my voices and various musical instruments and recognising the differences between singing and speaking and percussive or instrumental sounds. Explore experimenting with creating my own musical patterns and begin to identify one strand of music or more and how they go together.</li> </ul>
<p><b>Topic Specific Creativity</b></p>	<ul style="list-style-type: none"> <li>Explore printing roman motifs, printing Viking sails, printing using a range of artefacts – what effect do they give.</li> <li>Create weapons, chariots and armour through construction including aspects like levers, pulley and joins to create weapons (i.e. sling, catapults)</li> <li>Use the Viking saga songs from the BBC to listen to, review and perform exploring a range of musical aspects and development. <a href="https://downloads.bbc.co.uk/schoolradio/pdfs/viking_saga_songs.pdf">https://downloads.bbc.co.uk/schoolradio/pdfs/viking_saga_songs.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Investigate collage, building up different pictures of scenes from around the world</li> </ul> <p><b>Key artist: Adishwar Kumar Jain: makes pictures from torn up magazines of pictures inspired by his travels around the world. Children to study his pictures and use this technique to create their own pictures of places that have inspired them.</b></p> <ul style="list-style-type: none"> <li>Create models of different vehicles that we could travel around the world in</li> <li>Listen to music from different parts of the world thinking about the sounds the different instruments make and describing what you can hear.</li> </ul>	<p><b>Key artist: Andy Warhol – explore recreating advertising prints in the style of Andy Warhol using a repetitive colourful print. Study his different pictures like this and replicate the same with either produce to advertise or self-selected products.</b></p> <ul style="list-style-type: none"> <li>Explore using fabrics to create and print to sell, what other effects can be created with fabric to create a new product? Explore fabric for different uniforms- what fabric will be most suitable for different professions. Explore ethically sustainable fabrics for industry.</li> <li>Investigate using malleable materials and using recycled and manmade materials to design and create a product for sale.</li> <li>Investigate music as an advertising tool – children to create their own advertising songs and slogans to promote their businesses.</li> </ul>

<b>Technology</b>	<ul style="list-style-type: none"> <li>• Follow directions to control devices including vehicles such as cars and planes.</li> <li>• Explore technology from the past and how it has changed. What affect would our technology today have had on the battle? Link this to technology in the wider community.</li> <li>• Use child friendly search engines and fact sites to find out about different battles and eras and create a fact file using word processing or presentational software programs.</li> <li>• Document a trip to a battle site. Use this to create their own presentation.</li> <li>• Explore a range of age appropriate content to create, organise, manipulate and retrieve content.</li> </ul>	<ul style="list-style-type: none"> <li>• Create their own Where's Wally pictures looking at how to retrieve pictures, copy, paste, save and print.</li> <li>• Use technology to explore different people, places and cultures.</li> <li>• Use VR to explore different places.</li> <li>• Use story making or animation equipment to create a story about what Wally or their character did and where they went.</li> <li>• Find out about digital control systems and how sequencing, selection and repetition works.</li> <li>• Explore a range of age appropriate content to create, organise, manipulate and retrieve content.</li> </ul>	<ul style="list-style-type: none"> <li>• Design their own algorithms/programs. Talk about any problems they encounter and debug these.</li> <li>• Use survey/ chart making software to find out about peoples likes/dislikes/needs and wants before designing their products.</li> <li>• Create posters, adverts and presentations to sell a product.</li> <li>• Explore networks including the internet. What does the school network help us to do?</li> <li>• Explore a range of age appropriate content to create, organise, manipulate and retrieve content.</li> </ul>
<p><b>E – Safety</b>          Whilst in engineers the children will cover the following areas of e-safety across all topics.</p> <ul style="list-style-type: none"> <li>• Keeping Personal information safe.</li> <li>• Being Kind to others.</li> <li>• How to recognise fake news and check sources.</li> <li>• What to do if something inappropriate or scary appears on their screen and how to recognise this.</li> </ul> <p>How to report inappropriate content.</p>			
