

## Long Term Plan

Year 2 – Sept 2024



	Autumn	Spring	Summer
<b>The Ramsden Ruminator</b>	<b>Fire or Ice?</b>	<b>How many bones are there in a giraffe's neck?</b>	<b>How does your garden grow?</b>
<b>Class Texts</b>	George and the dragon The Great Explorer The Great Fire of London Not quite Narwhal The Christmas Star – digital literacy	Lila and the secret of the rain Big cats The Papaya that spoke Zahara – digital literacy	Tradition tales – Jim and the Beanstalk Traction Man Animal and Plant poems How to make a salad The Black Hat – Digital Literacy
<b>English – Spoken Language</b>	<p>Listens in a range of situations, responding with increasing appropriateness, and can complete more complex (two or three part) instructions.</p> <p>Asks questions to get more information and to clarify meaning. Uses a growing vocabulary, taking new words and phrases from discussions, stories and topics they are involved in.</p> <p>Explains their answers, arguments and opinions when they are challenged, with more detail.</p> <p>Organises what they want to say appropriately, choosing more specific vocabulary within sentences which have sequenced ideas and linking words and phrases.</p> <p>Participates in a discussion by listening and responding to others' ideas, taking turns to contribute and engaging others with non-verbal gestures.</p> <p>Talks through their thoughts, ideas and feelings and that of characters within imaginative play, with appropriate phrases and sentences.</p> <p>Speaks in a fluent, clear manner using complete sentences containing an increasing range of conjunctions to extend their speech, e.g. to give detail and justification.</p> <p>Contributes to discussions with relevant comments which demonstrate they have considered other views and ideas; takes part in drama-based activities by speaking and gesturing mostly in role and by performing short poetry.</p> <p>Adapts the way they talk to hold attention of the listeners and can vary their voice and vocabulary choices to express or emphasise at a specific moment.</p> <p>Recognises a different or similar viewpoint within a discussion, commenting appropriately on what others have said and begins to explain why they agree or disagree.</p> <p>Uses more formal vocabulary and tone of voice in most relevant situations, and can greet visitors and unfamiliar adults in school appropriately.</p> <p><b>These skills will be applied through:</b> Whole class reading; comprehension; read alouds; think alouds; teacher modelling intonation and expression; rehearsing and reciting; public speaking; play scripts and production; nativity; Perform Story maps; levelled questioning in lessons; rehearsing and composing sentences; Branching Out; teacher-peer-class questioning; group, peer conversation in PSHE lessons; responding to class instruction; predicting; justify answers in lessons using 'because'</p>		

<p><b>English – Reading Foci</b></p>	<p><b><u>Phonics and decoding</u></b> Continue to apply phonic knowledge and skills as the route to decode words. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Accurately read most words of two or more syllables. Read most words containing common suffixes. <b><u>Common exception words</u></b> Read most Y1 and Y2 common exception words noting unusual correspondences between spelling and sound and where these occur in words. <b><u>Fluency</u></b> To read words accurately and fluently without overt sounding and blending (at over 90 words per minute, in age-appropriate texts). <b><u>Understanding and correcting inaccuracies</u></b> Show an understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and to correct inaccurate reading <b><u>Comparing, contracting and commenting</u></b> Participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p>	<p><b><u>Phonics and decoding</u></b> Continue to apply phonic knowledge and skills as the route to decode words. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Accurately read most words of two or more syllables. Read most words containing common suffixes. <b><u>Common exception words</u></b> Read most Y1 and Y2 common exception words noting unusual correspondences between spelling and sound and where these occur in words. <b><u>Fluency</u></b> To read words accurately and fluently without overt sounding and blending (at over 90 words per minute, in age-appropriate texts). <b><u>Understanding and correcting inaccuracies</u></b> Show an understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and to correct inaccurate reading <b><u>Comparing, contracting and commenting</u></b> Participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p>	<p><b><u>Phonics and decoding</u></b> Continue to apply phonic knowledge and skills as the route to decode words. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Accurately read most words of two or more syllables. Read most words containing common suffixes. <b><u>Common exception words</u></b> Read most Y1 and Y2 common exception words noting unusual correspondences between spelling and sound and where these occur in words. <b><u>Fluency</u></b> To read words accurately and fluently without overt sounding and blending (at over 90 words per minute, in age-appropriate texts). <b><u>Understanding and correcting inaccuracies</u></b> Show an understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and to correct inaccurate reading <b><u>Comparing, contracting and commenting</u></b> Participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p>
