

Year 1/2 Year B Term 3&4

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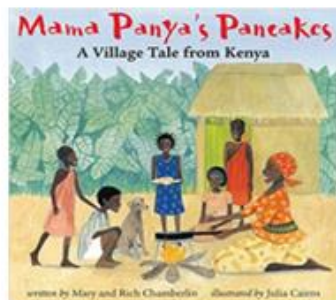
Textiles - Puppets

Art

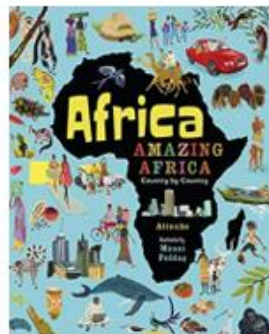
Painting – Colour
Alma Woodsey Thomas

Year 1/2

Geography Link



Sequencing
Diary



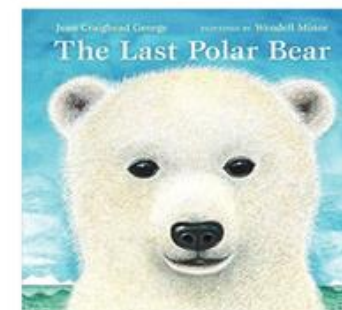
Postcard
Leaflet



Poster
Persuasion



VIPERS



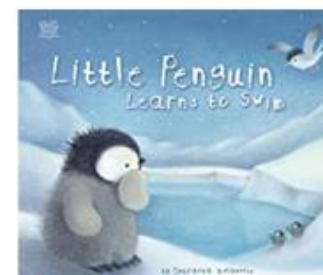
Explanation



VIPERS



Rhymes



Innovated story

Science

Everyday Materials		Term: 3&4	Year: 1&2 Year B 2022-2023			
Foundations of previous learning: In EYFS as part of Understanding the World, children know about similarities and differences in relation to objects and materials. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations and explain why some things occur, and talk about changes. As part of Being Imaginative, children use what they have learnt about media and materials in original ways, thinking about uses and purposes.						
Unit Learning						
NC Objective - Coverage	Skills	Knowledge	Vocabulary			
Y1 Pupils should be taught to: <ul style="list-style-type: none">Observe changes across the four seasonsObserve and describe weather associated with the seasons and how day length varies.Distinguish between an object and the material from which it is made.Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Y2 Pupils should be taught to: <ul style="list-style-type: none">Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	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 what changes happen throughout winter. To be able to describe the weather associated with winter and how day length varies. To be able to distinguish between an object and the material it is made from. To be able to identify and name a variety of everyday materials. To know that shapes of some solid objects can be changed by squashing, bending, twisting and stretching.	Winter Day Length Night Daylight Winter Hours Weather Sun Rain Cloudy Sleet Snow Hail	Materials Wood Plastic Glass Metal Water Rock Prediction Data Record Tally Table Conclusion Change Squashing Bending Twisting Stretching Squash Bend Twist Stretch Plastic Metal Cardboard Paper	Investigate Compare Order	
	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 materials. Children can use their observations to suggest answers to questions. Children can gather and record data.	What changes happen in winter? What is the weather like in winter? How does the length of a day vary in winter? What material is a given object made from? Can children identify and name different everyday materials? What happens to some solid objects when they are squashed, bent, twisted and stretched?				

Art

Painting - Alma Woodsey Thomas		Term: 3&4	Year: 1&2 Year B 2022-2023
Foundations of previous learning: In FS the children will have had the opportunity to learn the names of the primary colours and to use paint to create marks and lines.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Painting National Curriculum: To become proficient in painting techniques; To use painting to develop and share their ideas, experiences and imagination. Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.	Mix primary colours to make secondary colours. Experiment with different brushes (including brushstrokes) and other painting tools. Alter shades and tints by adding white and black. Describe the work of famous, notable artists. Express an opinion on the work of famous, notable artists. Use inspiration from famous, notable artists to create their own work and compare.	To name the primary and secondary colours. To know that adding white makes a colour lighter and by adding black a colour is made darker. To learn from the works of other artists, studying their techniques and processes.	Brush, size, brushstrokes- lines, blobs, dots, dashes, dab, smooth, stipple, stroke, scale colour, mixing, primary colours, primary shades, tones, secondary colours, ready mixed paints, watercolours, powder paints paint station, techniques, layering
	Assessment of Skills Can mix purple, orange and green using the primary colours. Can use different brushes and painting tools to make different types of mark. Can change tints and shades by adding white and black to a colour. Can describe what they can see and how they feel about paintings by other artists. Can create own artworks using what they have learnt about colour mixing and the work of other artists.	Assessment of Knowledge Can name the colours- red, blue and yellow- identifying them as primary colours. Can name the colours purple, orange and green - identifying them as secondary colours. Can talk about how to make tints and shades by adding white and black. Can talk about the colours, techniques and processes used by the artists' studied.	

