



Leamington Hastings C of E Academy

**Knowledge, skills and assessment in
Year 2 – booklet for parents**

In year 2, children are taught using a cross curricular approach. As children are taught in a mixed age class, there is a two-year rolling program in place. Information below states which topics will be taught in cycle A (school years that start in even numbers in the September e.g., 2022, 2024, 2026), and which information will be taught in cycle B (school years that start in odd numbers in the September e.g., 2021, 2023, 2025).

Cycle A topics	Cycle B topics
Toys	Fire, Fire!
Uncovering the UK	Where in the World?
Our Bodies	Explorations
Discoveries	Here or there?
Our School	On our Doorstep
Rugby Rules!	Let's Go on Safari

In year 2, children are assessed as working within four levels:

- Pre Key Stage – children are not yet accessing the full national curriculum designed for Key Stage One children.
- Working towards the expected standard – children are accessing the national curriculum at the correct stage for their year group but are not yet achieving all skills and knowledge described for expected standard.
- Expected standard – children are achieving within the standard that is expected for their year group.
- Greater depth – children's knowledge and skills exceed the standard expected.

The following pages outline the key skills and knowledge that are taught throughout year 2, detailing what the children need to do to achieve each level. Further in-depth information about each subject can be found on the school website.

Our school learning behaviours help to support and encourage the development of skills that children need to be an effective learner, building on the Characteristics of Effective Learning from reception and nursery. These behaviours run throughout all areas of the curriculum, with our aim being to create lifelong learners who flourish into all that they can be.

Recap Rabbit



Concentrating Crocodile



Effort Elephant



Team Meerkat



Tough Tortoise



Wise Owl



Reading

Within the reading curriculum, children are taught to:

- recognise graphemes (written representations of sounds)
- read words – both decodable words and tricky words that cannot be decoded
- read aloud with prosody (expression and intonation)
- read words containing suffixes e.g. -ing, -ed, -er, -est, -ful, -ment, -s and -es, including changes in spelling to the root words
- display an understanding of vocabulary

- answer comprehension questions including making retrievals, inferences, predictions, making links between texts and retelling a story

The table below details the knowledge and skills that children need to independently demonstrate within each assessed level.

Pre Key Stage	Working Towards	Expected Standard	Greater Depth
Respond to verbal questions such as where is the ...	Read accurately by blending the sounds in words that contain the common graphemes for 40+ phonemes*	Read accurately most words of two or more syllables	Read polysyllabic words accurately
Show anticipation about what is going to happen	Read accurately some words of two or more syllables that contain the same grapheme phoneme correspondences (GPCs)*	Read most words containing common suffixes	Read words containing suffixes, including where alterations to the spelling of the root word have been made
Join in with repeated phrases and actions	Read many common exception words **	Read most common exception words	Read all KS1 common exception words
Recognise some taught graphemes from reception and year 1*	Read aloud many words quickly and accurately without overt sounding and blending	Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words	Continue to read words accurately and fluently without overt sounding and blending, checking that reading makes sense and correcting inaccurate reading.
Read words by blending known graphemes	Sound out many unfamiliar words accurately	Sound out most unfamiliar words accurately, without undue hesitation	Sound out unfamiliar words accurately, without undue hesitation
Recount a short sequence of events	Answer questions in discussion with the teacher and make simple retrievals	Check that reading makes sense to them, correcting any inaccurate reading	Effectively summarise the plot within a text
Read some tricky words taught in reception and year 1*	Answer questions in discussion with the teacher and make simple inferences	Answer retrieval questions and make inferences	Answer retrieval and inference questions, using examples from the text to support conclusions made
	Read phase 3 and 4 books accurately and with prosody.	Explain what has happened so far in what they have read	Make a plausible prediction about what might happen on the basis of what has been read so far
		Read the year 2 school reading books with accuracy and prosody (moved beyond the Little Wandle phonics books).	Make links between the book they are reading and other books they have read.