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	<p>Discuss the sequence of events in books and how items of information are related. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently). Recognise simple recurring literary language in stories and poetry. Ask and answer questions about a text. Make links between the text they are reading and other texts they have read (in texts that they can read independently)</p> <p><b><u>Words in context and authorial choice</u></b> Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Discuss their favourite words and phrases.</p> <p><b><u>Inference and prediction</u></b> Make inferences on the basis of what is being said and done. Predict what might happen on the basis of what has been read so far in a text.</p> <p><b><u>Poetry and performance</u></b> Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p> <p><b><u>Non-Fiction</u></b> Recognise that non-fiction books are often structured in different ways.</p>	<p>Discuss the sequence of events in books and how items of information are related. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently). Recognise simple recurring literary language in stories and poetry. Ask and answer questions about a text. Make links between the text they are reading and other texts they have read (in texts that they can read independently)</p> <p><b><u>Words in context and authorial choice</u></b> Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Discuss their favourite words and phrases.</p> <p><b><u>Inference and prediction</u></b> Make inferences on the basis of what is being said and done. Predict what might happen on the basis of what has been read so far in a text.</p> <p><b><u>Poetry and performance</u></b> Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p> <p><b><u>Non-Fiction</u></b> Recognise that non-fiction books are often structured in different ways</p>	<p>Discuss the sequence of events in books and how items of information are related. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently). Recognise simple recurring literary language in stories and poetry. Ask and answer questions about a text. Make links between the text they are reading and other texts they have read (in texts that they can read independently)</p> <p><b><u>Words in context and authorial choice</u></b> Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Discuss their favourite words and phrases.</p> <p><b><u>Inference and prediction</u></b> Make inferences on the basis of what is being said and done. Predict what might happen on the basis of what has been read so far in a text.</p> <p><b><u>Poetry and performance</u></b> Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p> <p><b><u>Non-Fiction</u></b> Recognise that non-fiction books are often structured in different ways</p>
<b>Writing Foci</b>	<p><b><u>Phonics and Spelling Rules</u></b> Segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically plausible attempts at others.</p>	<p><b><u>Phonics and Spelling Rules</u></b> Segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically plausible attempts at others.</p>	<p><b><u>Phonics and Spelling Rules</u></b> Segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically plausible attempts at others.</p>

	<p>Recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/ blew, night/knight). Apply further Y2 spelling rules and guidance*, which includes: the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw) the /r/ sound spelt 'wr' (e.g. write, written); the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril); Spell most Y1 and Y2 common exception words correctly Spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. Learn the possessive singular apostrophe (e.g. the girl's book). Write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. Segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words. Self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings). <b><u>Letter Formation, Placement and Positioning</u></b> Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p>	<p>Recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/ blew, night/knight). Apply further Y2 spelling rules and guidance*, which includes: the /aɪ/ sound spelt y (e.g. cry, fly, July); adding -est to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries); adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules; adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions); adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions); the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); the /ʌ/ sound spelt 'o' (e.g. other, mother, brother); Spell most Y1 and Y2 common exception words correctly Spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. Learn the possessive singular apostrophe (e.g. the girl's book). Write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. Segment spoken words into phonemes and to then represent all of the phonemes using</p>	<p>Recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/ blew, night/knight). Apply further Y2 spelling rules and guidance*, which includes: the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); the /p/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash); the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm); the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); the /z/ sound spelt 's' (e.g. television, usual). Spell most Y1 and Y2 common exception words correctly Spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. Learn the possessive singular apostrophe (e.g. the girl's book). Write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. Segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words. Self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings). <b><u>Letter Formation, Placement and Positioning</u></b></p>
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	<p>Form lower case letters of the correct size, relative to one another. Use spacing between words that reflects the size of the letters.</p> <p><b><u>Planning, Writing and Editing</u></b> Write narratives about personal experiences and those of others (real and fictional). Write about real events. Write simple poetry. Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary. Encapsulate what they want to say, sentence by sentence. Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. Reread to check that their writing makes sense and that the correct tense is used throughout. Proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p> <p><b><u>Awareness of Audience, Purpose and Structure</u></b> Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. Use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p><b><u>Sentence Construction and Tense</u></b> Use the present tense and the past tense mostly correctly and consistently. Form sentences with different forms: statement, question, exclamation, command.