
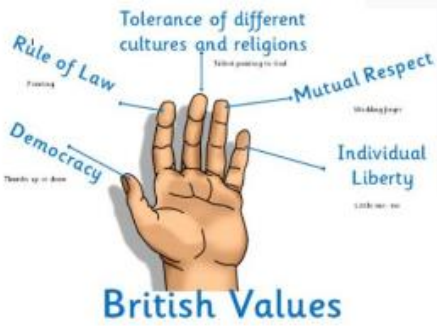
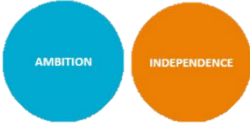



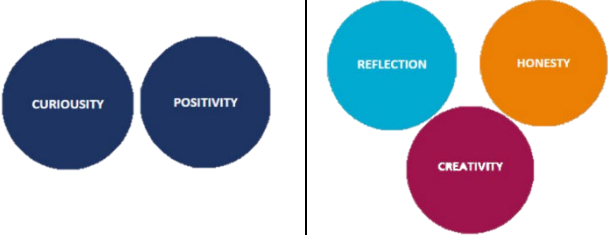


Year 2 Curriculum Overview 2024 - 2025

Threads		<p>Links to our Global Citizenship threads are highlighted on our curriculum maps in the corresponding colour.</p>		<p>Opportunities to reinforce British Values are represented with the following codes:</p> <p style="text-align: center;">Democracy: BV – D Rule of Law: BV – RoL Tolerance/Celebration: BV – TC Mutual Respect: BV – MR Individual Liberty: BV – IL</p>		
Term & Topic	<u>Autumn 1</u> <i>Heroes</i>	<u>Autumn 2</u> <i>Kings and Queens</i>	<u>Spring 1</u> <i>Why live there?</i>		<u>Summer 1</u> <i>All Creatures Great and Small</i>	
Value Focus						
Events	<p><i>Black History Month</i></p> <p><i>Social Impact – Read-a-thon – Raising Money</i></p>	<p><i>International Day Anti-Bullying Week (13th- 17th November)</i></p> <p><i>Social Impact – Children in Need & Save the Children – Donating</i></p>	<p><i>Children’s Mental Health week (3rd – 9th February)</i></p> <p><i>Social Impact – Sponsored run/walk – Raising Money</i></p>	<p><i>World Book Day</i></p> <p><i>British Science Week (7th – 16th March)</i></p> <p><i>Social Impact - Red Nose Day - Donating</i></p>	<p><i>Sustainability Day</i></p> <p><i>Social Impact - Singing Concert – Raising Money</i></p>	<p><i>Summer Fair</i></p> <p><i>South Asian Heritage Month</i></p> <p><i>National Fieldwork Fortnight</i></p>







Term & Topic	<u>Autumn 1</u> <i>Heroes</i>	<u>Autumn 2</u> <i>Kings and Queens</i>	<u>Spring 1</u> <i>Why live there?</i>		<u>Summer 1</u> <i>All Creatures Great and Small</i>	
Subject Driver & Hours	History - 12	History - 12	Geography – 12	Geography – 12	Geography – 12	History – 12
Overview	<p><i>During this history topic, pupils will embark on an exciting journey through time to learn about real life heroes and activists who have stood up for what they believe in and made a difference.</i> Pupils will learn about their incredible and courageous acts to make a change in the world and/or stand up against unfairness, developing a sense of indignation and the urge to speak up for others. <i>As Black History Month draws closer, pupils will focus on the lives and actions of Rosa Parks, Mary Seacole and Malala Yousafzai. Pupils will learn the stories of these incredible people as they gain a sense of the wider world and link the connection between their life and the lives of others.</i> They will meet with real-life heroes in the community and learn about careers that make a difference. <i>Pupils will learn about Greta Thunberg and her work towards preventing climate change.</i> Pupils will learn about inventors who have created life-changing inventions and examine the properties of everyday materials, including their suitability for the intended purpose.</p>	<p>During this history topic, pupils will learn about the role of a monarch. <i>They will become familiar with chronology of significant British monarchs before comparing the lives and reigns of sixteenth-century Queen Elizabeth I and nineteenth-century Queen Victoria.</i> They will compare Britain/England during the ruling of different monarchs. Pupils will take their learning of monarchs worldwide, and learn about <i>other influential leaders, such as Queen Nzinga. They will compare the values of different monarchs to our school values, and British Values, and consider what kind of monarch they would like to be and how what is valued by society has changed over time.</i> Pupils will learn how the role of a monarch has changed over time. Pupils will continue their learning about properties of everyday materials, by considering the suitability of materials when building <i>and how materials can be changed in the context of recycling.