	Read with stamina, being able to return to a chapter book and remembering what has previously been read.
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Writing

Within the writing curriculum, children are taught to:

- consider sentence construction, writing in sentences that make sense and are found within the genre e.g., not writing about a story in a non-fiction text
- apply knowledge of spelling patterns taught in year 1 and year 2 to spell words correctly
- spell words containing suffixes e.g. -ing, -ed, -er, -est, -ful, -ment, -s and -es, including changes in spelling to the root words
- make use of relevant, adventurous vocabulary to engage the reader
- understand and make use of adjectives, nouns, proper nouns, expanded nouns, verbs and adverbs
- use a range of punctuation to structure their sentences– capital letters (start of the sentence, places and days of the week), full stops, exclamation marks, question marks, commas in a list and possessive apostrophes.
- write using all four sentence types – statement, command, exclamation and question
- form their letters correctly and to sit them correctly on the line, including when joining
- write coherently, ensuring their sentences make sense
- write for a range of purposes
- make additions, revisions and corrections to their work

The table below details the knowledge and skills that children need to independently demonstrate within each assessed level.

Pre Key Stage	Working Towards	Expected Standard	Greater Depth
Verbally say words or phrases to complete a sentence	Write sentences that are sequenced to form a short narrative (real or fictional)	Write simple, coherent narratives about personal experiences and those of others (real or fictional)	Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
		Write about real events, recording these simply and clearly	
	Use adjectives or topic related words in writing	Use a range of ambitious, relevant vocabulary in writing	Use a range of ambitious, relevant vocabulary in writing, chosen to entertain the reader
	Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-	Use sentences with different forms in their writing and punctuate them correctly – statements, questions, exclamations and commands	Continue to use a range of sentences with different forms in their writing

Draw lines and shapes to represent letters	plausible attempts at others	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	Add suffixes to spell most words correctly in their writing, including when changes in the spelling of the root word are made (e.g. –ment, –ness, –ful, –less, –ly, –ed, –ing)
Form some letters correctly	Spell some common exception words**	Spell many common exception words**	Spell most common exception words**
Represent some sounds with graphemes *	Use the co-ordinating conjunction and to join clauses	Use present and past tense mostly correctly and consistently	Use present and past tense correctly and consistently
		Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses	Use co-ordination (e.g. or / and / but) and subordination (e.g. when / if / that / because) to join clauses
Spell words with known graphemes *	Form lower-case letters in the correct direction, starting and finishing in the right place	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	Use the diagonal and horizontal strokes needed to join letters
Spell some tricky words correctly*	Form lower-case letters of the correct size relative to one another in some of their writing		
	Demarcate some sentences with capital letters and full stops	Demarcate most sentences in their writing with capital letters and full stops, and use question marks and exclamation marks correctly when required	Use the punctuation taught at key stage 1 mostly correctly (see the year 2 list above)
		Begin to use commas in a list	
	Use finger spaces between words	Use spacing between words that reflects the size of the letters.	
		Begin to re-read some of their writing for sense and to proof read their spelling choices, making additions, revisions and edits	Make simple additions, revisions and proof-reading corrections to their own writing

*The document below lists the graphemes and tricky words referenced within reading and writing. Children are taught phases 2 – 4 in reception and 4 – 5 in year 1.



****Common exception words listed in the national curriculum can be found in the document below. Many of these are taught within our phonics progression in years 1 and 2**



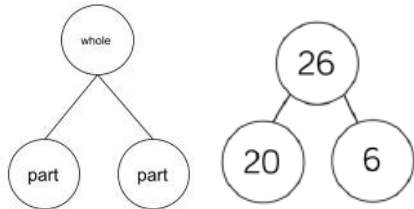
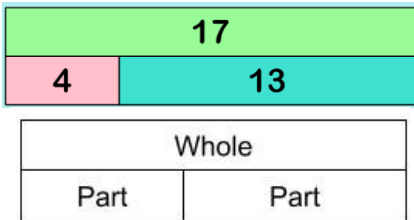
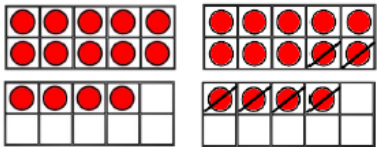
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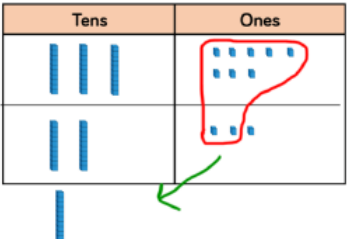
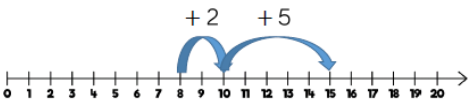
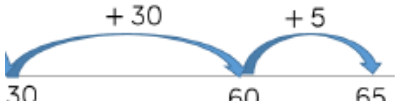
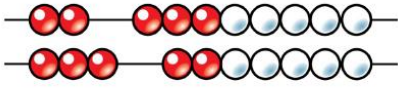
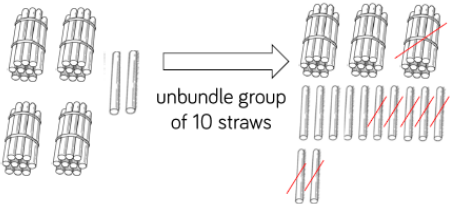
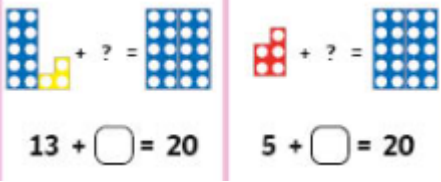
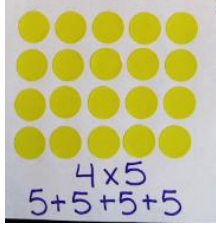
Maths