</p>	<p>graphemes in the right order for both for single-syllable and multi-syllabic words. Self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p> <p><b><u>Letter Formation, Placement and Positioning</u></b> Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Form lower case letters of the correct size, relative to one another. Use spacing between words that reflects the size of the letters. Begin to use the diagonal and horizontal strokes needed to join letters.</p> <p><b><u>Planning, Writing and Editing</u></b> Write narratives about personal experiences and those of others (real and fictional). Write about real events. Write simple poetry. Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary. Encapsulate what they want to say, sentence by sentence. Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. Reread to check that their writing makes sense and that the correct tense is used throughout. Proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p> <p><b><u>Awareness of Audience, Purpose and Structure</u></b></p>	<p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Form lower case letters of the correct size, relative to one another. Use spacing between words that reflects the size of the letters. Begin to use the diagonal and horizontal strokes needed to join letters.</p> <p><b><u>Planning, Writing and Editing</u></b> Write narratives about personal experiences and those of others (real and fictional). Write about real events. Write simple poetry. Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary. Encapsulate what they want to say, sentence by sentence. Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. Reread to check that their writing makes sense and that the correct tense is used throughout. Proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p> <p><b><u>Awareness of Audience, Purpose and Structure</u></b> Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. Use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. Read aloud what they have written with appropriate intonation to make the meaning clear.</p>
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	<p>Use some features of written Standard English. Use co-ordination (or/and/but). <b><u>Use of Phrases and clauses</u></b> Use some subordination (when/if/ that/because). Use expanded noun phrases to describe and specify. <b><u>Punctuation</u></b> Use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions. <b><u>Use of Terminology</u></b> Recognise and use the terms <b>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</b> <b><u>Children will apply these skills by</u></b> <b>Writing a Diary based on Toby and the Great Fire of London</b> <b>Writing instructions to Catch a dragon based on George and the Dragon</b> <b>Write a recount narrative based on Little Boat</b> <b>Write descriptive sentences using the senses based on Not Quite Narwhal</b> <b>Writing a persuasive letter based on Monty the Penguin</b></p>	<p>Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. Use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. Read aloud what they have written with appropriate intonation to make the meaning clear. <b><u>Sentence Construction and Tense</u></b> Use the present tense and the past tense mostly correctly and consistently. Form sentences with different forms: statement, question, exclamation, command. Use some features of written Standard English. Use co-ordination (or/and/but). <b><u>Use of Phrases and clauses</u></b> Use some subordination (when/if/ that/because). Use expanded noun phrases to describe and specify. <b><u>Punctuation</u></b> Use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions. <b><u>Use of Terminology</u></b> Recognise and use the terms <b>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</b> <b><u>Children will apply these skills by</u></b> <b>Writing a biographical extract based on Lila and the secret of rain</b> <b>Writing a Fact file based on Big Cats</b> <b>Writing a 3<sup>rd</sup> person narrative based on Zahra</b></p>	<p><b><u>Sentence Construction and Tense</u></b> Use the present tense and the past tense mostly correctly and consistently. Form sentences with different forms: statement, question, exclamation, command. Use some features of written Standard English. Use co-ordination (or/and/but). <b><u>Use of Phrases and clauses</u></b> Use some subordination (when/if/ that/because). Use expanded noun phrases to describe and specify. <b><u>Punctuation</u></b> Use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions. <b><u>Use of Terminology</u></b> Recognise and use the terms <b>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</b> <b><u>Children will apply these skills by</u></b> <b>Writing a newspaper article based on Jim and the Beanstalk</b> <b>Writing animal poems</b> <b>Writing instructions for making a salad</b> <b>Writing a narrative based on The Black Hat</b></p>
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<p><b>Maths</b></p>	<p><b><u>Place Value and Number</u></b>  Numbers to 20  Count objects to 100 by making 10s  Recognise tens and ones  Use a place value chart  Partition numbers to 100  Write numbers to 100 in words  Flexibly partition numbers to 100  Write numbers to 100 in expanded form  10s on the number line to 100  10s and 1s on the number line to 100  Estimate numbers on a numberline  Compare objects  Compare numbers  Order objects and numbers  Count in 2's, 5's and 10's  Count in 3's</p> <p><b><u>Addition and Subtraction</u></b>  Bonds to 10  Fact families – addition and subtraction bonds to 20  Use related facts  Bonds to 100 (tens)  Add and subtract 1's  Add by making 10  Add three 1 digit numbers  Add to the next 10  Add across 10  Subtract across 10  Subtract from 10  Subtract a 1-digit number from a 2-digit number (across 10)  10 more, 10 less  Add and subtract 10s  Add two 2-digit numbers (not across 10)  Add two 2-digit numbers (across 10)  Subtract two 2-digit numbers (not across 10)</p>	<p><b><u>Measurement – Money</u></b>  Count money – pence  Count money – pounds (notes and coins)  Count money – pounds and pence  Choose notes and coins  Make the same amount  Compare amounts of money  Calculate with money  Make a pound  Find change  Two-step problems</p> <p><b><u>Multiplication and division</u></b>  Recognise equal groups  Make equal groups  Add equal groups  Introduce the multiplication symbol  Multiplication