</i></p>	<p>During this exciting geography/science topic, pupils will go worldwide in their learning about regions and habitats! Pupils will begin by familiarising themselves with atlases and learning key characteristics of the four countries of the UK, including how a capital city is shown on a map. Pupils will then go worldwide, building on Year 1 by learning the names and locations of more continents and oceans. Pupils will learn to locate the 5 main climate zones along with the equator and Poles. During science, pupils will explore the homes and habitats of a variety of animals across the world. <i>Pupils will undertake fieldwork in the local area to identify the physical spaces for wildlife.</i> Pupils will make observations of a local habitat and the creatures that live there, investigating conditions in local microhabitats and how they affect the mini-beasts found within them. Pupils will learn to tell the difference between things that are living, dead and things that have never been alive.</p>	<p>Following on from last term’s learning, pupils will become more confident with naming and locating all continents and oceans. Pupils will be able to describe, in detail, the features of the 5 main climate zones and explain how proximity to the equator influences climate. Pupils will then build upon their learning about global habitats, using research and geography skills to look at habitats across the continents, including hot and cold zones, and how the animals are well suited to their habitat and the climate in that place. <i>Pupils will learn about how climate change is affecting some of these climates and the impact it is having on the animals that live there.</i> Pupils will be introduced to learning about the dependency between plant and animal species, through food chains and food sources. Pupils will then learn about the plants in these places. They will discover what plants need to stay healthy and what they need to grow well. Pupils will learn the life cycle of a plant and about how plants have adapted to live in different places.</p>	<p>During this topic, pupils will explore Australia, including the animals that live in the outback and the Great Barrier Reef. Pupils will begin their geography learning by recapping their knowledge about the geography of the UK, the continents and the oceans. They will then move on to studying the human and physical features of Australia, including significant landmarks, climate and weather and the Great Barrier Reef, learning just how diverse it is geographically, before discussing how these features compare to the UK. <i>Pupils will learn about the effect climate change is having on the Great Barrier Reef and oceans around the world. They will learn about plastic pollution in the oceans.</i> In science, pupils will recap their Year 1 learning on how to classify animals and, through studying the animals found in the Australian Outback and Great Barrier Reef, pupils will learn that animals, including humans, have offspring which grow into adults. <i>Pupils will consider the ethical principles of keeping animals in captivity and the pros and cons of this.</i></p>	<p>During this topic, pupils will learn about Australian history and how we find out about the past. Pupils will look at how we know about animals and humans from the past through learning about fossils, including: fossil hunter, Mary Anning, and how fossils are formed Pupils will learn about the African ancestors of the first Aboriginal and Torres Strait Islander Peoples arriving in Australia. They will look at artefacts from Indigenous Australians and consider how they might have been used. They will learn about the collection of fossilised footprints found in New South Wales from 6000 years ago and what they tell archaeologists. They will learn about how people back then fished by making fishing hooks and lines. Pupils will learn about how Captain Cook, an explorer who wanted to discover new lands, claimed Australia for England. In Science, pupils will then focus on the basic needs of all animals, including humans, in order to survive. <i>Pupils will spend time learning what constitutes a healthy lifestyle for a human – pupils will learn about why they should drink water, the importance of exercise, what a balanced diet</i></p>

