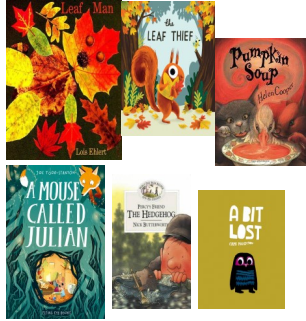
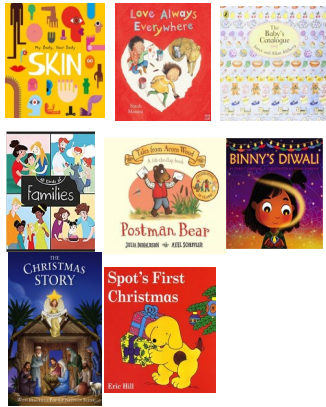

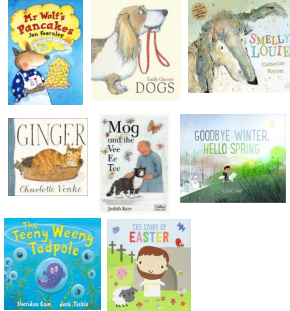


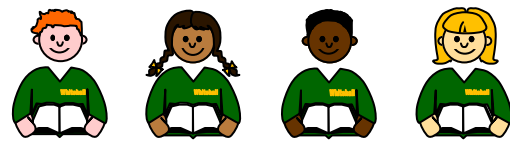






	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Nursery	Nursery Rhymes Exploring Autumn	Sparkle and Shine Me and my community	Winter Wonderland Transport	Can we have a pet? Signs of Spring	Lets Explore Sunshine and Sunflowers	Move it! On the beach
Driver	<p>Leaf man, The Leaf Thief, Pump-kin Soup, A Mouse called Julian, The Hedgehog, A bit lost.</p> 	<p>My body, your body Skin, Love always everywhere, The Baby catalogue, Families, Postman Bear, The Christmas Story, Spots first Christmas.</p> 	<p>Pip and Posy-The snowy day, Jack Frost, Henry's Holiday, Maisy's Chinese New Year, We all go travelling by, Car Car Jeep Jeep, Maisy's Bus, Maisy's Train, Guess How Much I Love You</p> 	<p>Mr Wolf's pancakes, Dogs, Smelly Louie, Ginger, Mog and the Vet, Goodbye Winter Hello Sping, The Teeny Weeny Tad-pole, The story of Easter.</p> 	<p>In every house on every street, A gift for Amma, The Tiny Seed, Guess how much I love you in summer, Errol's garden, Sunny.</p> 	<p>Which food will you choose? Kitchen disco, Maisy's sports day, Billy's Bucket, Lucy and Tom at the seaside.</p> 
Content	My Happy mind - Meet your brain	My Happy mind - Celebrate	My Happy mind - Appreciate	My Happy mind—Relate	My Happy mind—Engage	Transition activities for Reception
Skills	<p>Making relationships</p> <ul style="list-style-type: none"> Builds relationships with special people but may show anxiety in the presence of strangers Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult <p>Sense of self</p> <ul style="list-style-type: none"> Knows their own name, their preferences and interests and is becoming aware of their unique abilities Is developing an understanding of and interest in differences of gender, ethnicity and ability Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions 	<p>Making relationships</p> <ul style="list-style-type: none"> Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like <p>Sense of self</p> <ul style="list-style-type: none"> Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves 	<p>Making relationships</p> <ul style="list-style-type: none"> Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest <p>Sense of self</p> <ul style="list-style-type: none"> Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers Is sensitive to others' messages of appreciation or criticism 	<p>Making relationships</p> <ul style="list-style-type: none"> Seeks out companionship with adults and other children, sharing experiences and play ideas Uses their experiences of adult behaviours to guide their social relationships and interactions <p>Sense of self</p> <ul style="list-style-type: none"> Enjoys a sense of belonging through being involved in daily tasks <p>Understanding emotions</p> <ul style="list-style-type: none"> Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares 	<p>Making relationships</p> <ul style="list-style-type: none"> Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers <p>Sense of self</p> <ul style="list-style-type: none"> Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others <p>Understanding emotions</p> <ul style="list-style-type: none"> Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants 	<p>Making relationships</p> <ul style="list-style-type: none"> Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play <p>Sense of self</p> <ul style="list-style-type: none"> Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help <p>Understanding emotions</p> <ul style="list-style-type: none"> Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions




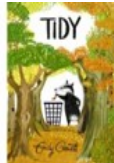


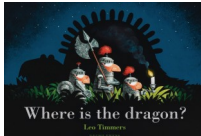







Skills	<p>Understanding emotions</p> <ul style="list-style-type: none"> Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (Meet your Brain)</p> <p>Understand gradually how others might be feeling</p>	<ul style="list-style-type: none"> Is gradually learning that actions have consequences but not always the consequences the child hopes for <p>Understanding emotions</p> <ul style="list-style-type: none"> Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset Responds to the feelings of others, showing concern and offering comfort <p>Become more outgoing with unfamiliar people, in the safe context of their setting</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</p>	<p>Understanding emotions</p> <ul