Within the maths curriculum, children are taught mathematical skills through the following areas of maths:

- place value – the partitioning and construction of any number to 100 and beyond into tens and ones e.g. $24 = 20 + 4$
- Addition of three single digit numbers
- addition of two digit numbers using part whole models, base 10 and a blank number line, including finding missing numbers in a calculation and crossing the tens boundaries
- subtraction of two digit numbers using part whole models, base 10 and a blank number line, including finding missing numbers in a calculation and crossing the tens boundaries
- number bonds (pairs of numbers) to 10 and 20 and using the relationship between these to solve problems
- multiplication using arrays, the blank number line and pictorial representations
- division using arrays, the number line and pictorial representations
- fractions – whole, $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{1}{3}$ and $\frac{2}{3}$
- time – telling the time for o'clock, half past, quarter past, quarter to and 5 minute intervals on an analogue clock
- measures, reading a scale and using non-standard units (weight, capacity, temperature and length)
- position and direction
- shape – naming 2D and 3D shapes, describing their properties and making comparisons between them
- statistics
- solving problems involving all four operations where the operation has not been specified

Children are taught to use part whole models, bar models and pictorial representations to explain their thinking. A range of resources such as place value counters, base 10, tens frames and rekenreks are used. Examples of some of the manipulatives and representations used can be seen in the table below:

Part whole models 	Bar model 	Place value counters and charts 
Base 10 	Rekenreks 	Tens frames 14-6=8 

		
Number lines (labelled) $8 + 2 + 5 = 15$ 	Number lines (blank) 	Bead strings 
Straws $42 - 17 = 25$ 	Numicon 	Arrays 

The table below details the key knowledge and skills that children need to independently demonstrate within each assessed level.

Pre Key Stage	Working Towards	Expected Standard	Greater Depth
Distinguish between one and lots	Read and write numbers in numerals up to 100	Partition and construct any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus	Identify, represent and estimate numbers using different representations, including the number line (blank number line)
Count using one to one correspondence	Partition a two-digit number into tens and ones to demonstrate an understanding of place value, using structured resources to support them		
Identify the big and small object when given a choice of two	Add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$)	Add and subtract any 2 two-digit numbers that cross the tens boundary using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)	Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \square$; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)
Sort objects according to a stated characteristic	Know that addition and subtraction are commutative	Use the inverse operation to find missing numbers in addition and subtraction sentences	Use the inverse to solve more complex missing number questions e.g. $14 + ? = 31 - 12$ $? - 9 = 19 + 5 + 8$