sentences  Use arrays  Make equal groups – grouping  Make equal groups – sharing  The 2 times table  Divide by 2  Doubling and halving  Odd and even numbers  The 10 times table  Divide by 10  The 5 times table  Divide by 5  The 5 and 10 times tables</p> <p><b><u>Measurement – Length and Height</u></b>  Measure in centimetres  Measure in metres  Compare lengths and heights  Order lengths and heights  Four operations with lengths and heights</p>	<p><b><u>Fractions</u></b>  Know equal and unequal parts  Recognise a half  Find a half  Recognise a quarter  Find a quarter  Find a third  Find a whole  Unit fractions  Non-unit fractions  Equivalence of <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math>  Recognise <math>\frac{3}{4}</math>  Find 3 quarters  Count in fractions up to a whole</p> <p><b><u>Measurement: Time</u></b>  O'clock and half past  Quarter past and quarter to  Tell time past the hour  Tell time to the hour  Telling the time to 5 minutes  Minutes in an hour  Hours in a day</p> <p><b><u>Statistics</u></b>  Make tally charts  Tables  Block diagrams  Draw pictograms (1-1)  Interpret pictograms (1-1)  Draw pictograms (2,5 and 10)  Interpret pictograms (2,5 and 10)</p> <p><b><u>Geometry: position and direction</u></b>  Language of position  Describing movement  Describing turns  Describing movement and turns</p>
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	<p>Subtract two 2-digit numbers (across 10)</p> <p>Mixed addition and subtraction</p> <p>Compare number sentences</p> <p>Missing number problems</p> <p><b>Shape</b></p> <p>Recognise 2D and 3D shapes</p> <p>Count sides on 2D shapes</p> <p>Count vertices on 2D shapes</p> <p>Draw 2D shapes</p> <p>Lines of symmetry to complete shapes</p> <p>Sort 2D shapes</p> <p>Count faces on 3D shapes</p> <p>Count edges on 3D shapes</p> <p>Count vertices on 3D shape</p> <p>Sort 3D shapes</p> <p>Make patterns with 2D and 3D shapes</p>	<p><b>Measurement – Mass, capacity and temperature</b></p> <p>Compare mass</p> <p>Measure in grams</p> <p>Measure in Kilograms</p> <p>Four operations with mass</p> <p>Compare volume and capacity</p> <p>Measure in millilitres</p> <p>Measure in litres</p> <p>Four operations with volume and capacity</p> <p>Temperature</p>	<p>Shape patterns with turns</p>
<p><b>Maths Vocabulary</b></p>	<p>Count in steps</p> <p>count in multiples</p> <p>place value</p> <p>estimate</p> <p>compare</p> <p>sum 3 digit number</p> <p>commutative</p> <p>Pentagon</p> <p>hexagon</p> <p>line of symmetry</p> <p>properties</p> <p>cylinder</p> <p>edges</p> <p>vertices</p> <p>vertex</p>	<p>value</p> <p>change</p> <p>exchange</p> <p>multiplication tables</p> <p>commutative</p> <p>repeated addition</p> <p>standard units</p> <p>estimate</p> <p>order</p> <p>record results</p> <p>centimetre cm</p> <p>metre m</p> <p>kilogram kg</p> <p>gram g</p> <p>quarter full</p> <p>three quarters full</p> <p>litres L</p> <p>millilitres ml</p>	<p>clockwise/anticlockwise</p> <p>straight line</p> <p>rotation</p> <p>intervals of time</p> <p>quarter past/to</p> <p>duration</p> <p>arrange</p> <p>sequences</p> <p>pictograms</p> <p>tally chart</p> <p>block diagram</p> <p>category</p> <p>sorting</p> <p>totalling</p> <p>comparing</p> <p>horizontal</p> <p>vertical</p> <p>three quarters</p> <p>third</p> <p>equivalent fractions</p> <p>unit fractions</p> <p>non unit fractions</p>



			numerator denominator one whole
<b>Science</b>	<p><b><u>Materials</u></b></p> <p>(K) Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>(K) Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>(WS) Identifying and classifying</p> <p>(WS) Asking simple questions and recognising that they can be answered in different ways</p> <p>(WS) Observing closely, using simple equipment</p> <p>(WS) Performing simple tests</p> <p>(WS) Using their observations and ideas to suggest answers to questions</p> <p>(WS) Gathering and recording data to help in answering questions.</p> <p><b><u>Living things and habitats -Around the world</u></b></p> <p>(K) Learn about habitats</p> <p>(K) Appreciate that environments are constantly changing</p> <p>(K) Explore the rainforest and its problems</p> <p>(K) Describe life in the ocean</p> <p>Discover the Arctic and Antarctic habitat</p> <p>Create a model of a habitat</p> <p>(WS) Identifying and classifying</p> <p>(WS) Gathering and recording data to help in answering questions.</p>	<p><b><u>Animals including humans growth</u></b></p> <p>(K) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>(K) 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</p> <p>(WS) Identifying and classifying</p> <p>(WS) Performing simple tests</p> <p>(WS) Gathering and recording data to help in answering questions.</p> <p>(WS) Observing closely, using simple equipment</p> <p><b><u>Living things and habitats</u></b></p> <p>(K) Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>(K) Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) (K) Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>(K) Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>(WS) Identifying and classifying</p> <p>(WS) Gathering and recording data to help in answering questions.</p>	<p><b><u>Plants</u></b></p> <p>(K) Observe and describe how seeds and bulbs grow into mature plants</p> <p>(K) Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>(WS) Observing closely, using simple equipment</p> <p>(WS) Asking simple questions and recognising that they can be answered in different ways</p> <p>(WS) Performing simple tests</p> <p>(WS) Using their observations and ideas to suggest answers to questions</p> <p><b><u>Animals, including humans life cycles</u></b></p> <p>(K) Notice that animals, including humans, have offspring which grow into adults</p> <p>(WS) Identifying and classifying</p> <p>(WS) Using their observations and ideas to suggest answers to questions</p> <p>(WS) Gathering and recording data to help in answering questions.</p> <p><b><u>Vocabulary</u></b></p> <p><b>life cycles</b></p> <p><b>grow</b></p> <p><b>survive</b></p> <p><b>independent</b></p> <p><b>adult</b></p> <p><b>foetus</b></p> <p><b>womb</b></p>

