



WILLOW WOOD PRIMARY SCHOOL

Foundation Subjects

Medium Term Planning and Assessment Guide

YEAR 2

ART
COMPUTING & AI
DESIGN TECHNOLOGY
GEOGRAPHY
HISTORY
MUSIC
PE
PSHE & RSE
RE

Key art skills to be taught across all topics and considered when making an assessment judgement include:

Aims	
	Produce creative work, exploring their ideas and recording their experiences.
	Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
	Evaluate and analyse creative works using the language of art, craft and design.
	Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms.

Portraits	Term 1
	To use a range of materials creatively to design and make products.
	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
	Record facial features from first-hand observation. (key skill – lips)
	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
	Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.

Observational Drawing	Term 2
	To use a range of materials creatively to design and make products.
	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. (key skill line)
	Record from first hand observation objects from the world around them.

Van Gogh	Term 3 Q – Explain why Van Gogh was an interesting character?
	To use a range of materials creatively to design and make products.
	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
	Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.
	Learn about the life of Vincent Van Gogh and his most important and influential pieces of work.
	Understand that famous artists take inspiration from different things.
	Identify the different techniques used by the artist and experiment with using the same techniques in their own work.
	Apply the techniques used by Van Gogh to their own work using pencils, paint, pastels, crayon etc
	Answer and start to ask questions about their own work using appropriate vocabulary and identify how they could further develop their work.

WILLOW WOOD PRIMARY FOUNDATION SUBJECTS ASSESSMENT SUBJECT ART & DESIGN YEAR 2

Term 1 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

Term 2 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

Term 3 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

Key computing skills to be taught across all topics and considered when making an assessment judgement include:

Aims	
	Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
	Analyse problems in computational terms and have repeated practical experience of writing computer programs in order to solve problems.
	Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
	Are responsible, competent, confident and creative users of information and communication technology.
	Demonstrate digital literacy and be able to use and express themselves and develop their ideas through information and communication technology at a level suitable for the future workplace and as active participants of the digital world.
	Recognise common uses of information technology beyond school.

Word	Term 1
	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
	Recognise common uses of information technology beyond school.
	To recognise and use simple word processing tools e.g highlighting and formatting text.
	To develop the correct use of the keyboard inc space, backspace, delete and shift (not caps lock)
	To be able to select and add images to their work.

AI: Autumn 1 - Information vs Imagination.

Identify whether information is real, made-up, or uncertain.

Powerpoint	Term 1
	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
	Recognise common uses of information technology beyond school.
	Make use of graphics to enhance text in multi-media work.
	Make simple changes to selected text eg. Colour, style and size.

AI: Autumn 2 - How Computers Sort Things.

Sort objects into groups and explain our choices.

2 Animate	Term 2
	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
	Create and debug simple programs.
	Use logical reasoning to predict the behaviour of simple programs.
	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
	Recognise common uses of information technology beyond school.
	Understand that animation is a collection of still images to make moving images.
	Animate simple movements for a character or word.

	Plan and create a stop frame animation of drawings.
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AI: Spring 1 - Spot the difference between real photos and fictional images.

Understand that images can be changed and may not always show the truth.

Online Safety	Term 2
	Use technology safely and respectfully, keep personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
	Understand the terms 'cyberbullying' and 'online bullying'.
	Recognise the importance of engaging a trusted adult when they experience cyberbullying.
	Know how to report to cyberbullying – including the use of the CEOP reporting tool.
	Create a presentation to explain cyberbullying and the effects it can have on children and how to report it.

AI: Spring 2 - Spotting Good vs Bad Information

Decide whether information is helpful, unclear, or confusing.

2 Classif y	Term 3
	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

AI: Summer 1 - Sequencing for Machines

Give clear step-by-step instructions.

Scratch Junior	Term 3
	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
	Create and debug simple programs.
	Use logical reasoning to predict the behaviour of simple programs.
	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

AI: Summer 2 - Fairness for People and Computers

Understand what is fair and unfair in rules and decisions.

WILLOW WOOD PRIMARY FOUNDATION SUBJECTS ASSESSMENT		SUBJECT Computing & AI	YEAR 2
Term 1 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation	
Term 2 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation	
Term 3 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation	

Key design and technology skills to be taught across all topics and considered when making an assessment judgement include:

Aims	
	Use creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts considering their own and other's needs, wants and values.
	Draw on disciplines such as mathematics, science, engineering, computing and art.
	Learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.
	Develop a critical understanding of design and technology and its impact on daily life and the wider world.
	Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate effectively in an increasingly technological world.