<b>Communication and Language</b>	<p>Throughout the year I will be developing my expressive and receptive language through developing my skills to:</p> <ul style="list-style-type: none"> <li>• Express myself, my wants and needs and thoughts, expressing these in my own forms of communication developing my skills to use new vocabulary, extending the length of the phrases and sentences that I use to communicate through using linking words and descriptive words to make my expression more detailed learning how to make what I am expressing and communicating grammatically accurate i.e. using correct verb tenses, pronouns, plurals.</li> <li>• Initiate, maintain and extend my interactions with others by developing my skills to initiate interactions with others, respond to others interactions positively i.e. in turn taking games and scenarios, responding to communication from others appropriately i.e. by responding in a conversation about a similar theme and as I extend my communication, developing being able to extend conversations and keep conversation flowing using appropriate social communication cues and skills such as eye contact, body language, intonation.</li> <li>• Develop my attention and listening through developing my ability to attend in 1:1 situations, then within larger adult directed situations and into larger groups and audiences so that my attention and listening is across a range of environments and situations. I will demonstrate my attention through being able to respond to questions, follow instructions and as I extend my attention, recalling instructions where they are not immediately given as well as responding to instructions where there is more than one part.</li> </ul>		

	<ul style="list-style-type: none"> <li>Develop my understanding of vocabulary, communication and the world around me through have exposure to new words and linking them to what they mean, developing my understanding of the function of items, and being able to categorise objects into common groups of similarities/ properties and uses. I will demonstrate my increasing understanding through being able to answer a range of question words beginning with simple questions (who, what's next) and building to complex question word (why and how)</li> </ul>		
<b>Topic Specific Communication ideas</b>	<ul style="list-style-type: none"> <li>Learn new vocabulary linked to topic to be able to request to engage with key props related to story or theme of romans/Vikings/ Saxons. Develop language to be able to describe the Romans, Saxons, Vikings adding in different adjective, extending into SVO and ASVO sentences and being able to match these to pictures to demonstrate understanding.</li> <li>Engage in role play games linked to theme and turn taking games that explore the artefacts and props from the theme.</li> <li>Use attention autism strategies to explore the historical theme. Using visiting theatrical or historical players where pupils develop their attention in listening to performances. Share stories in a range of ways to develop attention.</li> <li>Give instructions as the Army leader and children to follow demonstrating their understanding.</li> <li>Categorise and group artefacts from Romans, Saxons and Vikings, have discussions about the artefacts about what they could be encouraging children to ask and answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>Learn new vocabulary linked to topic to be able to request to engage with key props related to places and countries visited. Develop language to be able to describe the different countries and cultures developing understanding of verbs and adverbs using these to describe what pictures of local people in different communities are doing.</li> <li>Engage in role play games linked to theme and turn taking games that explore the artefacts and props from different cultures and communities.</li> <li>Practise different greetings from different cultures and communities.</li> <li>Use attention autism strategies to explore the different places. Watch clips of different places, developing attention through watching more extended clips and segments of programmes that document different cultures and communities.</li> <li>Follow instructions to be able to join in as a local in different cultures and communities or find different destinations.</li> <li>Categorise and group artefacts from different countries, have discussions about the artefacts about what they could be encouraging children to ask and answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>Learn new vocabulary linked to local shops and industries, jobs and products.</li> <li>Practise expressing what I would like and expressing what I want in an unfamiliar situation like in a shop, a café or restaurant using my own form of communication.</li> <li>Engage in role play games pretending to be the shop keeper and customer.</li> <li>Practise interactions that happen in the community such as asking for directions when lost, asking for help in a shop, saying hello to a shop keeper, ordering products.</li> <li>Practise presenting thoughts and ideas to others, practising also attention to listen and respond to others presentations.</li> <li>Give instructions as the employer and follow instructions from an employer.</li> <li>Practise answering questions in a interview.</li> <li>Categorise and group products that you can buy in different shops developing understanding of where you can buy different products, the names of products and different shop types i.e. greengrocer is for vegetables, pharmacy is for medicine.</li> </ul>