style="list-style-type: none"> May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions Participates more in collective co-operation as their experience of routines and understanding of some boundaries grows 	<p>Become more outgoing with unfamiliar people, in the safe context of their setting</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</p>	<ul style="list-style-type: none"> Is more able to recognise the impact of their choices and behaviours/ actions on others and knows that some actions and words can hurt others' feelings <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Increasingly follow rules, understanding why they are important</p> <p>Talk with others to solve conflicts</p> <p>Understand gradually how others might be feeling</p>	
Knowledge	<p>Children will learn: Making relationships</p> <ul style="list-style-type: none"> how to make and build relationships with special people. who their special people are. <p>Sense of self</p> <ul style="list-style-type: none"> their own name, their preferences and interests. develop an understanding of and interest in differences of gender, ethnicity and ability. how to show a sense of autonomy through asserting their ideas and preferences and making choices and decisions how to make appropriate choices. <p>Understanding emotions</p> <ul style="list-style-type: none"> what feelings sad, happy, angry and worried mean. 	<p>Children will learn: Making relationships</p> <ul style="list-style-type: none"> how to show empathy and concern for people who are special to them by partially matching others' feelings with their own,. <p>Sense of self</p> <ul style="list-style-type: none"> that actions have consequences but not always the consequences the child hopes for <p>Understanding emotions</p> <ul style="list-style-type: none"> how to respond to the feelings of others. 	<p>Children will learn: Making relationships</p> <ul style="list-style-type: none"> to cooperate in favourable situations, <p>Sense of self</p> <ul style="list-style-type: none"> the similarities and differences between themselves and others <p>Understanding emotions</p> <ul style="list-style-type: none"> to recognise that some actions can hurt or harm others. To participate more in collective cooperation as their experience of routines and understanding of some boundaries grows 	<p>Children will learn: Making relationships</p> <ul style="list-style-type: none"> To use their experiences of adult behaviours to guide their social relationships and interactions <p>Understanding emotions</p> <ul style="list-style-type: none"> How to expresses a wide range of feelings in their interactions with others and through their behaviour and play. 	<p>Children will learn: Making relationships</p> <ul style="list-style-type: none"> To show an increasing consideration of other people's needs. <p>Sense of self</p> <ul style="list-style-type: none"> How to be aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others <p>Understanding emotions</p> <ul style="list-style-type: none"> How to talk about how others might be feeling and responds according to their understanding of the other person's needs and wants to recognise the impact of their choices and behaviours/ actions on others. 	<p>Children will learn: Making relationships</p> <ul style="list-style-type: none"> How to enjoy playing alone, alongside and with others, inviting others to play and attempting to join others' play <p>Sense of self</p> <ul style="list-style-type: none"> To show their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help <p>Understanding emotions</p> <ul style="list-style-type: none"> How to understand that expectations vary depending on different events, social situations and changes in routine.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Do you want to be Friends? (5 weeks & 2 days)	Starry Night (7 weeks)	People Who Help Us (Me and my community) (6 weeks & 4 days)	Why do Zebras have stripes? (7 weeks)	Sunshine & Sunflowers (6 weeks)	Do Cows Drink Milk? (6 weeks)
