

Year 1/2 Year B Term 1&2

Theme

Science

T1 & 2 - Animals Including Humans

Geography

**Geographical Skills and
Fieldwork:** Our Local Area.

What surrounds Our School?

History

**The lives of significant individuals
in the past who have contributed
to national and international
achievements**

Why are Florence Nightingale,
Mary Seacole and Edith Cavell
remembered?

PE

Multi-skills
Dance

RE

Christianity- What did Jesus Teach?
What is the good news Jesus brings?

Computing

T1 – Computer Science:
Information Technology Around
Us

T2 – Information Technology:
Data and Information – Grouping
Data

PSHE

T1 – Being in my World
T2 – Celebrating Difference

DT

Food – Making a Fruit Skewer

Art

Printing

Music

Charanga: Hey You!

Science

Animals including humans		Term: 1&2	Year: 1&2 Year B
Foundations of previous learning: In EYFS as part of Understanding of the World, children will learn about themselves as humans. They will know about similarities and differences in relation to living things. They make observations of animals and plants and explain why some things occur, and talk about changes. As part of Health and Self-care children will know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Y1 Pupils should be taught to: - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Y2 Pupils should be taught to: - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions.	To know the basic parts of the human body and say which part of the body is associated with each sense. To know the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	body, head, hands, eyes, nose, ears mouth, arm, foot, leg, chest, neck face, shoulders, waist, elbow, knee predict, feet, hands, measure, compare, record, centimetre, measurements, results, table, conclusion, exercise, heart, heartbeat warm up, muscles, stretch, run, jump, catch, balance, strong, fast, breath, evaluate, healthy, clean, hygiene, hands, germs, sense, sight, see eye, sound, hear, touch feel, fingers, taste, smell, balanced diet, fruit, vegetables, protein, carbohydrates, bread, rice, potatoes, pasta, milk, fat, sugar, meat, fish, egg
	Assessment of Skills	Assessment of Knowledge	
	Children are able to ask simple questions. Children can make observations when carrying out simple tests. Children can plan and perform simple tests. Children can identify and classify different foods. Children can use their observations to suggest answers to questions. Children can gather and record data.	Can children identify basic parts of the body? Can they say which part of the body is associated with each sense? Can they say why exercise is important for humans? Can they describe how to keep clean? Can they describe the importance for eating different types of food?	

History

The lives of significant individuals in the past who have contributed to national and international achievements Why are Florence Nightingale, Mary Seacole and Edith Cavell remembered?			Term: 1&2	Year: 1&2 Year B
Foundations of previous learning: Year 1 children will have had experience in EYFS of talking about past and present events in their own lives and in the lives of family members. Year 2 children will have learnt about changes in living memory. They would have placed themselves, their parents and their grandparents on a timeline. Year 2 children have also been taught about a significant event in History. They learnt the narrative of The Great Fire, including what happened, where, when and why.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Key Stage 1: The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	<ul style="list-style-type: none"> Explain why a person in history is significant Mark Florence Nightingale, Mary Seacole and Edith Cavell on a timeline Describe the changes Florence made and understand the difference they made Describe what Mary Seacole achieved and why it is so important Identify the difference Edith Cavell made in World War 1 Identify similarities and differences between Florence Nightingale, Mary Seacole and Edith Cavell Compare nurses in the past and nurses today 	<ul style="list-style-type: none"> Know significant people in history Know which wars Florence Nightingale, Mary Seacole and Edith Cavell served in Know the problems Florence faced during The Crimean War Know what Mary Seacole achieved Know the events of Edith Cavell's life 	chronology, chronological, year, decade, century, order, sequence, past/present, then/now, compare, contrast, similarity, difference, problem solution, change, impact, equality, source, evidence, nurse, nursing, significant, important, Crimean War, World War 1, Scutari, hospital, battlefield, supplies, soldiers, injured, wounded, racial, prejudice, hero, brave, traitor	
	Assessment of Skills	Assessment of Knowledge		
	Children can: <ul style="list-style-type: none"> Give reasons why a person in history is significant Accurately label Florence Nightingale, Mary Seacole and Edith Cavell on a timeline List the changes that Florence made showing an understanding of the difference they made Provide reasons for why Mary Seacole did the things she did Explain the difference Edith Cavell made in World War 1 Compare Florence Nightingale, Mary Seacole and Edith Cavell Make links between nurses in the past and nurses today 	Children can: <ul style="list-style-type: none"> Name significant people in history Name the wars Florence Nightingale, Mary Seacole and Edith Cavell served in List the problems Florence faced during The Crimean War List the achievements of Mary Seacole Name the key events of Edith Cavell's life 		