Say the number names to 5, and then 10, in the correct order	Recall at least four of the six number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$)	Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)	Solve problems applying knowledge of number bonds to 10 and 20
Construct and solve problems using number bond families to 5			
Understand that the last number counted represents the total number in the count	Count in twos, fives and tens from 0 and use this to solve problems	Use arrays and repeated addition or subtraction to solve multiplication and division questions	Apply knowledge of arrays and repeated addition or subtraction to solve multiplication and division questions
Add and subtract some single digit numbers to 10			
Understand that the number of objects remains the same when rearranged provided nothing has been added or taken away	Use arrays to solve multiplication and division questions.	Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary	Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
	Identify $\frac{1}{2}$ and $\frac{1}{4}$ of a quantity or shape	Identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a quantity or shape, and know that all parts must be equal parts of the whole	Find and compare fractions of amounts e.g. $\frac{1}{4}$ of £20 = £5 and $\frac{1}{2}$ of £8 = £4, so $\frac{1}{4}$ of £20 > than $\frac{1}{2}$ of £8, which is greater $\frac{1}{3}$ of 18 or $\frac{2}{4}$ of 12?
Recognise some common 2D shapes	Represent amounts of money with pound coins	Represent amounts of money with coins to £1 e.g. 56p, 49p	Apply knowledge of coins by solving problems such as representing amounts using the least amount of coins or finding different ways to spend £1
	Know the value of different coins and notes	Use different coins to make the same amount	
	Read scales in divisions of ones	Read scales in divisions of ones, twos, fives and tens	Read scales where not all numbers on the scale are given and estimate points in between
	Read o'clock and half past times on an analogue clock	Read the time on an analogue clock to the nearest 15 minutes	Read the time on an analogue clock to the nearest 5 minutes
	Name some common 2-D and 3-D shapes from a	Name and describe properties of 2-D and 3-	Describe similarities and differences of 2-D and 3-

	group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres)	D shapes, including number of sides, vertices, edges, faces and lines of symmetry.	D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).
	Solve simple reasoning and word problems using the mathematics taught	Solve one step reasoning and word problems, using the mathematics taught	Solve unfamiliar word problems that involve more than one step

Other subjects

Children continue to be assessed as working towards, at the expected standard or at greater depth in the subjects listed on the remaining pages.

Working towards – children have not yet demonstrated the skills and knowledge required for expected standard.

Expected standard – children have learnt and retained most of the skills and knowledge listed within the subject.

Greater depth – children have learnt and retained most of the skills and knowledge listed within the subject and are able to apply this in a range of contexts.

As children at Leamington Hastings C of E Academy are taught in mixed age classes, there is a two year cycle in place for foundation subjects. Information below states which information will be taught in cycle A when the children are in year 1 (school years that start in even numbers in the September e.g., 2022, 2024, 2026), and which information will be taught in cycle B when the children are in year 2 (school years that start in odd numbers in the September e.g., 2021, 2023, 2025).

Religious Education

All children in school take part in a weekly R.E. lesson, using a blend of Understanding Christianity and the Local Authority Syllabus. Children learn about the following units of work:

Cycle A	Cycle B
What does it mean to belong to a faith community?	What do Christians believe God is like?
Why was Jesus special to Christians?	What does Christmas matter to Christians?
What makes some places sacred?	Who is a Jewish/Muslim and what do they believe?
Why is Easter a very important part of the big story of the bible?	Why does Easter Matter to Christians?
Why is our world so amazing?	What is the good news that Jesus brings?
Why do Christians believe Jesus' teachings make people think hard about the right way to live? What can we learn from sacred books?	How should we care for others and the world, and why does it matter

There are also half termly opportunities to learn about a range of faiths and religions across the school as part of our 'passport to world views' days.

Science

Children are taught to work scientifically by:
• asking simple questions and recognising that they can be answered in different ways
• observing closely, using simple equipment
• performing simple tests
• identifying and classifying using their observations and ideas to suggest answers to questions
• gathering and recording data to help in answering questions.
Plants – <i>Cycle A - Autumn 2 and Summer 1 and Cycle B – Autumn 2 and Summer 1</i>
• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
• identify and describe the basic structure of a variety of common flowering plants, including trees
• 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
Animals, including humans – <i>Cycle A - Spring 1, Spring 2 and Cycle B Spring 1, Spring 2.</i>
• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
• 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 (fish, amphibians, reptiles, birds and mammals, 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
• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
Living things and their habitats: <i>Cycle A – Spring 2 and Cycle B – Summer 2</i>
• explore and compare the differences between things that are living, dead, and things that have never been alive
• identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
• identify and name a variety of plants and animals in their habitats, including microhabitats
• describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food
Everyday materials: <i>Cycle A Autumn 1, Summer 2 and Cycle B – Autumn 1</i>
• distinguish between an object and the material from which it is made
• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
• describe the simple physical properties of a variety of everyday materials
• compare and group together a variety of everyday materials on the basis of their simple physical properties
• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
Seasonal changes:
• observe changes across the four seasons
• observe and describe weather associated with the seasons and how day length varies

Art and Design

Art and design engages, inspires and challenges children, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design, along with learning about the works of famous artists.