Driver	<p>The Colour Monster (2 weeks)</p> <p>By Anna Llenas</p>  <p>Elmer (1 week)</p>  <p>Little Red Hen (1 week)</p> 	<p>Binny's Divali (1 week)</p>  <p>Remember Remember</p>  <p>The Fifth of November (1 week)</p>  <p>How to Catch a Star (1 week)</p>  <p>Whatever Next (1 week)</p>  <p>Owl Babies (2 weeks)</p>  <p>Mog's Christmas (1 week)</p> 	<p>The Little Red Hen by Ladybird books (2 weeks)</p> <p>The Three Little Pigs by Nicola Lawrence (3 weeks)</p> <p>People who help us series of non-fiction books (police, firefirefighters, ambulance crew, doctors) (1 weeks & 4 days)</p>  	<p>Handa's Surprise by Eileen Browne (2 weeks)</p> <p>The Tiger who came to Tea by Judith Kerr (2 weeks)</p> <p>Maybe by Chris Haughton (2 weeks)</p>   	<p>The Very Hungry Caterpillar by Eric Carle (3 weeks)</p> <p>Jack and the Beanstalk by Mara Alperin (3 weeks)</p>  	<p>A Squash and a Squeeze by Julia Donalson (2 weeks)</p> <p>The Cow that laid an Egg by Andy Cutbill (2 weeks)</p> <p>Farmyard Hullabaloo by Giles Andreae (2 weeks)</p>   
Content	<p>My Happy mind - Meet your brain</p> <p>Forest schools</p>	<p>My Happy mind - Celebrate</p> <p>Forest schools</p>	<p>My Happy mind - Appreciate</p> <p>Forest schools</p>	<p>My Happy mind—Relate</p> <p>Forest schools</p> <p>ASTARS—Reception road safety walks</p>	<p>My Happy mind—Engage</p> <p>Forest schools</p>	<p>Review aspects of the 5 themes of My Happy mind</p> <p>Forest schools</p>
Skills	<p>Making Relationships:</p> <ul style="list-style-type: none"> - Represents and recreates what they have learnt about social interactions from their relationships with close adults. - Develops particular friendships with other children. <p>Sense of Self:</p> <ul style="list-style-type: none"> - Recognises that they belong to different communities and social groups and communicates freely about own home and community. <p>Understanding Emotions:</p> <ul style="list-style-type: none"> - Understands their own and other people's feelings offering empathy and comfort. <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally</p>	<p>Making Relationships:</p> <ul style="list-style-type: none"> - Develops particular friendships with other children which help them to understand different points of view. - Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations. <p>Sense of Self:</p> <ul style="list-style-type: none"> - Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination. <p>Understanding Emotions:</p> <ul style="list-style-type: none"> - Talks about their own and others' feelings and behaviour and its consequences. <p>See themselves as a valuable individual.</p> <ul style="list-style-type: none"> - having a good sleep routine 	<p>Making Relationships:</p> <ul style="list-style-type: none"> - Is proactive in seeking adult support and able to articulate their wants and needs. <p>Sense of Self:</p> <ul style="list-style-type: none"> - Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar groups. <p>Understanding Emotions:</p> <ul style="list-style-type: none"> - Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people. <p>Personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing</p> <p>Choose healthy options</p> <p>Can brush teeth</p>	<p>Making Relationships:</p> <ul style="list-style-type: none"> - Develops particular friendships with other children which help them to understand different points of view and to challenge their own and others' thinking. <p>Sense of Self:</p> <ul style="list-style-type: none"> - Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms. <p>Understanding Emotions:</p> <ul style="list-style-type: none"> - Is more able to manage their feelings and tolerate situations in which their wishes cannot be met. <p>Build constructive and respectful relationships</p> <p>Express their feelings and consider the feelings of others.</p> <p>Think about the perspectives of others</p> <ul style="list-style-type: none"> - being a safe pedestrian 	<p>Making Relationships:</p> <ul style="list-style-type: none"> - Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours. <p>Sense of Self:</p> <ul style="list-style-type: none"> - Has a clear idea about what they want to do in their play and how they want to go about it. <p>Understanding Emotions:</p> <ul style="list-style-type: none"> - Seeks support, "emotional refuelling" and practical help in new or challenging situations. <p>Show resilience and perseverance in the face of challenge</p>	<p>Making Relationships:</p> <ul style="list-style-type: none"> - Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise sometimes by themselves, sometimes with support. <p>Sense of Self:</p> <ul style="list-style-type: none"> - Shows confidence in choosing resources and perseverance in carrying out a chosen activity. <p>Understanding Emotions:</p> <ul style="list-style-type: none"> - Is aware of behavioural expectations and sensitive to ideas of justice and fairness. - Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise.