Geography

Geographical Skills and Fieldwork: Our Local Area. - What surrounds Our School?		Term: 1	Year: 1&2 Year B
Foundations of previous learning: In EYFS Year one children will have explored the natural world around them in their immediate surroundings, making observations, drawing pictures and making comparisons throughout the seasons. In year A, Year two children (as year ones) will have used maps, atlases and globes, when learning to name and locate the countries of the UK and the names and locations of the surrounding seas/oceans (Term 3) and when learning to name and locate the country of Australia and the town of Port Douglas as well as the states of Australia and its capital city. (Term 6) In year A - Term 2, year two children (as year ones) will have identified seasonal and daily weather patterns in the UK.			
Unit Learning			
NC Objective	Skills	Knowledge	Vocabulary
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.	- To use fieldwork and observational skills when exploring the school, its grounds and surrounding environment. - To use aerial photographs in order to recognise landmarks and basic human and physical features of our local area. -To devise a simple map, using and constructing basic symbols in a key.	- To know what human features mean and be able to give some examples. - To know what physical features mean and be able to give some examples. - To know the key human and physical features of their school, its grounds and its surrounding environment. - To know and recognise, in pictures and on a map, the key landmarks of their surrounding areas. E.g. school, church, camp. - To know how to devise a simple map. - To know and recognise basic map symbols in a key.	fieldwork observation human physical features maps symbols keys environment aerial landmarks
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.	Assessment of Skills -Explain their observations from walks/time spent in the school grounds and its surrounding areas. - Look at and discuss aerial photographs, explaining what landmarks they can see and what basic human and physical features they can identify. -Children can devise their own simple maps of an imaginary place. -Use and construct basic symbols in a key.	Assessment of Knowledge What does human features mean? Can you give me an example of a human feature? What does physical feature mean? Can you give me an example of a physical feature? Would ___ be a human or physical feature? Why? What human and physical features can you see on our school grounds? On our walk of its surrounding areas? What is a key? What does this symbol mean? What landmark is this? Where is the ___ on this map?	

Art

		Term: 1&2	Year: 1&2 Year B
Foundations of previous learning: In Foundation Stage the children will have had opportunities to make simple prints with everyday objects.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Pupils should be taught: To use a range of materials creatively to design and make products To develop a wide range of art and design techniques in using colour, pattern, shape, About the work of a range of artists, craft makers and designers and making links to their own work.	<ul style="list-style-type: none"> To experiment with shape and pattern, looking at repeated patterns To use different materials to make texture e.g. sponges, fruit, blocks. To demonstrate a range of techniques, e.g. rolling, pressing, stamping. To design and make a relief print using a polystyrene tile. To express an opinion on the work of famous, notable artists To use inspiration from famous, notable artists to create their own work and compare; 	<ul style="list-style-type: none"> To begin to understand what makes a successful print (right amount of ink, even coverage on the printing plate, adequate pressure to obtain a good print) To learn from the works of famous artists, studying their techniques and processes. To describe the work of notable artists and designers. 	Materials-corks, sponge, fruit, found materials. Rubbings Pattern, repeat Shape, line, texture Rolling, pressing, stamping Relief print Rollers, inks, printing pallets. Pressure
	Assessment of Skills	Assessment of Knowledge	
	Children to be able: <ul style="list-style-type: none"> To make own prints based on their exploration of different objects and methods of printing. To create patterns and repeated patterns To design and make their own Christmas print block. 	. Children to be able: <ul style="list-style-type: none"> To be able to talk about the work of printmakers and the processes and techniques they have used in pieces studied. To describe what they can see and express an opinion when looking at the work of different printmakers To compare prints they have created with those of other artists and their peers. To print their Christmas design using the right amount of ink, even coverage and adequate pressure. 	