Art skills and knowledge:
to use a range of materials creatively to design and make products <i>Cycle B – Autumn 1 – natural materials.</i>
to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. <i>Cycle A – Autumn 1, Spring 2, Summer 2, Cycle B – Spring and Summer 2.</i>
to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <i>Cycle A – Autumn 1, Spring 2 and Summer 2, Cycle B – Spring 2 and Summer 2.</i>
about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <i>Cycle A – Autumn 1 – Paul Klee, Spring 2 – Frieda Kahlo, Summer 2 – Lisa McKenna and Queenie McKenzie. Cycle B – Autumn 1 – Andy Goldsworthy, Spring 2 – Hannah Hoch, Summer 2 – Danny Eastwood.</i>

Design and Technology

Through a variety of creative and practical activities, children are taught the knowledge, understanding and skills needed to engage in the process of designing and making in a range of contexts.

Design
- design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
Make
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
Evaluate
- explore and evaluate a range of existing products - evaluate their ideas and products against design criteria
Develop technical knowledge:
- build structures, exploring how they can be made stronger, stiffer and more stable - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

Music

Through the music curriculum, children have the opportunity to sing, perform and compose.

Music skills and knowledge
- use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - play untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music

History

Children develop an awareness of the past, using common words and phrases relating to the passing of time. They know that the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They use a wide vocabulary of everyday historical terms within their units of work, asking and answering questions and using a range of historical sources.

Changes within living memory:
<i>Cycle A - Autumn 1, Cycle B – Autumn 1 and Spring 2</i>
aspects of change in national life
Changes beyond living memory:
<i>Cycle A – Autumn 1, Autumn 2, Spring 1, Spring 2, Cycle B – Autumn 1, Autumn 2, Spring 1,</i>
The lives of significant individuals in the past who have contributed to national and international achievements:
<i>Cycle A – Spring 1 – Florence Nightingale, Spring 2 – Mary Anning, Cycle B – Autumn 1 – Guy Fawkes, Spring 1 – Christopher Columbus, Spring 2 – Neil Armstrong, Summer 2 – Nelson Mandela.</i>
Significant historical events, people and places in their own locality:
<i>Cycle A – Autumn 2, Cycle B – Autumn 1,</i>

Geography

Children develop geographical skills through first hand information:
collecting, analysing and communicating with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
interpreting sources of geographical information, including maps, diagrams, globes and aerial photographs
communicating geographical information in a variety of ways, including through maps, drawings and writing
Locational Knowledge: <i>Cycle A – Autumn 2, Summer 1, Summer 2, Cycle B – Autumn 2, Summer 1 Summer 2</i>
name and locate the world's seven continents and five oceans
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
Place knowledge: <i>Cycle A – Summer 1, Summer 2, Cycle B – Summer 1, Summer 2.</i>
understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. <i>Cycle A – Summer 1 – Our School (Leamington Hastings CofE Academy), Summer 2 – Rugby, Cycle B – Summer 1 – Southam, Summer 2 – Kenya.</i>
Human and physical geography: <i>Cycle A – Autumn 1, Summer 1, Summer 2, Cycle B – Autumn1, Summer 1, Summer 2.</i>
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
use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop
Geographical skills and fieldwork: <i>Cycle A – Autumn 1, Summer 1, Summer 2, Cycle B – Autumn1, Summer 1, Summer 2.</i>
use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans
use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
• use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

P.E.

Children develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They have opportunities to engage in competitive (both against self and against others) and co-operative physical activities, in a range of situations.

P.E. knowledge and skills
• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
• participate in team games, developing simple tactics for attacking and defending
• perform dances using simple movement patterns

Children are taught these through half termly P.E. units focussing on:

Agility, balance and coordination	Ball skills – throwing, catching and striking	Target and invasion games, including throwing, catching, running, jumping and skipping
Dance	Gymnastics	Athletics

Computing

The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Children are also taught how to keep themselves safe when using technology.

Computing skills and knowledge
• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
• create and debug simple programs
• use logical reasoning to predict the behaviour of simple programs
• use technology purposefully to create, organise, store, manipulate and retrieve digital content
• recognise common uses of information technology beyond school
• use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

All children can access unsafe content online, it is vitally important that we work together to keep them safe.