Knowledge	<p>Children will learn:</p> <p>Understanding emotions</p> <ul style="list-style-type: none"> • about different emotions. • different strategies to cope with different emotions. 	<p>Children will learn:</p> <p>Relationships</p> <ul style="list-style-type: none"> • To find solutions to conflicts and rivalries. <p>Understanding emotions</p> <ul style="list-style-type: none"> • that sleep is important. 	<p>Children will learn:</p> <p>Personal hygiene</p> <ul style="list-style-type: none"> • about the different factors that support their overall health and wellbeing • about what healthy eating is. • about brushing their teeth and why they should go to the dentist. 	<p>Children will learn:</p> <p>Relationships</p> <ul style="list-style-type: none"> • how to build constructive and respectful relationships • How to think about the perspectives of others <p>Understanding Emotions</p> <ul style="list-style-type: none"> • How to express their feelings and consider the feelings of others. <p>Keeping safe</p> <ul style="list-style-type: none"> • how to be safe when walking by a road. 	<p>Children will learn:</p> <ul style="list-style-type: none"> • how to show resilience and perseverance in the face of challenge 	<p>Children will learn:</p> <p>Making Relationships:</p> <ul style="list-style-type: none"> • to resolve conflicts with other children by negotiating and finding a compromise. <p>Understanding Emotions:</p> <ul style="list-style-type: none"> • ways to manage conflict,

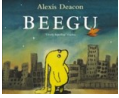







	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Why do squirrels hide their nuts? (7 weeks)	The Enchanted Woodland (7 weeks)	Towers, Turrets and Tunnels (7 weeks)	Bright Lights, Big City (6 weeks)	Rio de Vida (5 weeks)	Paws, Claws and Whiskers (7 weeks)
Driver	<p>The Colour Monster by Anna Llenas (1 week)</p> <p>The Leaf Thief by Alice Hemming (3 weeks)</p> <p>Superworm by Julia Donaldson (3 weeks)</p>   	<p>Tidy by Emily Gravett (4 weeks)</p> <p>Three Billy Goats Gruff (3 weeks)</p>  	<p>Rapunzel by Bethan Woollvin (4 weeks)</p> <p>Where is the dragon? (3 weeks)</p>  	<p>Katie in London (3 weeks)</p> <p>Paddington at the Palace by Michael Bond (3 weeks)</p>  	<p>Grandad's Island (5 weeks)</p> 	<p>The Lion Inside (4 weeks)</p> <p>Selection of non-fiction books on big cats (3 weeks)</p>  
Content	<p>My Happy mind—Meet the brain</p> <p>Explore the school grounds and focus on the garden especially. Clean up and get rid of any litter. Posters for looking after the school grounds.</p> <p>Choose MPS</p> <p>PE lessons with coach</p> <p>Diwali</p> <p>Computing online safety</p>	<p>My Happy mind—Celebrate</p> <p>Friendship, feelings, being kind.</p> <p>Road safety, Be Seen A-stars lesson.</p> <p>PE lessons with coach</p>	<p>My Happy mind—Appreciate</p> <p>Fresh start, cooperation, personal hygiene, Colgate toothbrush lesson.</p> <p>PE lessons with coach</p> <p>Computing online safety (Esafety day)</p>	<p>My Happy mind—Relate</p> <p>Solving problems, resolving problems, safety.</p> <p>PE lessons with coach</p>	<p>My Happy mind—Engage</p> <p>Rules, achieving, growing older.</p> <p>PE lessons with coach</p> <p>RE—visit to the Gurdwara</p>	<p>Listening, concentrating, changes, identifying hazards.</p> <p>PE lessons with coach</p> <p>Aspirational money week</p>
Skills	<p>Health and Wellbeing Healthy Lifestyles (Physical wellbeing) H1. Explain what keeping healthy means; different ways to keep healthy. H4. Explain why sleep is important and different ways to rest and relax. Mental Health H11. Recognise different feelings that humans can experience. H12. Recognise and name different feelings. H13. Recognise that feelings can affect people's bodies and how they behave. H14. Recognise what others might be feeling. H15. Recognise that not everyone feels the same at the same time, or feels the same about the same things. Keeping Safe H28.—understand rules and age restrictions that keep us safe H30. Can explain how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters). Relationships Managing hurtful behaviour and bullying R11. Know that people may feel if they experience hurtful behaviour or bullying. R14.