DT

Puppets - Textiles		Term: 1&2	Year: 1&2 Year B
Foundations of previous learning: All children will have had experience of playing with puppets whilst in pre-school settings, Foundation Stage and year one. In school, FS2 and Year One children will have had experience of making and using stick puppets to retell familiar stories.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Key Stage One: Design: -Design purposeful, functional, appealing products for themselves and other users based on design criteria. - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Make: -Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. -Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate: -Explore and evaluate a range of existing products. -Evaluate their ideas and products against design criteria.	-To make use of a template to produce a shape. -To use a running stitch to join fabric.	-To know the different types of puppets. -To know what puppets are used for. -To know some of the ways different puppets are made and how they work. -To know the different ways of joining fabrics and materials and comment on which is most effective and why. -To know the different ways their product (puppet) could be improved.	puppets design design criteria template sewing running stitch needle/thread joining techniques/ methods attaching materials tools securely health and safety evaluation feedback improvements
	Assessment of Skills Children can: -Use a template to produce two hand-shape pieces of material which they will join together to create their puppet. -Demonstrate how to use a running stitch to join to pieces of material (felt).	Assessment of Knowledge -What type of puppet is this? -What is the purpose of a puppet? Why do we have/use puppets? -What materials have been used to make these different puppets? Why have these different materials been chosen for this type of puppet? -How does this puppet work/move? How is it different from another puppet? -How can we join the materials we are going to use to make our puppets? Which is the most effective method of joining fabric (felt) and our decorations? -How can your product (puppet) be improved?	

Music

Charanga "In the Groove"		Term: 3	Year: 1&2 Year B 2022-2023
Foundations of previous learning: Skills learned during "Hey You!" unit of Charanga.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> 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. 	<p>Listen and Appraise:</p> <p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>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.</p> <p>To listen to a range of high quality music linked to our topic and answer questions/express opinions.</p> <p>Composition:</p> <p>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.</p> <p>Performance:</p> <p>Learn and perform the song 'In the Groove'. They can add their ideas to the performance. Record the performance and say how they were feeling about it</p>	<p>Know that different styles of music have different features: Blues, Baroque, Latin, Bhangra, Folk and Funk.</p> <p>Know the names of the instruments they are playing.</p> <p>Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Know that a performance is sharing music with other people, called an audience.</p>	<p>Musical styles: Blues, Baroque, latin, Bangra, Folk, Funk</p> <p>Instrument names</p> <p>Percussion</p> <p>Improvise</p> <p>Perform</p> <p>Audience</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>Can Children:</p> <ul style="list-style-type: none"> 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? answer questions and express opinions about the music they listen to? 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? perform the song they have learned, adding their ideas to the performance. Record the performance and say how they were. 	<p>Can they perform the song 'In the Groove' and explain how the different verses show different styles of music?</p> <p>Can they say the names of the instruments they are playing?</p> <p>Can they make up their own tune that has never been heard before?</p> <p>Can they explain the words performance and audience?</p>	