						<i>consists of and the major food groups. They will once again recap the importance of looking after their teeth and hygiene routines.</i>
Enrichment	<ul style="list-style-type: none"> ❖ <i>Virtual meeting with Rosa Parks</i> ❖ <i>Inspirational visitors – Doctor and Emergency Services</i> ❖ <i>Immersive experience – climate change</i> <p><i>Be Safe – How emergency services help us</i> BV – RoL, TC, MR, IL</p>	<ul style="list-style-type: none"> ❖ <i>Nativity</i> ❖ <i>Virtual visit from Queen Victoria</i> ❖ <i>Place of worship – St Christopher’s church</i> ❖ <i>Immersive experience – Monarchs through time</i> <p><i>Be Safe - Road Safety and Off-site Visits</i> BV – changes over time</p>	<ul style="list-style-type: none"> ❖ <i>Local area fieldwork to look at habitats and plants</i> ❖ <i>Trip to Nottingham Castle – link to previous term</i> ❖ <i>Immersive experience – the UK, world-wide geography and habitats</i> <p><i>Be Safe - Road Safety and Off-site Visits</i></p>	<ul style="list-style-type: none"> ❖ <i>Creepy Crawlies into school</i> ❖ <i>Immersive experience – exploring habitats and the impact of climate change</i> <p><i>Be Safe - Animal Safety, especially dogs</i></p>	<ul style="list-style-type: none"> ❖ <i>Immersive room – Australia/Great Barrier Reef</i> ❖ <i>Plastic Pollution workshop</i> 	<ul style="list-style-type: none"> ❖ <i>Place of worship – Mosque</i> ❖ <i>Forest schools</i> <p><i>Be Safe - Road Safety and Strangers</i></p>
Mastery Day	N/A	<i>Pupils will use their knowledge of rulers and leaders to plan a parliamentary campaign in an attempt to become the next leader. They will consider the values a leader needs and issues facing England and how they will address these.</i>	N/A	<i>Pupils will create a science/geography exhibition: all about climates and habitats around the world. Pupils can include information about climate change.</i>	N/A	<i>Pupils will create a presentation educating others on how to live a healthy lifestyle and the reasons behind this.</i>
Presentational Talk	N/A	<i>Linking to Mastery Day – plan a speech to become the next leader</i>	N/A	<i>Linking to Mastery Day – presentations to give at each stage of the exhibition</i>	N/A	<i>Linking to Mastery Day – speech to give alongside presentation</i>
Career-Related Learning	❖ <i>Emergency Services</i>	N/A	N/A	❖ <i>STEM Career Focus</i>	N/A	❖ <i>Dentist</i>
English: Reading	<i>How to be Extraordinary</i> <i>Plus contextualisation resources:</i> ❖ <i>Emergency Services (2), Nursing in the Crimea,</i>	<i>The Tooth Fairy’s Royal Visit</i> <i>Plus contextualisation resources:</i> ❖ <i>The British Monarchy (2), Materials (2),</i>	<i>The Most Important Animal of All</i> <i>Plus contextualisation resources:</i>	<i>The Extraordinary Gardener & Nature Poetry</i> <i>Plus contextualisation resources:</i>	<i>The Story Thief</i> <i>Plus contextualisation resources:</i> ❖ <i>Recycling (2), Safari (2) and Oceans (2) non-</i>	<i>The Story Thief</i> <i>Plus contextualisation resources:</i> ❖ <i>Australia (2) Looking after Ourselves (2) and</i>