— Understand that sometimes people may behave differently online, including by pretending to be someone they are not</p>	<p>Health and Wellbeing Ourselves Growing and Changing H21. Recognise what makes them special. H22. Recognise the ways in which we are all unique. H23. Can identify what they are good at, what they like and dislike. Keeping Safe H32. To keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely. Relationships Respecting self and others R21. Recognise what is kind and unkind behaviour, and how this can affect others. R22. Know how to treat themselves and others with respect; how to be polite and courteous. R23. Recognise the ways in which they are the same and different to others. Living in wider world Economic Wellbeing: Aspirations, work, career L6. Can recognise the ways they are the same as, and different to, other people.</p>	<p>Health and Wellbeing Mental Health H26. Talk about growing and changing from young to old and how people needs change. Keeping safe H33. Know who the people whose job it is to help keep us safe. Relationships Families and close positive relationships R2. Can identify the people who love and care for them and what they do to help them feel cared for. Living in the wider world Media literacy and digital resilience L7. understand how the internet and digital devices can be used safely to find things out and to communicate with others. L8. understand the role of the internet in everyday life. L9. understand that not all information seen online is true.</p>	<p>Relationships Families and close positive relationships R1. Understand the roles different people (e.g. acquaintances, friends and relatives) play in our lives Friendships R6. Know how people make friends and what makes a good friendship. Respecting self and others R21. Recognise what is kind and unkind behaviour, and how this can affect others. R22. Know how to treat themselves and others with respect; how to be polite and courteous. R23. Recognise the ways in which they are the same and different to others.</p>	<p>Relationships Respecting self and others R25. To talk about and share their opinions on things that matter to them. Living in wider world Communities L5 Talk about the different roles and responsibilities people have in their community.</p>	<p>Health and Wellbeing Mental Health H27. prepare how to move to a new class/year group. Living in the wider world Economic Wellbeing: Aspirations, work, career L15. know that jobs help people to earn money to pay for things. L16. know that people they know or people who work in the community do. Different jobs. L17. can explain some of the strengths and interests someone might need to do different jobs.</p>



Skills	<p>Respecting self and others <u>R25. To talk about and share their opinions on things that matter to them.</u></p> <p><u>Living in the wider world</u> Shared Responsibilities L1. Explain what rules are, why they are needed, and why different rules are needed for different situations L3. They explain the things they can do to help look after their environment</p>					
Knowledge	<p>Children will learn: <u>Meet your brain</u></p> <ul style="list-style-type: none"> What our brain looks like and how it helps us. The brain has 3 parts. How our brains help us. What neuroplasticity is. How Team H-A-P help us be our best self. What happens when Team H-A-P is happy and sad. How you can help Team H-A-P Happy breathing and how it helps us. our brain can react differently in different situations <p>Keeping Safe</p> <ul style="list-style-type: none"> Children will learn how to keep safe when using the lap-tops and purple mash. Children will learn the rules and age restrictions that keep us safe. how to keep safe at home and fire safety <p><u>Relationships</u> Safe relationships</p> <ul style="list-style-type: none"> that sometimes people may behave differently online, including by pretending to be someone they are not <p><u>Living in the wider world</u> Shared responsibilities</p> <ul style="list-style-type: none"> Children will learn what rules are, why they are needed, and why different rules are needed for different situations Children will learn about things they can do to help to look after their environment. 	