Computing

Computer Science: Programming B - Programming animations		Term: 4	Year: 1&2 year B 2022-2023
Foundations of previous learning: Year 2 children (as year ones in Year A 2021-22) will have completed the Programming A Units for both years 1 and 2 – Moving a Robot – Beebots (Y1) and Robot Algorithms (Y2). Year one children will have played experimentally with beebots in EYFS and will have used positional and directional language during unplugged sessions, for example linked to their mathematical learning.			
Unit Learning			
NC Objective - Coverage	Skills & Knowledge		Vocabulary
To understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. To create and debug simple programs. To use logical reasoning to predict the behaviour of simple programs.	To choose a command for a given purpose To know how to find the commands to move a sprite To use commands to move a sprite To compare different programming tools To show that a series of commands can be joined together To use more than one block by joining them together To use a Start block in a program To run my program To identify the effect of changing a value To find blocks that have numbers To change the value To say what happens when I change a value	To explain that each sprite has its own instructions To show that a project can include more than one sprite To I can delete a sprite To add blocks to each of my sprites To design the parts of a project To choose appropriate artwork for my project To decide how each sprite will move To create an algorithm for each sprite To use my algorithm to create a program To use sprites that match my design To add programming blocks based on my algorithm To test the programs I have created	ScratchJr, Bee-Bot, command, sprite, compare, programming, programming area, Block, joining, command, Start block, run, program, background, delete, reset, algorithm, predict, Effect, change, value, Instructions, Appropriate,
	Assessment of Skills & Knowledge		
	Children (Yr 2) demonstrate that they can draw comparisons between ScratchJr programming environment and the beebots used last year. Children can join ‘blocks’ together in ScratchJr and demonstrate that they can use a Start block to run their programs. Children demonstrate how to choose and adapt backgrounds and how to select and delete sprites. Children will demonstrate their ability to create and follow given algorithms to create simple programs. Children can change the given values of blocks and can identify the effect on a block of changing a value. Children can demonstrate how to add programming blocks to give instructions to each of the sprites. Children can make independent choices as to how each sprite will move, and create an algorithm based on the blocks available in ScratchJr that reflects this. Children can use their project designs to create their projects on-screen in ScratchJr. They will use their project design, including algorithms to make programs for each of their rocket sprites. They will test whether their algorithms are effective when their programs are run.		

RE

Prayer at Home- Islam		Term: 3	Year: 1&2 Year B 2022-2023
Foundations of previous learning: experience of prayer in school- collective worship, grace...			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
We are learning to explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day.	To explore how prayer is part of the Muslim faith.	To know that Muslims pray 5 times a day.	Islam Muslim Prayer Ritual Wudu Salat Commitment Mindfulness Faith God
	To think about what is meant by commitment and to set our own goals.	To know about the special washing ritual- Wudu.	
	To build our own skills of mindfulness and concentration.	To know about the prayer rituals- Salat.	
	Assessment of Skills	Assessment of Knowledge	
	Children can: <ul style="list-style-type: none"> Explore how the Muslim faith uses rituals to help people pray. Show commitment to a challenge and set goals of their own. Use mindfulness techniques to aid concentration on a task. 	<ul style="list-style-type: none"> How often Muslim's Pray each day? How do they prepare for prayer? How do Muslims say their prayers? Why do Muslims follow a particular ritual when they pray? Does praying at regular intervals everyday help a Muslim in his/her everyday life? 	

RE

What is God Like? - Christianity		Term: 4	Year: 1&2 Year B 2022-2023
Foundations of previous learning: experience of prayer in school- collective worship, grace... Children have spoken about forgiveness in the Autumn Term.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Pupils will know that:</p> <ul style="list-style-type: none"> Christians believe in God, and that they find out about God in the Bible. Christians believe God is loving, kind, fair and forgiving, and also Lord and King. Some stories show these Christian beliefs. Christians worship God and try to live in ways that please him 	<p>To explore what Christians believe God is like.</p> <p>To think about what is meant by forgiveness and to apply this to our own lives.</p> <p>To retell stories from the bible in our own words.</p> <p>To build our own skills for forgiveness, mutual respect and tolerance.</p>	<p>To know that Christians believe in God.</p> <p>To know that the Christian holy book is the bible and that it tells stories which teach Christians about God.</p> <p>To know the Parable of the Lost Son.</p>	<p>Christian Christianity Bible God Forgive Forgiveness Parable</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>Children can:</p> <ul style="list-style-type: none"> Explain what forgiveness means and give an example of when someone has shown it. Retell stories from the bible in their own words. Express that Christians believe god is kind, fair and forgiving. 	<ul style="list-style-type: none"> What do we call people who follow the religion Christianity? What is the name of the Christian Holy book? What does forgiveness mean? What is a parable? What happened in the Parable of the Lost Son? What does the story teach us? 	