DT

Food - Making a Fruit Skewer		Term: 2	Year: 1&2 Year B 2020-2021
Foundations of previous learning: Expressive arts and design - safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Being imaginative - use media and materials in original ways, thinking about uses and purposes; represent own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Design - design purposeful, functional, appealing products for themselves and other users based on design criteria; generate, develop, model and communicate ideas through talking, drawing and templates. Make - select from and use a range of tools and equipment to perform practical tasks; select from and use a wide range of materials and components, including construction materials, textiles and ingredients. Evaluate - explore and evaluate a range of existing products; evaluate their ideas and products against design criteria	Evaluate a selection of fruit skewers. Design own fruit skewer. Use a peeler safely. Use knives safely to cut a selection of fruit. Make a fruit skewer. Evaluate own product.	Know the importance of eating a healthy diet. Know a variety of fruit, and have the vocabulary to describe them. Understand how fruit skewers are made. Understand how to use a peeler and knife safely. Know how to assemble fruit on to a skewer safely.	healthy diet names of fruits design make assemble evaluate
	Assessment of Skills	Assessment of Knowledge	
	Children can: <ul style="list-style-type: none"> Evaluate existing designs. Plan and design own fruit skewer. Peel fruit (with support - if needed - from an adult). Cut fruit safely with a knife. Assemble a fruit skewer (with support - if needed - from an adult). Evaluate own design against design criteria. Identify successes and suggest areas for improvement. 	Can you create a healthy picnic, which includes foods from all food groups? Can you describe the tastes of different fruits? What makes these fruit skewers successful? What do you like/dislike? What would you change? Can you explain how to use a peeler and knife safely? What tips do you have? How do you plan to assemble your fruit?	

Music

Charanga: Hey You! Year 1		Term: 1	Year: 1&2 Year B 2020-2021
Foundations of previous learning: in FS children will have experienced: Listening and responding to different styles of music, Learning to sing or sing along with nursery rhymes and action songs. In y1 children will have experienced: How pulse, rhythm and pitch work together.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Pupils will be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and 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.	Listen and Appraise: To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. Composition: Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary. Performance: Choose a song they have learnt and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it	To confidently sing or rap songs from memory and sing them in unison. Learn the names of the instruments they are playing. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. A performance is sharing music with other people, called an audience.	Listen Rhythm, pulse Instruments (and their names) Compose Notes Performance Audience
	Assessment of Skills	Assessment of Knowledge	
	Can they enjoy moving to music by dancing, marching, being animals or pop stars? Can they listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat? Can they help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary? Can they choose a song they have learnt and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it?	Can they sing or rap songs from memory and sing them in unison? Can they say the names of the instruments they are playing? Can they make up their own tune that has never been heard before? Can they explain the words performance and audience?	

Computing

Year 2 – Information Technology Around Us		Term: 1	Year: 1&2 Year B
Foundations of previous learning: Children will have varied personal experience and exposure to IT/technological devices at home. Chn in year 1 will have had opportunities to play games on the school iPads as FS2 chn in Year A. Year 2 children will had the opportunity to use the chromebooks, iPads and floor robots (beebots) in Year A.			
Unit Learning			
NC Objectives	Knowledge & Skills		Vocabulary
Key Stage One: Recognise common uses of information technology beyond school.	To know some different <i>examples</i> of computers. To know some of the different <i>uses</i> of computers. To know what makes an object IT. To know the different places and jobs where IT can be found. To recognise common types of technology. To know that some IT can be used in more than one way. To know and understand the use of barcodes on products. To know the some of the benefits of IT. To know that choices are made when using information technology. To know the rules that can keep us safe while using IT.		Information Technology (IT) Computer Barcode Scanner/scan
	Assessment of Knowledge & Skills Children are able to: Identify some examples of IT/computers in their home, school and the world around them. E.g. PCs, laptops, tablets and things made to work with computers e.g. scanners, barcode scanners, printers, smart speakers. Identify some of the uses of computers. Recognise that computers are part of IT. Identify whether an object is IT or not. Identity and sort types of IT by where it can be found. Demonstrate how IT devices can work together. Explain why we use IT. Explain how to use information technology safely. List different uses of information technology. Talk about different rules for using IT. Say how rules can help keep us safe. Identify the choices that I make when using IT Use IT for different types of activities Explain the need to use IT in different ways		

Computing

Year 2 - Data and Information – Grouping Data		Term: 2	Year: 1&2 Year B
Foundations of previous learning: Children will have taken part in un-plugged grouping and sorting activities such as sorting shapes in maths learning sessions in Year A as FS2 and year 1 children.			
Unit Learning			
NC Objectives	Knowledge & Skills		Vocabulary
Key Stage One: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	To know and understand that objects are labelled using the objects' name. To know and understand that a group of objects is labelled with a group name. To know and understand that an object can belong to more than one group. To know and understand that objects that are the same but look different can still be grouped together. To know and understand that computers are not intelligent and require human input to perform tasks. To know and understand that descriptive words relate to the properties of an object. To know and understand that labels are given to images of objects so that computers are able to find what humans are looking for. To know what comparative language might be used to compare groups of objects. To know that you can answer questions by sorting objects into groups.		Object Label Group Search Image Property Colour Size Shape Value
	Assessment of Knowledge & Skills		Data set More Less Most Fewest Least The same
	<i>Children are able to:</i> Label objects. Describe objects using labels. Match objects to groups. Identify the label for a group of objects. Identify that objects can be counted. Count and group objects and count a group of objects. Describe objects in different ways. Describe a property of an object. Find objects with similar properties. Count objects with the same properties.	Group similar objects. Group objects in more than one way. Recognise what property the objects have been grouped by. Count how many objects share a property. Compare groups of objects using comparative language. Choose how to group objects Describe groups of objects Record how many objects are in a group. Answer questions about groups of objects Decide how to group objects to answer a question Record and share what they have found	