<p>Children will learn: <u>Celebrate</u></p> <ul style="list-style-type: none"> What character is. How character makes us special. More about character strengths. Why it is important to use our strengths Types of character strengths that we use most. • Why it is important to use our strengths. How to use our strengths even more. Thinking about which strengths we use the most. <p>Keeping Safe</p> <ul style="list-style-type: none"> Know how to keep safe Know what to do in familiar and unfamiliar environments. Children will learn how to cross the road safely 	<p>Children will learn: <u>Appreciate</u></p> <ul style="list-style-type: none"> what appreciate means. ways to show appreciation. who we are grateful for. how important showing gratitude is. how gratitude makes us feel. how to show appreciation to ourself. gratitude for experiences. why gratitude makes us feel good <p><u>Health and Wellbeing</u> Mental Health</p> <ul style="list-style-type: none"> about growing and changing from young to old and how people needs change. <p>Keeping Safe</p> <ul style="list-style-type: none"> Children will learn the rules and age restrictions that keep us safe. who the people whose job it is to help keep us safe. <p><u>Relationships</u> Safe relationships</p> <ul style="list-style-type: none"> that sometimes people may behave differently online, including by pretending to be someone they are not <p><u>Living in the wider world</u> Media literacy and digital resilience</p> <ul style="list-style-type: none"> how the internet and digital devices can be used safely to find things out and to communicate with others. the role of the internet in everyday life. that not all information seen online is true. 	<p>Children will learn: <u>Relate</u></p> <ul style="list-style-type: none"> what relate means. how our character strengths and differences can help us relate. how to relate to people. Active Listening. Active Listening and how it helps us to relate to others. how relating to other people helps us to get along with them. to think about other people's opinion. <p><u>Health and Wellbeing</u> Healthy Lifestyles (Physical wellbeing)</p> <ul style="list-style-type: none"> simple hygiene routines that can stop germs from spreading. about dental care and visiting the dentist. how to brush teeth correctly. what food and drink that support dental health. 	<p>Children will learn: <u>Engage</u></p> <ul style="list-style-type: none"> what engage means. which habits we have learnt to help us feel good how we can achieve our goals when we feel good. how to set goals how to stay focused when things get tough and don't go as planned. the importance of believing in ourselves and how this helps us to be our best self about how we can share our learnings with other people <p><u>Living in the wider world</u> Communities</p> <ul style="list-style-type: none"> How to talk about the different roles and responsibilities people have in their community. 	<p>Children will learn: <u>Recap on 5 areas</u></p> <p><u>Health and Wellbeing</u> Mental Health</p> <ul style="list-style-type: none"> How to prepare how to move to a new class/year group. <p><u>Living in the wider world</u> Economic Wellbeing: Aspirations, work, career</p> <ul style="list-style-type: none"> that jobs help people to earn money to pay for things. that people they know or people who work in the community do. Different jobs. some of the strengths and interests someone might need to do different jobs.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	There's something out there (8 weeks)	The Scented Garden (7 weeks)	Dinosaur planet (6 weeks)	Wriggle and Crawl (6 weeks)	Muck, Mess and Mixture (6 weeks)	Beachcombers (7 weeks)
Driver	Beegu By Alexis Deacon 	The Lonley Beast by Chris Judge 	The Girl and The Dinosaur By Hollie Hughes 	Little Red By Bethan Woolvin 	The Magic Paintbrush By Julia Donaldson 	The Secret of Black Rock by Joe Todd Stanton 
Content	My Happy mind—Meet the brain Health and Wellbeing Ways to stay healthy Healthy eating Hygiene Choose MPs PE lessons with coach Computing Online safety RE—Visit to the Mosque	My Happy mind—Celebrate Relationships Friendships, types of families What makes a good friend How to resolve arguments PE lessons with coach	My Happy mind—Appreciate Health and Wellbeing Ways to stay healthy Healthy eating Hygiene PE lessons with coach Computing online safety	My Happy mind—Relate Living in the wider world Rules and responsibilities, looking after the environment PE lessons with coach Florence Nightingale	My Happy mind—Engage Communities Diversity Role sand responsibilities in the commu- nity PE lessons with coach	Living in the wider world Aspirations for the future Money What skills people need for different jobs PE lessons with coach Aspirational money week Ryhl trip