	<p>Activists (2) non-fiction from Literacy Shed Plus</p> <ul style="list-style-type: none"> ❖ Watching Greta Thunberg's speech ❖ Watching a peaceful protest ❖ Books linked to extraordinary people in the class novel ❖ Super hero cartoon strips <p>Be Safe – How emergency services help us BV – IL</p>	<p>Castles (2) and the Victorians (2) non-fiction from Literacy Shed Plus.</p> <ul style="list-style-type: none"> ❖ Watching and comparing video clips of kings and queens ❖ Watching a coronation of a monarch <p>BV – changes over time</p>	<ul style="list-style-type: none"> ❖ Habitats (2), The Arctic (2), Nature (2), Antarctica (2) non-fiction from Literacy Shed Plus ❖ Additional books about animals: ❖ Animal Tales from India: Ten Stories from the Panchatantra ❖ One Day on Our Blue Planet ...In the Antarctic ❖ My Encyclopaedia of Very Important Animals 	<ul style="list-style-type: none"> ❖ Hot and Cold Places (2), Growing Plants (2) and Safari (2) non-fiction from Literacy Shed Plus ❖ David Attenborough video clips – habitats ❖ Time-lapse video of a plant growing ❖ Time-lapse video of climate change ❖ One Day on our Blue Planet: In the Rainforest 	<p>fiction from Literacy Shed Plus</p> <ul style="list-style-type: none"> ❖ A Planet full of Plastic ❖ Poetry on animal captivity ❖ Greta and the Giants ❖ Rang-Tan Advert ❖ Classic Poetry – Edward Lear – The Jumblies 	<p>Fossils (2) non-fiction from Literacy Shed Plus</p> <ul style="list-style-type: none"> ❖ Extract from Colchester Zoo's Endangered Animal's pack for schools ❖ One Day on Our Blue Planet... In the Outback
English: Writing	<ul style="list-style-type: none"> ❖ To entertain – recount about Black History Month figure so that the reader feels in awe ❖ Writing to inform – instructions/recipe on how to be extraordinary so that the reader feels inspired <p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> ❖ Types of sentences – commands ❖ Vary openers to sentences ❖ Adverbs for information ❖ Commas in lists ❖ Plan opening around character ❖ 'ly' starters ❖ Commas after ly ❖ Adjectives to describe the noun ❖ 'All the Ws' Exciting Sentences 	<ul style="list-style-type: none"> ❖ Writing to inform – a recount – a diary entry from the Tooth Fairy about her Royal Visit ❖ Writing to entertain – a narrative adventure story about a believed creature who encounters problems (tooth fairy, Easter bunny, Father Christmas, etc.) ❖ Poetry – Haikus 	<ul style="list-style-type: none"> ❖ Writing to persuade – letter to the teacher in the class text to persuade them which is the most important animal of all ❖ Writing to inform – a non-chronological report on habitats around the world 	<ul style="list-style-type: none"> ❖ Writing to persuade – a letter to persuade children to take action against climate change ❖ Writing to inform – an explanation text on the life cycle of plants 	<ul style="list-style-type: none"> ❖ Writing to entertain – a narrative, own version of a fable/story with a moral based on The Story Thief ❖ Writing to entertain – a narrative, journey tale through Australia/the Great Barrier Reef 	<ul style="list-style-type: none"> ❖ Writing to persuade – leaflet on why people should visit Australia ❖ Poetry – free verse animal/Australia poetry
Cross-Curricular Writing	<p>Science: Partial write-up from the investigation</p> <p>History/Geography: Recount the lives and actions of one of the activists studied</p>	<p>Science: Partial write-up from the investigation</p> <p>History/Geography: Queen Victoria visit recount</p>	<p>Science: Partial write-up from the investigation</p> <p>History/Geography: A diary entry about life in Antarctica</p> <p>Art/DT: Artist study</p>	<p>Science: Explanation on the life cycle of plants</p> <p>History/Geography: Explanation on the effects of climate change</p>	<p>Science: Partial write-up from the investigation</p> <p>History/Geography: Description about visiting the Great Barrier Reef</p>	<p>Science: Partial write-up from the investigation</p> <p>History/Geography: Recount of Australian history</p>