	<p>(WS) Observing closely, using simple equipment  (WS) Asking simple questions and recognising that they can be answered in different ways</p> <p><u>Vocabulary</u>  <b>material</b>  <b>property</b>  <b>suitable</b>  <b>object</b>  <b>brick</b>  <b>bridge</b>  <b>triangle</b>  <b>obstacle</b>  <b>structure</b>  <b>construction</b>  <b>stretchy</b>  <b>elastic</b>  <b>floppy</b>  <b>hinder</b>  <b>limit</b>  <b>bend</b>  <b>twist</b>  <b>squash</b>  <b>stretch</b>  <b>force</b>  <b>mackintosh</b>  <b>protective</b>  <b>fluorescent</b>  <b>waterproof</b>  <b>John McAdam</b>  <b>merchant</b>  <b>bound</b>  <b>highway</b>  <b>road</b></p>	<p>(WS) Observing closely, using simple equipment  (WS) Asking simple questions and recognising that they can be answered in different ways</p> <p><u>Vocabulary</u>  <b>survival</b>  <b>shelter</b>  <b>nutrition</b>  <b>oxygen</b>  <b>essential</b>  <b>vital</b>  <b>non-essential</b>  <b>survive</b>  <b>grow</b>  <b>healthy</b>  <b>protein</b>  <b>carbohydrate</b>  <b>dairy</b>  <b>vitamins</b>  <b>calcium</b>  <b>fat</b>  <b>balanced diet</b>  <b>nutrients</b>  <b>fresh food</b>  <b>pre-cooked</b>  <b>processed food</b>  <b>exercise</b>  <b>strength</b>  <b>flexibility</b>  <b>balance</b>  <b>coordination</b>  <b>hygiene</b>  <b>prevent</b>  <b>germs</b>  <b>bacteria</b>  <b>virus</b>  <b>senses</b></p>	<p><b>helpless</b>  <b>toddler</b>  <b>develop</b>  <b>offspring</b>  <b>inherit</b>  <b>gene</b>  <b>resemble</b>  <b>differences</b>  <b>reproduction</b>  <b>hatchling</b>  <b>chick</b>  <b>bar chart</b>  <b>predict</b>  <b>caterpillar</b>  <b>transformation</b>  <b>larva</b>  <b>chrysalis</b>  <b>metamorphosis</b>  <b>frog</b>  <b>amphibian</b>  <b>frogspawn</b>  <b>tadpole</b>  <b>froglet</b>  <b>seeds</b>  <b>bulbs</b>  <b>growth</b>  <b>plant</b>  <b>compare</b>  <b>predict</b>  <b>investigate</b>  <b>control</b>  <b>experiment</b>  <b>method</b>  <b>photosynthesis</b>  <b>carbon dioxide</b>  <b>oxygen</b></p>
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		<p> <b>nutrition</b>  <b>reproduce</b>  <b>excrete</b>  <b>respire</b>  <b>habitat</b>  <b>microhabitat</b>  <b>fungi</b>  <b>survive</b>  <b>shelter</b>  <b>antenna</b>  <b>suitable</b>  <b>condition</b>  <b>colony</b>  <b>insect</b>  <b>producer</b>  <b>consumer</b>  <b>herbivore</b>  <b>carnivore</b>  <b>omnivore</b>  <b>food chain</b>  <b>life cycle</b>  <b>nutrients</b>  <b>rot</b>  <b>caterpillar</b>  <b>automated</b>  <b>frozen food</b>  <b>forklift truck</b>  <b>refrigerated lorry</b>  <b>canned</b> </p>	<p> <b>glucose</b>  <b>energy</b>  <b>pollination</b>  <b>life cycle</b>  <b>germination</b>  <b>reproduction</b>  <b>seedling</b>  <b>manure</b>  <b>crop</b>  <b>insulate</b>  <b>thrive</b>  <b>healthy</b>  <b>forest</b>  <b>desert</b>  <b>adapt</b>  <b>condition</b>  <b>survive</b> </p>
Art and Design	<p> <b><u>Arctic Adventure Art:</u></b>  <b><u>Artist Study – Ted Harrison:</u></b>          To find out about the work of Ted Harrison          To explore and recreate Harrison's Arctic landscape using oil pastels  <b><u>Investigate colours and colourful Arctic landscapes.</u></b> </p>	<p> <b><u>African Art:</u></b>  <b><u>Explore Africa, its colours, shapes and patterns.</u></b>          Explore the landscapes across the continent.          Describe the colours, shapes and patterns found in different African landscapes.          Explore patterns and colours in the fabric       </p>	<p> <b><u>Natural Art:</u></b>  <b><u>Artist Study – Giuseppe Arcimboldo</u></b>          To find about the work of Arcimboldo.          To explore and recreate Arcimboldo's Four Seasons paintings. To explore Arcimboldo's representations of the four elements.          To select, arrange and use flowers to make       </p>

	<p>Investigate how different colours can remind them of things and link colours to different emotions.</p> <p>Explore different Arctic landscapes and identify the colours they can see, linking them back to the emotions, thoughts and feelings they discussed earlier in the lesson. To use different colours to create an Arctic scene using paints or collage</p> <p><b><u>Explore the Aurora Borealis (Northern Lights).</u></b> Look closely to see what colours and shapes they can spot in the lights and then attempt to mimic this in their own artwork using chalk pastels.</p> <p><b><u>Sparks and Flames Art:</u></b> <b><u>Use chalk to create flames</u></b> To explore light and dark as they use chalk to create flames</p> <p><b><u>Use collage to create flames</u></b> To think about the shapes and colours they can see in the flames in the painting by Rita Greer. Use a description of a fire and use it as inspiration when creating their own representations of The Great Fire of London using tissue paper</p> <p><b><u>Use mixed media to create scenes.</u></b> To have the opportunity to create dioramas of fire scenes.</p> <p>Use their imagination to create buildings, people and flames to depict events and scenarios. Story in a shoe box</p>	<p>African people wear.</p> <p><b><u>Explore Maasai jewellery and culture</u></b> Explore the jewellery and culture of the Massai warriors.</p> <p>Learn about Massai jewellery and describe the colours and patterns within different pieces. Design and make their own Massai jewellery.</p> <p><b><u>Explore and make African masks</u></b> Describe and learn about African masks and their importance to African tribes. Begin to understand masks have different features that need to be made separately. Children will use templates and images to make their own African mask.</p> <p><b><u>Explore African sunsets</u></b> Look at and describe the colours and blends in African sunset images. Learn that many artists like to capture the beauty of sunsets and sunrises. Make silhouettes and use paint to create their own African sunset pictures.</p> <p><b><u>Explore African water jars.</u></b> Understand how scarce water is in Africa and how African people collect water. Work with clay to make African water jars. Use clay off-cuts to add extra features to their water jars.</p>	<p>portraits.</p> <p>To use oil paints or pastels to create fruit To make appropriate decisions when selecting objects and images.</p> <p><b><u>Earth Art:</u></b> <b><u>Explore ways of painting on rocks.</u></b> Learn that different cultures painted images on rocks to tell stories. Look at examples of modern rock painting and will make their own pet rocks.