Skills	Health and Wellbeing Keeping Safe H30. Can explain how to keep safe at home (including around electrical appli- ances) and fire safety (e.g. not playing with matches and lighters). Relationships Managing hurtful behaviour and bully- ing R10. Recognise that bodies and feelings can be hurt by words and actions; that people can say hurtful things online. Safe relationships R14. Recognise that sometimes people may behave differently online, including by pretending to be someone they are not Respecting self and others R25. To talk about and share their opin- ions on things that matter to them. Living in the wider world Shared responsibilities L3. They explain the things they can do to help look after their environment L5 Talk about the different roles and re- sponsibilities people have in their com- munity.	Health and Wellbeing Healthy Lifestyles H2. Know about foods that support good health and the risks of eating too much sugar. Ourselves—Growing and changing. H24. Know how to manage when finding things difficult Relationships Respecting self and others R21. Recognise what is kind and unkind behaviour, and how this can affect others. R22. Know how to treat themselves and others with respect; how to be polite and courteous. R23. Recognise the ways in which they are the same and different to others. R25. To talk about and share their opin- ions on things that matter to them. Living in wider world Shared responsibilities L2. Know how people and other living things have different needs; about the responsibilities of caring for them. Economic Wellbeing: Aspirations, work, career L14. Know that everyone has different strengths.	Health and Wellbeing Keeping Safe H28.—understand rules and age re- strictions that keep us safe Relationships Families and close positive relation- ships R2. Can identify the people who love and care for them and what they do to help them feel cared for. Respecting self and others R22. Know how to treat themselves and others with respect; how to be polite and courteous. R25. To talk about and share their opin- ions on things that matter to them. Living in the wider world Media literacy and digital resilience L7. understand how the internet and digi- tal devices can be used safely to find things out and to communicate with oth- ers. L8. understand the role of the internet in everyday life. L9. understand that not all information seen online is true.	Health and Wellbeing Healthy Lifestyles H10. Talk about the people who help us to stay physically healthy. Keeping safe H31. Know that household products (including medicines) can be harmful if not used correctly. Relationships Families and close positive relation- ships R5. Understand that it is important to tell someone (such as their teacher) if some- thing about their family makes them un- happy or worried Friendships R6. Know how people make friends and what makes a good friendship. Respecting self and others R24. how to listen to other people and play and work cooperatively. R25. To talk about and share their opin- ions on things that matter to them Living in wider world Shared responsibilities L2. Know how people and other living things have different needs; about the responsibilities of caring for them.	Relationships Respecting self and others R25. To talk about and share their opin- ions on things that matter to them Living in the wider world Economic Well-being: Money L10. Know what money is; forms that money comes in; that money comes from different sources.	Health and Wellbeing Healthy Lifestyles H8. Can talk about how to keep safe in the sun and protect skin from sun dam- age. Mental Health H27. prepare how to move to a new class/year group. Keeping safe H33. Know who the people whose job it is to help keep us safe. Living in the wider world Economic Wellbeing: Aspirations, work, career L15. know that jobs help people to earn money to pay for things. L16. know that people they know or peo- ple who work in the community do. Differ- ent jobs. L17. can explain some of the strengths and interests someone might need to do different jobs.