	Art/DT: Artist study RE: Respond to key question	Art/DT: Instructions on how to make a moving vehicle RE: Respond to key question	RE: Respond to key question	Art/DT: Evaluation of structure RE: Respond to key question	Art/DT: Artist study RE: Respond to key question	Art/DT: Instructions on how to make a healthy wrap RE: Respond to key question
Maths	<ul style="list-style-type: none"> ❖ Number: Place value NCETM Spine: 1.1, 1.3, 1.4, 1.8, 1.9, 1.10, 2.1 ❖ Number: Addition and subtraction NCETM Spine: 1.2, 1.8, 1.9, 1.7 1.11, 1.12 1.13, 1.14, 1.15, 1.16, 2.1 ❖ Geometry: Shape ❖ Consolidation and assessment 		<ul style="list-style-type: none"> ❖ Measurement: Money NCETM Spine: 2.1 ❖ Number: Multiplication and division NCETM Spine: 2.2, 2.3, 2.4, 2.5, 2.6 ❖ Measurement: Length and height ❖ Measurement: Mass, capacity and temperature 		<ul style="list-style-type: none"> ❖ Number: Fractions NCETM Spine: 3.0 ❖ Measurement: Time ❖ Statistics ❖ Geometry: Position and direction ❖ Consolidation and assessment 	
History	<p>Significant Individuals: Activists</p> <ul style="list-style-type: none"> ❖ Know about the lives of significant individuals in the past who have contributed to national and international achievements, including: <ul style="list-style-type: none"> - Rosa Parks - Malala Yousafzai - Greta Thurnberg - Mary Seacole <p>Be Safe – Making Choices Healthy Lifestyles – Emotions BV – RoL, TC, MR, IL</p>	<p>Significant Individuals: Monarchs</p> <ul style="list-style-type: none"> ❖ Know the order of British monarchs on a timeline ❖ Know the role of a monarch and how this has changed over time ❖ Know how the lives of these individuals contributed to national and international life ❖ Know the values of Queen Elizabeth I and Queen Victoria from portraits and compare these to school and personal values. <p>BV – changes over time</p>	N/A	N/A	N/A	<p>Australian History – Events Beyond Living Memory</p> <ul style="list-style-type: none"> ❖ Know about Mary Anning’s life and why her work is important ❖ Know about significant fossils found in Australia and what they tell us about life then ❖ Know about Australia prior to British settlement ❖ Know the events surrounding Australia being colonised ❖ Know that Australia left the British Empire in 1901 but remains part of the Commonwealth <p>BV – TC, MR, IL</p>

Geography	<p>N/A</p> <p><i>Apart from observing seasonal changes and reference to typical/atypical weather patterns</i></p>	<p>N/A</p> <p><i>Apart from observing seasonal changes and reference to typical/atypical weather patterns</i></p>	<p>Climates</p> <ul style="list-style-type: none"> ❖ Use atlases to find information about the four countries of the UK ❖ Know how a capital city is shown on a map ❖ Know the names and locations of most continents and oceans ❖ Locate the 5 climate zones, equator and Poles ❖ Fieldwork – observations of local habitats 	<p>Climates</p> <p><i>Observing seasonal changes and reference to typical/atypical weather patterns</i></p> <ul style="list-style-type: none"> ❖ Know the names and locations of all continents and oceans ❖ Describe the features of the 5 main climate zones ❖ Explain how proximity to the equator affects climate ❖ Know the features of global habitats ❖ Know how climate change is affecting some of these climates and the impact it's having on animals 	<p>Geographical similarities and differences</p> <ul style="list-style-type: none"> ❖ Recap the locations and characteristics of the four countries of the UK and the capital cities ❖ Recap the surrounding seas ❖ Know that Australia is diverse in geography ❖ Know the human and physical features of Australia ❖ Know significant landmarks in Australia ❖ Know the climate and daily/seasonal weather patterns of Australia ❖ Compare the UK and Australia ❖ Know how climate change is impacting the Great Barrier Reef and what plastic pollution is 	<p>N/A</p>