Geography

Continents and Oceans		Term: 3	Year: 1&2 Year B 2022-2023
Foundations of previous learning: In FS2 children will have looked at houses and homes and where they, and those people closest to them, live. During Friday Explorer sessions, children will have explored and made observations of their own immediate environment. Year 2 children (as year ones in Year A) will have looked at weather and seasonal changes studied the UK, its location, countries (including characteristics) and capital cities and surrounding bodies of water. In this same year, yr 2 children (as year ones) will have studied the town of Chippenham and that of a non-European town (Port Douglas) and drawn comparisons between the two. Both Year 1 and 2 children will have looked at the physical and human features of their local environment this year (Year B in term 1). They will have had experience of looking at and using maps, atlases and globes.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Name and locate the world's seven continents and five oceans. The location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.	To locate the UK, Australia and the 7 continents and 5 oceans of the world on a globe. To locate/label the continents and oceans on a world map. To locate where the hot and cold places can be found in relation to the equator and the North and South Poles.	To know that there are 7 continents and 5 oceans in the world. To know the names of the continents and oceans of the world. To know that the nearer areas/places are to the Equator the hotter they are and the further away places are the colder they are and begin to know and understand reasons for this. To know some of the countries and capital cities within each of the seven continents. To know, recognise and identify some of the key landmarks in each continent and know whether they are human or physical features of this continent/region/place.	United Kingdom/Great Britain Countries Capital Cities Boundaries Bodies of water Oceans/seas North Sea Atlantic Ocean Irish Sea Indian Ocean Arctic Ocean Antarctic Ocean Pacific Ocean English Channel Map Globe World Atlas Continent landmass Europe, Asia, Africa, North America, South America and Oceania/Australasia. Landmarks Physical and human features
	Assessment of Skills	Assessment of Knowledge	
	Children can locate the UK, Australia and the 7 continents and 5 oceans of the world on a globe. Children can locate/label the continents and oceans on a world map. Children can explain where the hot and cold places are in relation to the equator and the North and South Poles.	How many continents are there? What are the names of the 7 continents? Where are the continents located on a world map? Can you name a country in this continent? Can you name a capital city in this continent? Can you name a physical and a human feature that can be located within this continent? What are the 5 oceans called? Where are the different oceans located on a world map? Where are the hottest/coldest places located in relation to the Equator/North and South Poles? <i>Why</i> are places hotter or colder depending on how near to the Equator they are?	

PE

Invasion games		Term: 3	Year: 1&2 Year B 2022-2023
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. 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. 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	Throw and catch a ball with a partner. Pass a ball accurately to a partner over a variety of distances. Kick a ball whilst moving. Pass a ball in different ways. Begin to use throwing, catching and kicking skills in a game. Use at least one technique to attack. Use at least one technique to defend. Begin to choose and use the best space in a game. Begin to work as part of a team.	Know how to throw and catch a ball accurately. Know how to pass a ball accurately to a partner over a distance. Know what tactics to use when attacking and defending. Know how to work as part of a team. Understand the importance of rules and follow them in simple games	Invasion game, invasion, teamwork, attacking, defending, dribbling, dodging, space, passing, receiving, possession, intercepting, throw, throwing, catch, catching, pass, passing, underarm throw, overhead pass, overarm throw, intercept, defender, defend, release, target, marking, technique, zone, opposition, position, aim, goal, score, points, evaluate.
	Assessment of Skills	Assessment of Knowledge	
	Children can accurately throw and catch a ball with a partner over a variety of distances. Children can perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control. Children can vary skills, actions and ideas. They begin to show some understanding of simple tactics. Children can react to situations in a way that helps their partners and makes it difficult for their opponents.	How can you make sure you throw a ball accurately? How can you make sure you catch a ball accurately? How can you pass a ball accurately to a partner far away? What tactics should you use to attack? What tactics should you use to defend? How can you play fairly as a team?	