<b>Gross Motor</b>	<p><b>Games- football</b> Ball control and passing, attacking and defending, shooting skills, playing as a team.</p> <p><b>Dance-</b> Creating sequences of movement to create own dances inspired by movements and actions of Romans/ Saxons and Vikings or in a battle sequence. How did they move, what action sequences could you combine to create a dance sequence. Explore using the Ride of the Valkyries music as a stimulus for movement.</p>	<p><b>Gymnastics-</b> travelling and balancing. Over, under and through. Partner work. Sequences using balances, jumps, rolls and travelling.</p> <p><b>Strike and field- cricket/rounder's-</b> Batting skills, hand eye coordination, fielding and bowling skills/ Working as a team.</p>	<p><b>Net and wall- tennis/badminton-</b> Sending and receiving, rally with a partner, using space effectively. Hitting for accuracy. Racket skills</p> <p><b>Athletics-</b> running-distance and speed. Throwing for distance, jumping for distance.</p>
<b>Fine Motor</b>	<p><b><u>Throughout the year I will be developing my fine motor skills by working on:</u></b></p> <p><b><u>Using Tools</u></b> – Using a range of tools for mark marking, cooking, woodwork, cutting (scissors) and eating, working on the way I hold these tools, developing my grip and strength to be able to use them with more precision and control.</p> <p><b><u>Manipulating Materials and Objects</u></b> – Developing my hand strength and my ability to isolate my fingers to be able to make changes to objects by squeezing, twisting, pressing, pulling and pushing them. I will work on being able to pick up and control items in my hands and in my fingers using a pincer grip doing activities such as threading and construction activities.</p> <p><b><u>Getting dressed</u></b> – Learning to pull clothes off and on, learning techniques in order to successfully pull them down or up to get them off. I will work on developing my ability to manage different fastenings such as zippers, buttons and laces.</p> <p><b><u>Hand-eye coordination, using both hands and proprioception</u></b> – Developing my awareness of where my body is within the space to become more coordinated with my movements. Having a range of opportunities to develop my ability to use and coordinate both hands to be able to steady objects in one hands whilst working with the other and to use both hands independently of each other to do skills such as handling a knife at fork to eat. I will work on my hand-eye coordination to be able to be more precise in my activities to work towards doing activities such as getting buttons into button holes and threading onto a string.</p>		
<b>Topic Specific Fine Motor</b>	<ul style="list-style-type: none"> <li>• Use different mark making tools to create pictures and writing – using Roman/ Saxon/ Viking tools.</li> <li>• Use a range of tools in forest school</li> <li>• Make a miniature viking longboat or roman chariot, cutting and joining materials together</li> <li>• Create and sew outfits for armour</li> <li>• Take part in dough disco</li> <li>• Put on and take off armour and dressing up clothes</li> <li>• Cut and fold to make a viking longboat (twinkl)</li> </ul>	<p>Children could:</p> <ul style="list-style-type: none"> <li>• Investigate clothing needed for different places in the world, practicing taking it on and off</li> <li>• Cook different recipes from around the world</li> <li>• Use a range of tools in forest school</li> <li>• Creating dens and camps, joining and pegging materials together</li> <li>• Take part in yoga linked to adventurers (cosmic yoga)</li> </ul>	<p>Children could:</p> <ul style="list-style-type: none"> <li>• Dress up in smart clothes, putting clothes on and off</li> <li>• Sew to make a logo for company</li> <li>• Use mark making tools to draw and write about different ideas – practice writing on a board or screen to present ideas</li> <li>• Do mindfulness yoga linked to keeping calm when presenting</li> <li>• Use a range of tools in forest school</li> <li>• Take part in dough disco</li> </ul>

		<ul style="list-style-type: none"> <li>• Making some of the sights from around the world such as the pyramids using construction</li> <li>• Try using chopsticks</li> </ul>				
<b>Physical health and wellbeing</b>	<p><b>Keeping safe</b> – I will develop my understanding that some parts of our bodies are private, learning how to keep them private and becoming confident in knowing to tell someone if something is happening to them that they do not like. I will continue to develop my understanding of danger in a range of situations including road, bike, water and medication safety, learning how to stay safe, who to ask for help and how to respond to peer pressure.</p> <p><b>Keeping clean and self-care</b> – I will learn the importance of keeping clean to stay healthy, including washing hands to stop the spread of germs and how I keep clean may change slightly when I reach puberty. I will develop my understanding of how to dress appropriately for different weathers and situations. I will develop my understanding of my sensory needs, looking at whether I need to up or down regulate and how I could do this.</p> <p><b>Staying healthy</b> – I will develop my understanding around how to eat healthily, the importance of exercise and sleep, keeping good oral hygiene and how to take medication safely, developing an understanding of why I need to do these things. I will explore the dangers behind taking certain drugs and explore who I can talk to if I am concerned. I will develop my confidence in finding and using public toilets in a safe way.</p>					