Science	<p>Uses of everyday materials</p> <p>Working scientifically</p> <ul style="list-style-type: none"> ❖ Know and compare the uses of everyday materials ❖ Know materials can have more than one use ❖ Know materials can be changed by squashing, bending, twisting and stretching 	<p>Uses of everyday materials</p> <p>Working scientifically</p> <ul style="list-style-type: none"> ❖ Know the suitability of everyday materials for particular uses ❖ Know how the shapes of solid objects can be changed in the context of recycling 	<p>Living things and their habitats</p> <p>Working scientifically</p> <ul style="list-style-type: none"> ❖ Know how to create a simple food chain ❖ Know how to describe habitats and micro-habitats ❖ Know how plants and animals depend on each other ❖ Know how animals are suited to their habitats ❖ Know the difference between things that are living, dead and have never been alive 	<p>Plants</p> <p>Working scientifically</p> <ul style="list-style-type: none"> ❖ Observe how plants grow under different conditions ❖ Know what plants need to stay healthy ❖ Know what seeds need to germinate ❖ Know what plants need to grow ❖ Know how seeds and bulbs grow into plants 	<p>Animals, including humans</p> <p>Working scientifically</p> <ul style="list-style-type: none"> ❖ Identify and name fish, amphibians, reptiles, birds and mammals ❖ Identify and name carnivores, herbivores and omnivores ❖ Know the basic needs of animals, including human, for survival ❖ Know which offspring match which adults ❖ Know the pros and cons of keeping animals in captivity 	<p>Animals, including humans</p> <p>Working scientifically</p> <ul style="list-style-type: none"> ❖ Know how to look after our teeth ❖ Know why oral health is so important ❖ Know why hygiene is important ❖ Know what to do to be hygienic ❖ Know what a balanced diet includes ❖ Know why exercise is important

<p>Scientific Enquiry</p>	<p>What would be an alternative material for a super hero's water bottle other than plastic?</p> 	<p>Identify and classify everyday materials according to their properties.</p> 	<p>Do all mini-beasts like to live in the same microhabitat? Why/why not?</p> 	<p>What are the best conditions to grow a sunflower? WS Focus: Predicting</p> 	<p>Choose 3 animals and find out where they are in their food chain.</p> 	<p>How do different types of exercise affect our breathing rate? How does my body change over time?</p> 
<p>Art</p>	<p>Superheroes Computer Art</p> <p>D: Computer Art Individual– Small Scale</p> <ol style="list-style-type: none"> 1. Observational drawings of superhero figurines A1, A2, A3, A4, A5, A6 2. Comic strips and Roy Lichtenstein E1, E2, E3, E4 3. Biro's A3, A4, F1, F2 4. Colour work – limited palette of Pop Art colours A8, F1, F2 5. Silhouette superhero computer art A8, D1 <p>➤ X. Computer paint program and silhouettes A3, A8, D1</p>	<p>N/A</p>	<p>Creepy Crawlies</p> <p>B: 2D Art – Printing Group – Large Scale</p> <ol style="list-style-type: none"> 1. Observational drawings of creepy crawlies A1, A2, A3, A4, A5 2. Andy Warhol, Takashi Murakami, Lucy Arnold E1, E2, E3, E4 3. Felt tips A3, A4, F1, F2 4. Colour work – full palette A8, F1, F2 5. Bug prints A8 <p>➤ X. Printing techniques</p> <p>Block printing equipment</p>	<p>N/A</p>	<p>All Creatures Great and Small</p> <p>C: 3D Art Individual/Group – Large/Small Scale</p> <ol style="list-style-type: none"> 1. Observational drawings of Aboriginal art A1, A2, A3, A4, A5 2. Various artists and styles E1, E2, E3, E4 3. Charcoal A8, F1, F2 4. Colour work – one colour and black and white A6, A7, F1, F2 5. Aboriginal inspired art with a 3D effect C1 <p>➤ X. Sculpting with Modroc techniques C1</p> <p>Modroc and equipment</p>	<p>N/A</p>