RE

What did Jesus Teach?		Term: 1	Year: 1&2 Year B
Foundations of previous learning: Children will have experienced bible stories and stories about Jesus in yR/y1 and through collective worship/church services.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Pupils should be taught to: re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people	To understand what it means to be kind. to understand that there are times when it may be difficult to be kind. To consider how to be kind and how to be a better friend.	I can explain how the story of The Good Samaritan shows how someone was kind even though it might have been difficult for them. I can recount the story of Jesus Healing the Paralysed Man and say who was being kind in the story.	kind friend unkind choice forgiveness apologise Bible Samaritan Parable Paralysed
	Assessment of Skills	Assessment of Knowledge	
	Children can explain and demonstrate kindness towards others. Children understand what it means to be a good friend and develop their own friendship skills	Children can retell the stories of the Good Samaritan and Jesus healing the Paralysed Man and explain their meaning/significance.	

RE

What is the Good News Jesus brings?		Term: 2	Year: 1&2 Year B
Foundations of previous learning: Ideas around Friendship will have been investigated in term 1 in PSHE.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> Christians believe Jesus brings good news for all people. For Christians, this good news includes being loved by God, and being forgiven for bad things. Christians believe Jesus is a friend to the poor and friendless. Christians believe Jesus' teachings make people think hard about how to live and show them the right way. 	<p>To understand what the word Gospel means.</p> <p>To identify qualities that make a good leader.</p> <p>To be able to explain what is meant by forgiveness and think of examples of when people might ask for or be given forgiveness.</p> <p>To be able to retell the nativity story as an example of Good News for Christians</p>	<p>I know that the bible has two testaments, the Old Testament and the New Testament. In the new testament there are books called Gospels which tell the good news of Jesus life and teachings.</p> <p>I know the story of Jesus and the Tax collector Matthew 9:9–13 and how this shows Jesus was a friend to the friendless.</p> <p>I can recount the nativity story.</p>	<p>News</p> <p>Gospel</p> <p>Bible</p> <p>Testament</p> <p>Leader</p> <p>Qualities</p> <p>friendship</p> <p>Forgiveness</p> <p>Apologise</p> <p>Sorry</p> <p>Peace</p> <p>Nativity</p> <p>Christmas</p>
	<p>Assessment of Skills</p> <p>Children can explain what the term Gospel means.</p> <p>Children can suggest people who might make good leaders and say why.</p> <p>Children understand what is meant by forgiveness and peace and can explain why they are important.</p> <p>Children can explain why the Nativity story is an example of Good News.</p>	<p>Assessment of Knowledge</p> <p>Children can describe how the bible is structured and that the stories of Jesus come in the new testament Gospels.</p> <p>Children can retell the nativity story.</p>	

PE

Multi-skills (Year 1 and Year 1/2)	Term: 1+2		Year: 1&2 Year B
Foundations of previous learning: In EYFS children would have explored moving in different ways and demonstrate good control and co-ordination in large and small movements. They learnt how to handle equipment and tools effectively and correctly. They move confidently in a range of ways, safely negotiating space. Children work as part of a group or class, understand and follow rules. They learn to play cooperatively, taking turns with others and take account of one another’s ideas.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Pupils should 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 should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.	Copy and repeat simple skills. Travel in different ways - backwards, sideways etc. Explore small base balancing and use different tactics to balance. Choose and use tactics to suit different situations. Link simple actions and skills. React to situations in a way that helps their partners and makes it difficult for their opponents Work as a team.	Know how to copy and repeat simple skills taught. Know to travel in different ways. Know what tactics to use when balancing. Understand what tactics to use in different situations. Know how to link simple actions. Know how to react to situations to help their partners and make it difficult for their opponents.	Coordination Sidestep Gallop Hop Skip Balance Control Fluent Run
	Assessment of Skills	Assessment of Knowledge	Hopscotch Jog Sidestep Pivot Forwards Backwards Zigzag Balance Win Lose Competition
Pupils should be taught to: - 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.	Y1 - Copy and repeat simple skills Move fluently, changing direction and speed easily and avoiding collisions Pupils link simple actions and skills Describe and comment on their own others actions. Y2 - Copy, remember and repeat simple skills with control and co-ordination Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics. Choose and use tactics to suit different situations react to situations in a way that helps their partners and makes it difficult for their opponents They can talk about differences between their own and others’ performance and suggest improvements.	How can you make sure you are copying and repeating the skill? How can you travel in different ways? What tactics should you use in...? How can you link the actions? How can you help your partner? How can you make it difficult for your opponents?	