<b>Topic specific physical health and wellbeing</b>	<ul style="list-style-type: none"> <li>• How people change – how do our bodies change over time?</li> <li>• How can I manage my feelings if I am angry – is fighting a good idea?</li> <li>• Healthy eating – links to rations in the war</li> <li>• Hygiene – telling soldiers how to keep clean</li> <li>• Keeping fit – army boot camp</li> <li>• Firework safety</li> <li>• Sex education session</li> </ul>	<ul style="list-style-type: none"> <li>• Safety on public transport to travel about</li> <li>• Staying safe when out exploring</li> <li>• What to do if we are lost</li> <li>• What clothes should we wear for different places we visit?</li> <li>• What do I need to pack to keep clean?</li> <li>• Sex education session</li> <li>• Cycling proficiency (years 4 and 5)</li> </ul>	<ul style="list-style-type: none"> <li>• Making a good impression – how can we dress appropriately and be clean</li> <li>• Learning who it is safe to engage with when out and about</li> <li>• Road safety when out and about researching</li> <li>• Sun safety</li> <li>• Safety near water</li> <li>• Sex education session</li> </ul>			
<b>Social, Emotional and Mental Health development</b>	<p><b>Body Awareness</b> – I will develop my understanding of my body, knowing my body parts and telling adults when something in my body doesn't feel right as well as what is private about my body and what I can do if something happens to my body.</p> <p><b>Relationships and working with others</b> – I will develop my social skills and relationships with others by joining in with others and learning how to play alongside and with others. I will build relationships with people around me and know who is important to me and why.</p> <p><b>Feelings</b> – I will develop my understanding of different feelings and emotions, what these might look and feel like and strategies I could use to help me when I feel these.</p> <p><b>Making good choices</b> – I will develop my understanding of how to express my feelings appropriately and know what the boundaries are that I will be working within at school. I will develop my skills to be able to choose from and select options that will help me navigate back into a space where I am ready to learn and respond to language that helps me to understand this. I will develop my confidence to take on new challenges.</p>					
	<b>Autumn 1 – New Beginnings</b>	<b>Autumn 2 – Getting on and falling out</b>	<b>Anti – bullying – Autumn (Focus week for anti – bullying)</b>	<b>Spring 1 – Going for Goals</b>	<b>Spring 2 – It's good to be me</b>	<b>Summer 1 – relationships</b>

	<p>In <i>my body awareness</i> I will focus on understanding my body and how to communicate with my new adults how my body feels to me and how to interact with others in my new class appropriately building trusting relationships in adults in my new place.</p> <p>In my <i>relationships</i> I will focus on building new relationships with adults and friends who are in my new class and learn how to communicate, play and interact alongside them communicating about what is important to me and who is important to me as people get to know me.</p> <p>In my <i>feelings</i> I will focus on feelings that I have when I am doing something new and</p>	<p>In thinking about my <i>body awareness</i> I will focus on how to tell others when something has happened to my body that I don't like and how to keep my body safe. I will think about what happens to my body when I might be in a situation where I have fallen out or am being bullied and what I might be able to do.</p> <p>In my <i>relationships</i> I will focus on developing my relationships so that I can have good friendships and relationships with others and what I could do to help this. I will think about what happens when someone else does something I may not like or don't want to do and how it might make me feel and how I could resolve it using strategies that adults have modelled and supported me with.</p> <p>In my <i>feelings</i> I will focus on the feelings I have when I make new</p>	<p>In thinking about my <i>body awareness</i> I will focus on how to tell others when something has happened to my body that I don't like and how to keep my body safe. I will think about what happens to my body when I might be in a situation where I have fallen out or am being bullied and what I might be able to do.</p> <p>In my <i>relationships</i>, I will find out what happens when someone is unkind so much it leads to bullying and what is different to bullying and falling out. I will learn how to be kind and what to do if I see someone being unkind to someone else.</p> <p>In my <i>feelings</i> I will focus on what bullying might feel like and why people might bully others and how they might be feeling and what they might be able to do instead.