<p>DT</p>	<p>Mechanisms: Moving Toy on Wheels</p> <p>Be Safe – Using Tools and Equipment Safely</p>	<p>N/A</p>	<p>Structures: A Bug Hotel/Bird Box</p> <p>Be Safe – Using Tools and Equipment Safely</p>	<p>N/A</p>	<p>Cooking and Nutrition: A Balanced Wrap</p> <p>Be Safe – Using Tools and Equipment Safely</p>	<p>N/A</p>

RE	<p>Christianity: What did Jesus teach? Key Question: Is it possible to be kind to everyone all the time?</p> <p>BV – TC, MR, IL</p>	<p>Christianity: Christmas - Jesus as gift from God Key Question: Why do Christians believe God gave Jesus to the world?</p> <p>BV – TC, MR, IL</p>	<p>Islam: Prayer at home Key Question: Does praying at regular intervals help a Muslim in his/her everyday life?</p> <p>BV – TC, MR, IL</p>	<p>Christianity: Easter – Resurrection Key Question: How important is it to Christians that Jesus came back to life after His crucifixion?</p> <p>BV – TC, MR, IL</p>	<p>Islam: Community and Belonging Key Question: Does going to a Mosque give Muslims a sense of belonging?</p> <p>BV – TC, MR, IL</p>	<p>Islam: Hajj Key Question: Does completing Hajj make a person a better Muslim?</p> <p>BV – TC, MR, IL</p>
Computing	<p>C: Digital Literacy Online Safety</p> <p>C: Digital Literacy Effective Searching</p> <p>Be Safe – Online Safety</p>	<p>B: Information Technology Questioning</p> <p>Be Safe – Online Safety</p>	<p>B: Information Technology Spreadsheets</p> <p>Be Safe – Online Safety</p>	<p>A: Computer Science Coding</p> <p>Be Safe – Online Safety</p>	<p>B: Information Technology Creating Pictures</p> <p>Be Safe – Online Safety</p>	<p>B: Information Technology Making Music</p> <p>B: Information Technology Presenting Ideas</p> <p>Be Safe – Online Safety</p>
Across-Curriculum Application and Enrichment	<p>Effective and safe searching at all times</p>	<p>Link to grouping and sorting materials</p>	<p>Link to money in maths</p>	<p>Algorithms in everyday life</p>	<p>Link to artwork and art lessons</p>	<p>Link to music lessons</p> <p>Links to story books</p>
PE	<p>Gymnastics</p>	<p>Invasion games</p>	<p>Dance</p>	<p>Healthy and Active lifestyles Athletics</p>	<p>Striking and Fielding</p>	<p>Net and Wall games</p>
Discrete PSHE	<ul style="list-style-type: none"> ❖ Our ideal classroom (1) ❖ How are you feeling today? ❖ Let's all be happy! ❖ Being a good friend ❖ Types of bullying ❖ Don't do that! ❖ Emotions Work Lesson 1 (see separate plan) 	<ul style="list-style-type: none"> ❖ What make us who we are? ❖ My special people ❖ How do we make others feel? ❖ When someone is feeling left out ❖ An act of kindness ❖ Solve the problem ❖ Emotions Work Lesson 2 (see separate plan) <p>Anti-bullying week (Monday 13th- Friday 17th November)</p>	<ul style="list-style-type: none"> ❖ Harold's picnic ❖ How safe would you feel? ❖ What should Harold say? ❖ I don't like that! ❖ Fun or not? ❖ Should I tell? ❖ Emotions Work Lesson 3 (see separate plan) <p>Children's Mental Health week (3rd – 9th February)</p>	<ul style="list-style-type: none"> ❖ Getting on with others ❖ When I feel like erupting ❖ Feeling safe ❖ Playing games ❖ Harold saves for something special ❖ How can we look after our environment? ❖ Emotions Work Lesson 4 (see separate plan) 	<ul style="list-style-type: none"> ❖ You can do it! ❖ My day ❖ Harold's postcard- helping us to keep clean and healthy ❖ Harold's bathroom ❖ What does my body do? ❖ Basic first aid 	<ul style="list-style-type: none"> ❖ A helping hand ❖ Sam moves away ❖ Haven't you grown? ❖ Respecting privacy ❖ Some secrets should never be kept

Music	Hands, Feet, Heart <i>Style: South African styles</i>	Ho Ho Ho <i>Style: Christmas, Big Band, Motown, Elvis, Freedom Songs</i>	I Wanna Play In A Band <i>Style: Rock</i>	Zootime <i>Style: Reggae</i>	Friendship Song <i>Instrument: Recorder</i>	Reflect, Rewind and Replay <i>Style: Classical</i> <i>Instrument: Recorder</i>
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