Knowledge	<p>Children will learn:</p> <p>Meet your brain</p> <ul style="list-style-type: none"> What our brain looks like and how it helps us. The brain has 3 parts. How our brains help us. What neuroplasticity is. How Team H-A-P help us be our best self. What happens when Team H-A-P is happy and sad. How you can help Team H-A-P Happy breathing and how it helps us. our brain can react differently in different situations how Neuroplasticity can help Happy Breathing. <p><u>Health and Wellbeing</u> Keeping Safe</p> <ul style="list-style-type: none"> how to keep safe at home and fire safety <p><u>Relationships</u> Safe relationships that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p><u>Living in the wider world</u> Shared responsibilities</p> <ul style="list-style-type: none"> Children will learn what rules are, why they are needed, and why different rules are needed for different situations Children will learn about things they can do to help to look after their environment. <p>Communities</p> <ul style="list-style-type: none"> How to talk about the different roles and responsibilities people have in their community. 	<p>Children will learn:</p> <p>Celebrate</p> <ul style="list-style-type: none"> about character and why it matters. about which character strengths we use the most. why it's important to use character strengths. how we can grow our strengths. about sharing your strengths with others and giving positive feedback <p><u>Health and Wellbeing</u> Healthy Lifestyles</p> <ul style="list-style-type: none"> about foods that support good health and the risks of eating too much sugar. <p><u>Living in wider world</u> Shared responsibilities</p> <ul style="list-style-type: none"> how people and other living things have different needs; about the responsibilities of caring for them. 	<p>Children will learn:</p> <p>Appreciate</p> <ul style="list-style-type: none"> what gratitude means. how we can show gratitude. who we may be grateful for. the importance of showing gratitude to ourself. how gratitude helps Team H-A-P. why it is important to be grateful for experiences. <p><u>Health and well being</u> Keeping Safe</p> <ul style="list-style-type: none"> Children will learn the rules and age restrictions that keep us safe. <p><u>Relationships</u> Safe relationships</p> <ul style="list-style-type: none"> that sometimes people may behave differently online, including by pretending to be someone they are not <p><u>Living in the wider world</u> Media literacy and digital resilience</p> <ul style="list-style-type: none"> how the internet and digital devices can be used safely to find things out and to communicate with others. the role of the internet in everyday life. that not all information seen online is true. 	<p>Children will learn:</p> <p>Relate</p> <ul style="list-style-type: none"> how we can have good relationships with other people. how our differences can help us how we relate with others. how to use our strengths to relate to others. Active Listening and how it helps us to relate to others. about other people's reactions. how Happy Breathing can help with our friendships. <p><u>Health and Wellbeing</u> Healthy Lifestyles</p> <ul style="list-style-type: none"> about the people who help us to stay physically healthy. <p>Keeping safe</p> <ul style="list-style-type: none"> that household products can be harmful if not used correctly. <p><u>Living in wider world</u> Shared responsibilities</p> <ul style="list-style-type: none"> how people and other living things have different needs; about the responsibilities of caring for them. 	<p>Children will learn:</p> <p>Engage</p> <ul style="list-style-type: none"> how we can use everything that you have learnt feel good and do good. when we feel good, we do good. how to set goals. how we can keep focused on our goal when things get tough. <p><u>Living in the wider world</u> Economic Well-being: Money</p> <ul style="list-style-type: none"> what money is; forms that money comes in; that money comes from different sources. 	<p>Children will learn:</p> <p>Recap on 5 areas</p> <p><u>Health and Wellbeing</u> Healthy Lifestyles</p> <ul style="list-style-type: none"> how to keep safe in the sun and protect skin from sun damage. <p>Mental Health</p> <ul style="list-style-type: none"> How to prepare how to move to a new class/year group. <p>Keeping safe who the people whose job it is to help keep us safe.</p> <p><u>Living in the wider world</u> Economic Wellbeing: Aspirations, work, career</p> <ul style="list-style-type: none"> that jobs help people to earn money to pay for things. that people they know or people who work in the community do. Different jobs. some of the strengths and interests someone might need to do different jobs.
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