PE

Coordination with Equipment/teamwork games		Term: 4	Year: 1&2 Year B 2022-2023
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. 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
<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:</p> <ul style="list-style-type: none"> - 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 	<p>Copy and repeat simple skills.</p> <p>Travel in different ways - backwards, sideways, diagonally etc.</p> <p>Throw and catch a ball with a partner.</p> <p>Choose and use tactics to suit different situations.</p> <p>Link simple actions and skills.</p> <p>React to situations in a way that helps their partners and makes it difficult for their opponents</p> <p>Work as a team.</p>	<p>Know how to copy and repeat simple skills taught.</p> <p>Know to travel in different ways.</p> <p>Know how to work with a partner to throw and catch a ball.</p> <p>Understand what tactics to use in different situations.</p> <p>Know how to link simple actions.</p> <p>Know how to react to situations to help their partners and make it difficult for their opponents.</p>	<p>Ball</p> <p>Jump</p> <p>Hop</p> <p>Skip</p> <p>March</p> <p>Change</p> <p>Direction</p> <p>Travelling</p> <p>Backwards</p> <p>Sideways</p> <p>Diagonally</p> <p>Throw</p> <p>Catch</p> <p>Accuracy</p> <p>Juggle</p> <p>Personal best</p> <p>Pass</p> <p>Underarm</p> <p>Target</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>Year 1 – Children can copy and repeat simple skills</p> <p>Children can throw and catch a ball with a partner</p> <p>Children can show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking</p> <p>Children can link simple actions and skills</p> <p>Children can choose and use skills effectively for particular games</p> <p>understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming.</p> <p>Year 2 - Children can copy, remember and repeat simple skills with control and co-ordination</p> <p>Children can pass a ball accurately to a partner over a variety of distances</p> <p>Children can perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control</p> <p>Children can 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</p>	<p>How can you make sure you are copying and repeating the skill?</p> <p>How can you travel in different ways?</p> <p>How can you make sure you throw a ball accurately?</p> <p>How can you make sure you catch a ball accurately?</p> <p>What tactics should you use in...?</p> <p>How can you link the actions?</p> <p>How can you help your partner?</p> <p>How can you make it difficult for you opponents?</p>	

PSHE

Dreams and Goals (Year 2 unit)		Term: 3	Year: 1&2 Year B 2022-2023
Foundations of previous learning: In Year 1 children would have set simple goals and worked out how to achieve it. They would have tackled a new challenge and understood this might stretch their learning. They identified obstacles which made it more difficult to achieve their new challenge and worked out how to overcome them.			
Unit Learning			
Themes	Skills & Knowledge Outcomes		Vocabulary
Goals to Success My Learning Strengths Learning with Others Working as a group Celebrating our achievement	I can choose a realistic goal and think about how to achieve it. I carry on trying (persevering) even when I find things difficult. I can recognise who I work well with and who it is more difficult for me to work with. I can work well in a group. I can tell you some ways I worked well with my group. I know how to share success with other people.		Realistic Proud Success Celebrate Achievement Goal Strengths
	Assessment of Skills & Knowledge		Persevere
	Children can choose a goal and think about how to achieve it. Children demonstrate perseverance even when they find things difficult. Children can recognise who they work well with and who it is more difficult for them to work with. Children demonstrate that they can work well in a group. Children can say some of ways they worked well with a group. Children are able to share success with other people. Children can explain how they played a part in a group and the parts other people played to create an end product. Children can explain how their skills complimented each other. Children can explain how it felt to be part of a group and can identify a range of feelings about group work.		Challenge Difficult Easy Learning together Partner Team work Product Dream bird Group Problem-solve

PSHE

Healthy Me (Year 2 unit)		Term: 4	Year: 1&2 Year B 2022-2023
Foundations of previous learning: Y1 – In the year 1 unit children would have understood the difference between being healthy and unhealthy, and know some ways to keep themselves healthy. They would know how to make healthy lifestyle choices and how to keep themselves clean. They would have knowledge of road safety and be able to express how to keep their body safe and healthy.			
Unit Learning			
Themes	Skills & Knowledge Outcomes		Vocabulary
Being healthy Being relaxed Medicine safety Healthy eating	I know what I need to keep my body healthy. I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed. I understand how medicines work in my body and how important it is to use them safely. I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. I can make some healthy snacks and explain why they are good for my body. I can decide which foods to eat to give my body energy.		Healthy choices Lifestyle Motivation Relax Relaxation Tense Calm Healthy Unhealthy Dangerous Medicines Safe Body Balanced diet Portion Proportion Energy Fuel Nutritious
	Assessment of Skills & Knowledge		
	Children know what they need to do keep their body healthy. Children can show or tell you what relaxed means and they know some things that make them feel relaxed and some that make them feel stressed. Children understand how medicines work in their body and how important it is to use them safely. Children can sort foods into the correct food groups and know which foods their body needs every day to keep them healthy. Children can make some healthy snacks and explain why they are good for their body. Children can decide which foods to eat to give their body energy. Children can explain why foods and medicines are good for their body comparing their ideas with less healthy/ unsafe choices. Children can compare their own and their friends’ choices and can express how it feels to make healthy and safe choices.		