</p> <p><b><u>Make sculptures with sticks and twigs</u></b> Explore what sculptures are and will look at sculptures created from natural materials. Learn the names of famous artists who use sticks and twigs to make sculptures. Use collected sticks and twigs to make their own sculptures.</p> <p><b><u>Make animal pictures with leaves.</u></b> Explore Rangoli patterns made from flowers and leaves. Learn how to work with leaves found in the woods to make leaf animal pictures. Use their fine motor skills to work carefully with fragile materials</p> <p><b><u>Weave with natural materials</u></b> Explore the ancient art of loom weaving and how it is done. Understand how weaving works and that many fabrics they wear are woven. Use natural materials to make a loom frame and create their own weave.</p> <p><b><u>Explore ways of making mandalas</u></b> Learn about the Indian mandala and why it is important to the Indian culture. Look at mandala patterns and explore symmetrical designs.</p>
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					Use templates and colouring tools to create their own mandalas. <b>Make a collage using natural materials</b> Explore the collage technique and the types of materials people use to make them. Collect their own materials from the woods and follow steps to create their own collage of a particular scene.	
DT	<b>Making Bread:</b> Follow a recipe to make bread	<b>African drum</b> Explore African instruments Design and make an African Djembe drum  <b>Fabric Faces – Manipulating fabrics to create different effects</b> Explore fabrics Explore and evaluate how hair is created using different materials. Select from and use a range of textiles according to their characteristics in the context of selecting materials to represent their own hair. Join fabrics together and attach different materials. Cut on a line and use a template to create my fabric face shape. Create and follow a design criterion Carefully select fabrics and materials. Follow own design carefully and use different tools to make my fabric face.			<b>Create a sensational salad</b> Understand where food comes from in the context of looking at different fruits and vegetables To explore and evaluate a range of existing products in the context of tasting salads made mainly from root vegetables. To use the basic principles of a healthy and varied diet to prepare dishes Prepare a salad made from root vegetables. Prepare fruit salads	
Computing	Networks & Systems – IT Around Us	Creating Media – Digital Photography	Programming A – Robot Algorithms	Pictograms	Creating Media – Digital Music	Programming B – Programming Quizzes
	Children will be taught:  To recognise the uses and features of information technology	Children will be taught:  To use a digital device to take a photograph To make choices when taking a photograph	Children will be taught:  To describe a series of instructions as a sequence	Children will be taught:  To recognise that we can count and compare objects using tally charts To recognise that objects	Children will be taught:  To say how music can make us feel To identify that there are patterns in music	Children will be taught:  To explain that a sequence of commands has a start

	<p>To identify the uses of information technology in the school</p> <p>To identify information technology beyond school</p> <p>To explain how information technology helps us</p> <p>To explain how to use information technology safely</p> <p>To recognise that choices are made when using information technology</p>	<p>To describe what makes a good photograph</p> <p>To decide how photographs can be improved</p> <p>To use tools to change an image</p> <p>To recognise that photos can be changed</p>	<p>To explain what happens when we change the order of instructions</p> <p>To use logical reasoning to predict the outcome of a program</p> <p>To explain that programming projects can have code and artwork</p> <p>To design an algorithm</p> <p>To create and debug a program that I have written</p>	<p>can be represented as pictures</p> <p>To create a pictogram</p> <p>To select objects by attribute and make comparisons</p> <p>To recognise that people can be described by attributes</p> <p>To explain that we can present information using a computer</p>	<p>To experiment with sound using a computer</p> <p>To use a computer to create a musical pattern</p> <p>To create music for a purpose</p> <p>To review and refine our computer work</p>	<p>To explain that a sequence of commands has an outcome</p> <p>To create a program using a given design</p> <p>To change a given design</p> <p>To create a program using my own design</p> <p>To decide how my project can be improved</p>
<b>History</b>	<p><b><u>The Great Fire of London</u></b></p> <p>Develop an awareness of the past in the context of comparing present-day London to the London that existed before 1666 identify differences and similarities between ways of life in different periods in the context of comparing present day living to how people of London lived during 1666. Know and understand key features of an event beyond living memory that are nationally significant in the context of finding out about the Great Fire of London and how it started. Understand key features of events, choosing and using parts of stories and asking and answering questions through discussing and thinking of the ways in which London was changed and rebuilt after the Great Fire Understand key features of events, choosing and using parts of stories and asking and answering questions through discussing and thinking of the ways in which London was changed and rebuilt after the Great Fire.</p>	<p><b><u>Who was Nelson Mandela?</u></b></p> <p>Understand who Nelson Mandela was</p> <p>Understand why Nelson Mandela is an inspirational person</p> <p>Learn about Nelson Mandela’s 3 rules</p> <p>Develop an understanding of the problems in South Africa</p> <p>Learn about Nelson Mandela and the ANC</p> <p>Develop an understanding of why Nelson Mandela became president</p>	<p><b><u>Life and Legacy of Beatrix Potter</u></b></p> <p>Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months).</p> <p>Recognise the distinction between present and past in their own and other people’s lives.</p> <p>Find out about the past in a variety of ways including roleplay, using books, using story, watching animations/films, using ICT</p> <p>Use a wide variety of simple sources to find answers to our questions about the past</p> <p>What life was like for children at the time Beatrix Potter was alive and consider how this compares to what life is like for children today.</p>			