Castles	Term 1
	Look at pictures, models & ICT sources to identify the main features of a castle.
	Be able to talk about their ideas for making a model castle from junk materials or cardboard.
	Design purposeful, functional, appealing products for themselves and other users based on design criteria.
	Generate, develop, model and communicate their ideas through talking, drawing and where appropriate ICT.
	Select from and use a range of tools and equipment to perform practical tasks eg cutting, shaping, joining and finishing.
	Select from and use a wide range of materials and components, including construction materials and textiles according to their characteristics.
	Build structures, exploring how they can be made stronger, stiffer and more stable.
	Explore and use mechanisms e.g. levers, sliders, wheels and axles in their products.
	Evaluate their ideas and products against design criteria.
African Animals	Term 2
	Look at a range of pictures, photographs, videos etc to identify the distinctive features of their chosen animals.
	Design purposeful, functional, appealing products based on design criteria.
	Generate, develop, model and communicate their ideas through talking, drawing and where appropriate ICT.
	Explore and evaluate a range of existing products.
	Identify the defining features of their chosen animal and develop ways of representing them using different structures and mechanisms.
	Select from and use a range of tools and equipment to perform practical tasks eg cutting, shaping, joining and finishing.
	Select from and use a wide range of materials and components, including construction materials and textiles according to their characteristics
	Explore and use mechanisms e.g. levers, sliders, wheels and axles in their products.
	Evaluate their ideas and products against design criteria.

Making Soup	Term 3
	Design purposeful, functional, appealing products based on design criteria.
	Generate, develop, model and communicate their ideas through talking, drawing and where appropriate ICT.
	Select from and use a range of tools and equipment to perform practical tasks eg cutting, shaping, joining and finishing.
	Select from and use a wide range of materials and components, including construction materials and textiles according to their characteristics
	Be able to identify & choose at least 4 different vegetables they would like to put in vegetable soup & talk about their choice
	Explore and evaluate a range of existing products.
	Know appropriate vocabulary related to vegetables and food preparation, raw, cooked, skin, pips, peel, scrape, slice, grate, chop etc.
	Be able to say what they liked/disliked about vegetables Soup, exploring taste, texture, colour and smell, using sensory vocabulary
	Evaluate their ideas and products against design criteria.
	Make a written plan/diagram showing the sequence of making vegetable soup.
	Use the basic principles of a healthy and varied diet to prepare dishes.
	Understand where food comes from.

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Term 3 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

Key Geography skills to be taught across all topics and considered when making an assessment judgement include:

Aims	
	Have curiosity and fascination about the world and its people.
	Have knowledge of diverse places, people, resources and natural and human processes.
	Deepen knowledge of the interaction between physical and human processes and of the formation and use of landscapes and environments.
	Develop contextual knowledge of the location of globally significant places- both terrestrial and marine – including the human and physical characteristics.
	Understand the processes that give rise to key physical and human geographical features of the world and understand how these are interdependent and how they bring about spatial variation and change over time.
	Able to collect, analyse and communicate with a range of data gathered through the experience of fieldwork that deepen their understanding of geographical processes.
	Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems.
	Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Sunderland	Term 1 Q – Why is it important to be able to cross the river?
	To name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and the surrounding seas.
	Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and Oceans studied at this key stage.
	Use simple compass directions and locational and directional language (N, S, E, W, near, far, left, right) to describe the location of features and routes on a map.
	Devise a simple map.
	Use and construct basic symbols in a key.
	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
	Use basic geographical vocabulary appropriately – physical vocabulary inc; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation and human vocabulary inc; city, town, village, factory, farm, house, office, port, harbour and shop.
	Recognise how Sunderland has developed through the study of the old and new bridges.
	Identify ways in which Sunderland has developed over time.
Africa	Term 2 Q – How is Africa different to Sunderland?
	To name and locate the world's seven continents and five oceans.
	Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and Oceans studied at this key stage.
	Identify the main features of Africa (many countries / wildlife)
	Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
	Use basic geographical vocabulary appropriately – physical vocabulary inc; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation and human vocabulary inc; city, town, village, factory, farm, house, office, port, harbour and shop.
	Extract information about Africa from a map, such as deserts, seas etc.
	Understand geographical similarities and differences through studying the human and physical geography of an area of the United Kingdom (Sunderland) and a small area in a contrasting non-European country.
	Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and Oceans studied at this key stage.