Being Safe Online



- ⏏ Only use a computer when an adult is nearby.
- ⏏ Tell an adult straight away if you see something that upsets you.
- ⏏ Never talk to anyone online without an adult with you.
- ⏏ Never send anyone your picture.
- ⏏ Never tell anyone personal information about yourself, like your address or school name.
- ⏏ Never tell anyone your password.

Buddy's 'Use Your Tablet Safely' Song (Sung to the tune of Frère Jacques)

🎵 Ask your grown up,
Ask your grown up,
Ask for help!
Ask for help! 🎵

Use your tablet safely,
Use your tablet safely,
Woof, Woof, Woof!
Woof, Woof, Woof!



P.S.H.E.

Children are taught P.S.H.E. through the Jigsaw and Protective Behaviours schemes of work.

Being me in my world	
<i>Cycle A – Autumn 1</i>	<i>Cycle B – Autumn 1</i>
Feeling special and safe	Rights and responsibilities
Being part of a class	Rewards and consequences
Rights and responsibilities	Safe and fair learning environment
Rewards and feeling proud	Valuing contributions
Consequences	Choices
Owning the learning charter	Recognising feelings

Celebrating differences	
<i>Cycle A – Autumn 2</i>	<i>Cycle B – Autumn 2</i>
Similarities and differences	Assumptions and stereotypes about gender
Understanding bullying and knowing how to deal with it	Understanding bullying
Making new friends	Standing up for self and others
Celebrating the differences in everyone	Making new friends
	Gender diversity
	Celebrating difference and remaining friends

Dreams and goals

<i>Cycle A – Spring 1</i>	<i>Cycle B – Spring 2</i>
Setting goals	Achieving realistic goals
Identifying successes and achievements	Perseverance
Learning styles	Learning strengths
Working well and celebrating achievement with a partner	Learning with others
Tackling new challenges	Group co-operation
Identifying and overcoming obstacles	Contributing to and sharing success
Feelings of success	

Healthy me

<i>Cycle A – Spring 2</i>	<i>Cycle B – Spring 2</i>
Keeping myself healthy	Motivation
Healthier lifestyle choices	Healthier choices
Keeping clean	Relaxation
Being safe	Healthy eating and nutrition
Medicine safety / safety with household items	Healthier snacks and sharing food
Road safety	
Linking health and happiness	

Relationships

<i>Cycle A – Summer 1</i>	<i>Cycle B – Summer 1</i>
Belonging to a family	Different types of family
Making friends / being a good friend	Physical contact boundaries
Physical contact preferences	Friendship and conflict
People who help us	Secrets
Qualities as a friend and person	Trust and appreciation
Self-acknowledgement	Expressing appreciation for special relationships
Being a good friend to myself	
Celebrating special relationships	

Changing me

<i>Cycle A – Summer 2</i>	<i>Cycle B – Summer 2</i>
Lifecycles – animal and human	Life cycles in nature
Changes in me	Growing from young to old
Changes since being a baby	Increasing independence
Differences between female and male bodies (correct terminology)	Difference in female and male bodies (correct terminology)
Linking growing and learning	Assertiveness
Coping with change	Preparing for transition
Transition	

Warwickshire Protective Behaviours	
<i>Cycle A</i>	<i>Cycle B</i>
Feelings, including we all have the right to feel safe all the time	Feelings, rights and responsibilities, including we all have the right to feel safe all the time
Unsafe feelings and body awareness, including early warning signs	Unsafe feelings, problem solving, including early warning signs
Body privacy and secrets	Body awareness and personal space, including we can talk with someone about anything, even if it feels awful or small
Telling / networks, including we can talk with someone about anything, even if it feels awful or small and network hands	Networks and using them, including network hands

We teach emotions and self-regulation through 'The Zones of Regulation'. We teach the children that all emotions are valid, and we all feel these emotions at times; no emotion is a 'bad' emotion.

The **ZONES** of Regulation™

							
BLUE ZONE		GREEN ZONE		YELLOW ZONE		RED ZONE	
Sad		Happy		Frustrated		Mad/Angry	
Sick		Calm		Worried		Terrified	
Tired		Feeling Okay		Silly/Wiggly		Elated/Ecstatic	
Bored		Focused		Excited		Devastated	
Moving Slowly		Relaxed		Loss of Some Control		Out of Control	