	<p>Understand key features of events, choosing and using parts of stories and asking and answering questions through creating a diary, describing the main events of the Great Fire.</p> <p><b><u>Study of Ernest Shackleton</u></b></p> <p>Understand who Ernest Shackleton was</p> <p>Understand why Ernest Shackleton went to Antarctica</p> <p>Use pictures to generate and answer questions about Shackleton</p> <p>Recount the main events in the life of a Ernest Shackleton using pictures</p> <p>Select information from pictures about conditions in Shackleton's camp in Antarctica</p> <p>Know why Shackleton is remembered today</p> <p>Sequence events related to the life of Ernest Shackleton</p>		
<p><b>Geography</b></p>	<p><b><u>Arctic Adventures</u></b></p> <p>Look at Arctic Circle maps to learn about what it is and where it is.</p> <p>Explore the seven countries that make up the Arctic Circle.</p> <p>Look at and describe images of towns found in the Arctic Circle.</p> <p>Learn new weather vocabulary and will use it to describe weather patterns.</p> <p>Learn about winter and summer in the Arctic and what the weather is like in each of these seasons.</p> <p>Use their senses to describe the landscapes in the Arctic.</p> <p>Learn some new vocabulary associated with physical features found in the Arctic, including mountains, hills, icebergs, rivers and lakes.</p> <p>Look at animals in the Arctic and how they</p>	<p><b><u>Africa</u></b></p> <p>Identify the seven continents and five oceans of the world on a world map.</p> <p>Identify the location of the UK and Kenya.</p> <p>Explore the idea of a safari and think about what they might see on a Kenyan safari.</p> <p>Look at how different places around the world have different climates based on the location of the poles and the equator. Learn about Kenya's wet and dry seasons and compare Kenya's climate to the UK climate.</p> <p>Identify a variety of animals that live in Kenya, identify their features and find out facts about them, including where some of the geographical features the animals need, such as bodies of water or trees for shade.</p> <p>Identify the four points of a compass and find out how we can use them to navigate around a</p>	<p><b><u>Plan a herb garden</u></b></p> <p>Plan and draw a map of a herb garden</p> <p>Use a plan view.</p> <p>Look down on objects to make a plan view map.</p>

	<p>survive the cold, harsh winters. Use maps to locate and record animal distribution in the Arctic.</p> <p>Look closely at some Arctic cities and describe the physical features within the cities.</p> <p>Use a map to locate these cities in the Arctic and describe the country they are in.</p> <p>Look closely at Sisimuit in Greenland and compare it to London in the United Kingdom.</p> <p>Use language to compare the physical features, human features and weather.</p>	<p>map. Describe how a variety of safari animals can get from one place to another and use grids on a map to travel a given number of places in different directions.</p> <p>Use photos to identify some different land features of Kenya, such as savannahs, valleys, mountains and beaches, and describe their features.</p> <p>Compare large cities and small villages.</p> <p>Use appropriate vocabulary to describe the different landscapes of Kenya.</p> <p>Find out that there are many different groups of people who live in Kenya.</p> <p>Compare people who live in large cities with those who live in more rural areas.</p> <p>Find out about the Maasai tribe and start to consider the differences between Maasai life and like in the UK.</p> <p>Use photos and their prior knowledge to identify ways in which Kenya is similar to or different from the UK.</p> <p>Compare areas such as landscapes, towns, villages, food, clothing and lifestyles.</p>	
<p><b>Music</b></p>	<p>Sing songs with increasing control, confidence and expression;</p> <p>Recognise phrase lengths and know when to breathe;</p> <p>Begin to sing with control of pitch, following the shape of the melody; follow pitch movements with hands and explore high, low and middle voices using</p> <p><b><u>BBC Schools Radio: Great Fire of London</u></b>; Sing with awareness of other performers, developing confidence and enjoyment of a shared experience;</p> <p>Perform together and follow instructions that</p>	<p>Use thinking voices by singing words or phrases in their heads;</p> <p>Identify the rhythm of the words;</p> <p>Perform a rhythm to a given pulse, beginning to hear the difference between pulse and rhythm; <b><u>African Music</u></b></p> <p>Begin to internalise and create rhythmic patterns through <b>African Drumming</b>;</p> <p>Explore and express their ideas and feelings about music using movement;</p> <p>Explore and choose different movements to describe <b>African Animals</b>; Listen with</p>	<p>Explore different types of sound (timbre) and use words to describe sounds;</p> <p>Identify how sounds can be changed and change sounds to reflect different stimuli;</p> <p>Make sounds and recognise how they can give a message;</p> <p>Identify different groups of instruments;</p> <p>Handle and play instruments with control;</p> <p>Identify and use descriptive words and sounds to create sound pictures, using given and invented signs and symbols; Contribute to the creation of a class composition and make improvements to their own and others' work;</p>



	combine the musical elements of pitch duration, dynamics, timbre and texture in the <b>Harvest Festival/Christmas Nativity Play</b> ; Create sequences of movements in response to sounds using <b>Time to Move: Ice Explorers</b>	concentration and understanding to a range of music, including <b>African Music</b> ; Develop awareness of simple structures e.g. call and response in <b>African Songs</b> ; Understand how the combined elements of pitch, duration, dynamics, tempo, timbre and texture can be organised and used expressively within simple structures.	Select sounds and sound sources carefully in response to a story <b>Jack and the Beanstalk</b>