</p> <p>In <i>making good choices</i>, I will develop my understanding of</p>	<p>In my <i>body awareness</i> I will develop and encounter problem solving scenarios about keeping me and body healthy and safe and think about strategies to help me i.e. finding a tissue for my nose when it is running, washing to keep my body clean, wearing sun cream to protect my body, keeping the bathroom door shut to keep my body safe.</p> <p>In <i>relationships</i> I will use my relationships with others to build my confidence encountering confidence building activities with others (adults and in a group). I will reflect on my strengths and my characteristics as an individual and what makes me different from my friends.</p> <p>In <i>feelings</i> I will be able to learn about what helps me to learn well at school including helping me manage my feelings as well as be in a place</p>	<p>In my <i>body awareness</i> I will develop my self-awareness, knowing my body parts and my own social space, what is private for me and how I can keep my body private.</p> <p>In my <i>relationships</i> I will encounter strategies that will help me to develop my confidence to be able to try new challenges and tasks and be able to express my views. I will learn skills to be able to be assertive i.e. in saying what I think during a circle time, being able to say when someone has taken my toy and say if I like something even if it is different to what my friends like.</p> <p>In my <i>feelings</i> I will develop my understanding of feelings such as excited, proud, surprised, worried, anxious and identify what these might feel like and what strategies can help me when I am feeling these emotions. I will</p>	<p>In my <i>body awareness</i> I will learn about keeping my body safe and healthy to look after it but also that sometimes my body can be sick and how I might look after it. I will develop my understanding of what my body feels like when it is sick and also what it feels like when something happens around me that is hard to deal with like loss (i.e. of a favourite possession, a friend, family home or a loved one)</p> <p>In my <i>relationships</i> I will develop my understanding of different types of relationships that I have and how they are special to me and what relationships other people might have i.e. I have one grandma but my friend has a grandma and a granddad, I live with my mum and dad and my friend lives their mum on some days and their dad on other days. I will learn about</p>
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	<p>how new experiences and situations might make me feel and how I can process these.</p> <p>In <i>making good choices</i> I will develop my understanding of what the boundaries and rules are in my new class and what I will be expected to do through learning about timetables, routines, organisation and what the class boundaries are. I will develop my confidence in a new class setting and learn to work with new adults and friends in a positive way responding to new instructions and routines.</p>	<p>friends, and when I fall out with my friends and things don't go how I see them.</p> <p>In <i>making good choices</i>, I will develop my understanding of how to express my feelings appropriately in my new class and the strategies and resources that are available to me to help me be able to regulate myself, exploring how they help me. I will develop an understanding of what I can do when someone upsets me or I fall out with a friend</p>	<p>what bullying is and how I can make positive choices when interacting with my friends and peers.</p>	<p>where I am ready to learn. This will include using sensory strategies to help me feel calm and knowing that when I have had breakfast and gone to the toilet and been able to sleep, these help me to feel ready to learn.</p> <p>In <i>making good choices</i> I will learn how I can achieve goals that I am working towards such as through making choices and being able to problem solve new challenges. I will have experiences that help me to develop my problem solving skills as well as practising making choices that help me and help me. I will learn about working towards a goal and what steps I might need to take to do this.</p>	<p>learn strategies that help me to feel relaxed.</p> <p>In <i>making good choices</i> I will learn about how I can express my feelings of being excited, proud, surprised, worried and anxious in a positive way, how I let adults know and what strategies I could use to help me when I am feeling this way.</p>	<p>people I know and people I don't and who are safe strangers.</p> <p>In my feelings I will learn about the feelings that I have that help me with my relationships i.e. I love my mum, I like playing with my friends, I feel scared if I get lost from my mum, I feel sad when my friends fall out with me. I will find out and develop my understanding of what feelings I have when something happens around me that is hard to deal with like loss (i.e. of a favourite possession, a friend, family home or loved one) and how I might be able to manage these feelings.</p> <p>In <i>making good choices</i> I will learn about how I keep good relationships with others through my actions and choices and what these might be i.e. I can make my bed at home to help mum, I can use kind words to my friends, I know not to hug</p>
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