School Garden	Term 3 Q – How would you improve the school garden?
	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of the surrounding environment.
	Devise a simple map.
	Use and construct basic symbols in a key.
	Identify how the school garden / grounds could be improved and create plans to illustrate their ideas.
	Use basic geographical vocabulary appropriately – physical vocabulary inc; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation and human vocabulary inc; city, town, village, factory, farm, house, office, port, harbour and shop.
	Recognise changes which have occurred in the environment around school by looking at the building / yards etc and share their opinions
	Learn about ways that we as a school could become more environmentally and ecologically sustainable.
	Recognise how the environment may be improved and sustained by giving detailed and sensible suggestions for improvement to the school garden / building in the future (link to sustainable development)

Term 1 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

Term 2 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

Term 3 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

Key historical skills to be taught across all topics and considered when making an assessment judgement include:

Aims	
	Developing an awareness of the past, using common words and phrases relating to the passing of time.
	Know where the people and events they study fit within a chronological framework.
	Identify similarities and differences between ways of life in different periods.
	Use a wide vocabulary of everyday historical terms.
	Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
	Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Castles	Term 1 Q – How did the lives of people living in a castle differ to one another?
	Identify and understand changes within living memory (where appropriate these should be used to reveal changes in national life) e.g. refurbishment of Hylton Castle.
	Know about significant historical events, people and places in their own locality.
	Identify the differences between the ways of life in a castle and a home of the present day.
	Find out about the past from a range of sources of information such as a visit to a historic site (Warkworth), selection of library books & T.V. programs.
	Learn about significant historical events, people and places in our own locality eg Hylton Castle.
	Select information from their knowledge and learning in history and communicate it in a variety of ways.
	Use a wide range of historical vocabulary when discussing the past and artefacts etc.
	Choose and use parts of stories and other sources to show that they know and understand key features of events.
	Be able to ask and answer questions about Castle Life.
Africa/ Nelson Mandela	Term 2 Q – Why was Nelson Mandela an important figure in the lives of South Africans?
	Identify and understand changes within living memory (where appropriate these should be used to reveal changes in national life).
	Know about events beyond living memory that are significant nationally or globally.
	Know about the lives of significant individuals in the past who have contributed to national and international achievements.
	Identify the differences between the way of life in Africa in the past and in present time for ordinary people.
	Know how to find out about the past from a range of sources of information such as library books & T.V. programs.
	Communicate what they have learnt about the history of Africa in a range of different ways.
	Communicate what they know about important events in the life of Nelson Mandela through talk, pictures and writing.
	Answer questions about Nelson Mandela and the significant events in his life.
Famous People / Charles Darwin	Term 3 Q – How did Darwin's work on evolution change peoples thinking?
	Know about events beyond living memory that are significant nationally or globally.
	Know about the lives of significant individuals in the past who have contributed to national and international achievements.
	Learn about famous Victorians and why they are famous. (Darwin)
	Place events such as The Gunpowder Plot and the lives and achievements of famous people such as Charles Darwin etc on a timeline
	Recognise why people did things and what happened as a result, such as Charles Darwin's work in Science, Florence Nightingale, Mary Seacole, Neil Armstrong etc
	Use vocabulary linked to chronology and the passing of time and ask and answer questions about the past.
	Communicate what they know about important events & famous people through talk, pictures and writing
	Identify a wide range of differences between the past and the present and give reasons for these changes happening

Term 1 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

Term 2 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

Term 3 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

Aims	
	Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
	Learn to sing and use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
	Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Listen and Appraise	Children will:
	2L1. Listen with concentration and understanding to a range of high-quality live and recorded music. How we deliver this: <i>Listening repertoire continues to be broad and diverse into Year 2.</i>
	2L2. Start to develop an understanding of the history and context of music. How we deliver this: <i>The breadth of our repertoire across historical periods gives an early sense of musical context.</i>
	2L3. Using the correct musical language, discuss feelings / emotions as well as likes / dislikes that are linked to music. How we deliver this: <i>Listening and appraising includes space for children to talk about how music makes them feel.</i>
	2L4. Gradually and appropriately discuss the other dimensions of music and build on the depth of their meaning as the Key Stage progresses. How we deliver this: <i>Explicit teaching of dynamics and texture this year builds this understanding directly.</i>