PE	<b>Multi skills –</b> Pupils will carry on their learning of the correct technique of different types of throws i.e. under arm and over arm. Different types of kicking i.e. side foot and laces and the correct ways to stop the ball. Carry on their spatial awareness work from last year (reception) Ball Handling skills i.e. catching different types of balls, small large, hard balls and soft balls. Children to take part in yoga activity sessions to help develop their core strength and flexibility.	<b>Games</b> Children will work small sided games such as; Matball, Dodgeball, Cricket, Hockey and Football. Higher level pupils will look to develop their positioning on where to stand to make it difficult for the other team. They will also try to implement the skills they learned from the previous term into these games. Recap and improve the basic skills and look to make improvements Introduction into their body and how it changes through exercise. Children will be encouraged to use the terms opponent and team mates when playing games. Pupils who excel students will demonstrate good levels of keeping possession of the ball.	<b>Games including athletics</b> <b>Tag rugby</b> – recap on the correct ways to hold the rugby ball (hands on ears not on cheeks) the correct ways to tackle in tag rugby and to attack space. Understanding the basic rules of the game. <b>Football</b> – learning the basic rules of the game. Correct ways to shoot and what type of shooting in different scenarios. Work on their keeper skills. <b>Ball Handling</b> – working on throwing and catching techniques introduction into chest pass. <b>Athletics</b> – working on all the events what are included in our sports day. Learning good posture while sprinting and correct starting positions for sprinting.
<b>National Curriculum: Key Stage 1</b> We would want children by the end of key stage 1 to be to catch consistently and to be able to throw accurately underarm. To be able to demonstrate all the skills on our Chris Quigley assessment sheets (kept in file). Our higher level pupils will demonstrate higher than expected positioning in games and have developed tactics to use in games to obtain a successful result in games. Master basic movements including running, jumping throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these in activities.			
RE	<b>Leaders</b> Explain what makes a good leader. To learn the name of important religious stories by learning about why Abraham is important to	<b>Belonging</b> Pupils will learn about belonging in a family, to a school and in the community. They will gain knowledge about ways of	<b>Story</b> Pupils will learn Jewish and Christian stories. They will gain knowledge about the Jewish Bible and the importance of the Torah.

	<p>Jewish people and Christians.          To learn what sort of leader Moses was.          Learn why people follow Jesus and what sort of leader he was.          Understand that there are different kinds of religious leaders.          Learn what kind of leader the prophet Mohamed (PBUH) was.</p> <p><b><u>Believing</u></b>          Pupil's will learn some Jewish peoples' ideas about God and the story of creation.          They will find out about the importance of Shabbat.          They will learn some ways a Rabbi teaches the community about God</p>	<p>belonging in Christianity, Jesus' Baptisms, The Golden Rule and belonging to humanity</p>	
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<p><b>PHSE/Skills builder</b></p>	<p><b><u>Digital Wellbeing</u></b>  Talk about ways in which the Internet is useful. Know how to balance screen time with other activities and understand why this is important. Know how to stay safe online. explain why we keep personal information private. Know how to communicate online in ways that show kindness and respect. Understand that not everything on the Internet is true.</p> <p><b><u>VIP's</u></b>  Talk about the very important people in their life and explain why they are special. Describe why families are important. Describe what makes someone a good friend. Describe ways to help resolve arguments and disagreements without being unkind. Cooperate with others to achieve a task. Describe how they can show their special people that they care about them and they understand why this is important.</p>	<p><b><u>It's my body</u></b>  Know they can choose what happens to their body. Make healthy choices about sleep and exercise. Make healthy choices about food and drink. Know how to keep their body clean. Know what is safe to eat or drink. Choose to keep their mind and body healthy and safe.</p> <p><b><u>Money Matters</u></b>  Explain the different forms money comes in. Explain where money comes from. Explain how to keep money safe and why this is important. Explain choices I they have about spending money and why it is important to keep track of what they spend. Explain the difference between things we want and things we need. Explain what happens when we go shopping.</p>	<p><b><u>One World</u></b>  Explore family life in different countries and say how it is the same as theirs and how it is different. Discuss homes and home life from around the world and say how they are the same as theirs and how they are different. Explain what it is like to go to school in other countries and say how it is the same as or different from their school. Explore places where people live which are different from where I live. think about how people use things from the earth and what problems this can cause. Say why it is important to care for the earth and identify how they can help protect it.</p> <p><b><u>Growing up</u></b>  Name the main parts of boys' and girls' bodies. Understand how to respect their own and other people's bodies. Understand that we are all different and different people like different things. Describe how they have changed since they were a baby. Describe how they will change as they get older. Describe things that might change in a person's life and how it might make them feel.</p>
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