PE

Dance		Term: 1	Year: 1&2 Year B
Foundations of previous learning: In EYFS children would have explored moving in different ways and demonstrate good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Pupils should 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 should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to: perform dances using simple movement patterns</p>	<p>Apply and develop a basic range of movement skills.</p> <p>Copy simple short motifs.</p> <p>Perform the basic dance actions.</p> <p>Link two or more actions together</p>	<p>Know a range of simple movement patterns.</p> <p>Know how to use the movement patterns in different ways.</p> <p>Understand how to link two or more actions together.</p>	<p>duet, turn, rotate, level, pathway, curved, level, jump, graceful, skip, gallop, roll, jump, fall, improvisation, canon, rise, unison,</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>Children can copy a simple movement pattern.</p> <p>Children can perform dances using simple movement patterns.</p> <p>Children can link two or more actions together.</p> <p>Children can perform a dance a in a group.</p>	<p>How can you move in different ways?</p> <p>How can you link your movements?</p> <p>How will you jump, turn, roll?</p>	

PSHE

Being Me in My World (Y2 unit)		Term: 1	Year: 1&2 Year B
Foundations of previous learning: Year 2 children as Year one children in Year A will have explored the rights and responsibilities of being a member of their class. They will know what the Learning Charter is and how it helps create a safe place in which to contribute and share their thoughts and opinions.			
Unit Learning			
Themes	Skills & Knowledge Outcomes		Vocabulary
Jigsaw – Year Two: Hopes and Fears for the Year Rights and Responsibilities Rewards and Consequences Our Learning Charter Owning our Learning Charter	I can identify some of my hopes and fears for this year. I understand the rights and responsibilities for being a member of my class and school. I can listen to other people and contribute my own ideas about rewards and consequences. I understand how following the Learning Charter will help me and others learn. I can recognise the choices I make and understand the consequences.		worries hope fears belonging rights responsibilities responsible
	Assessment of Skills & Knowledge		actions praise
	Children can... Identify some of their hopes and fears for the year. Understand the rights and responsibilities they have for being a member of their class and school. Listen to other people and contribute their own ideas about rewards and consequences. Understand how following the Learning Charter will help themselves and others learn. Recognise the choices they make and understand the consequences.		reward consequence positive negative choices co-operate learning charter problem solving

PSHE

Celebrating Difference (Y2 Unit)	Term: 2	Year: 1&2 Year B
Foundations of previous learning: Year 2 Children as Year ones in Year A will have explored similarities and differences between themselves and their friends through the Y1 Celebrating Difference Unit. They will have discussed the similarities and differences between boys and girls during the Y1 unit ‘Changing Me’ in Term 6 of Year A.		
Unit Learning		
Themes	Skills & Knowledge Outcomes	Vocabulary
Jigsaw - Year Two: Boys and Girls Why does Bullying happen? Standing up for myself and others. Gender Diversity Celebrating difference and still being friends.	To understand that sometimes people make assumptions about boys and girls (Stereotypes) To understand that sometimes bullying is about difference. To recognise what is right and wrong and know how to look after myself. To understand that is okay to be different to other people and to be friends with them. To be recognise and be able to say some of the ways I am different to my friends.	Boys Girls Similarities Assumptions Shield Stereotypes Differences Special Bully Purpose/on purpose
	Assessment of Skills & Knowledge	Kind Unkind Feelings Sad Lonely Help Stand up for Male Female Diversity Fairness Kindness Friends Unique value
	Children can... Explain what the word ‘assumptions’ means and give examples of some of the assumptions that are sometimes made about girls and boys. E.g. favourite toys, sports, colours etc. Explain how it feels to have a friend and be a friend to others. Explain why it is okay to be different from their friends. Understand and explain what the term ‘bullying’ means and give some reasons as to why someone might bully others. Give examples of ‘right’ and ‘wrong’. To say how they would look after themselves.	

Colerne Church of England Primary School