Singing	Children will:
	2S1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. How we deliver this: <i>The voice work of rhythm syllables continues and expands, singing songs as a class, and musical storytelling is introduced throughout Year 2.</i>
	2S2. Understand the importance of warming up their voices, good posture and projecting their voices. How we deliver this: <i>Standard part of every singing session.</i>
	2S3. Have an understanding of melody and words and their importance. How we deliver this: <i>Simple, familiar repertoire (Hot Cross Buns, Twinkle Twinkle) builds this understanding directly, by introducing pitched melodies through singing Kodaly rhythm syllables first, then note letters, and then song lyrics.</i>

Playing Instruments	Children will:
	2P1. Play tuned and untuned instruments musically. How we deliver this: <i>Substantial playing on xylophone, glockenspiel and keyboard this year, building on the application of rhythm syllables into short melodic phrases.</i>
	2P2. Play differentiated parts with a sound-before-symbol approach and according to ability. How we deliver this: <i>Children play parts suited to their ability, learning the feel of a musical part before connecting it to the formal structure. The Sing/Clap/Play method from Year 1 continues to inform this practice.</i>
	2P3. Learn to play together in a band or ensemble. How we deliver this: <i>Children routinely play together in small and large groups, delivered as ensemble playing.</i>
	2P4. Learn to treat each instrument with respect and use the correct techniques to play them. How we deliver this: <i>Continues from Year 1 as standard practice with every new instrument.</i>
	2P5. Start to understand the basics and foundations of formal notations. How we deliver this: <i>Early exposure to how notation works, ahead of the full introduction in Year 3.</i>

	2P6. Play the easy and medium parts with notation. How we deliver this: Simple repertoire gives children their first chance to follow basic notation while playing. Notation remains within the Kodaly-informed system of rhythm syllables through Year 2.
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Improvising & Composing	Children will:
	2C1. Experiment with, create, select and combine sounds using inter-related dimensions of music. How we deliver this: Continues from Year 1, exploring more complex sound and rhythm choices.
	2C2. Start to perform their own rhythms and melodies using their voice and then an instrument. How we deliver this: Tied to storytelling and pattern work — performing rhythms and melodies by voice, then instrument.
	2C3. Start to perform their own rhythms and melodies with confidence and understanding. How we deliver this: Builds confidence in performing own rhythms and melodies, often during an improvised 'solo'.
	2C4. Start improvising using two notes, increasing to three notes and beyond if required. How we deliver this: Tied to this year's tuned instrument work (xylophone, glockenspiel, keyboard), again often during 'solo's'.
	2C5. Improvise musically with a basic knowledge of the interrelated dimensions of music. How we deliver this: Giving space for 'solo's' within the context of a structured piece of music with pulse as the foundation, children learn how to be expressive musically, while still keeping in time and within the context of the overall piece of music they are playing.

Term 1 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

Term 2 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

Term 3 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

Aims	
	Develop competence to excel in a broad range of physical activities.
	Are physically active for sustained periods of time.
	Engage in competitive sports and activities.
	Lead healthy, active lives.

Dance	Children will:
	Perform dances using simple movement patterns.
	Be able to describe their work.
	Be able to use movement imaginatively and perform basic skills (e.g. travelling, being still, making a shape, jumping, turning & gesturing).
	Remember and repeat simple skills and actions with increasing control and co-ordination.
	Be able to express and communicate their ideas & feelings within their dance sequence.
	Be able to change the rhythm, speed, level and direction of their movements.
	Perform short dances, linking actions fluently and with control.

Skipping	Children will:
	Participate in skipping activities, developing timing, control and coordination.
	Master basic skipping movements, including jumping and rope control, while developing balance, agility and coordination and beginning to apply these in a range of activities.
	Prepare their body safely for physical activity
	Hold the rope and use the correct starting position.
	Be able to jump over the rope with increasing control.
	Jump their jumps correctly as the rope turns.
	Perform a single bounce (one jump per turn)
	Perform a double bounce (two jumps per turn)
	Perform hop and swap with control.
	Perform a side straddle pattern (feet together and apart)
	Perform a side swing and return to a jump.
	Enter and exit a turning rope safely.
	Run in, jump and run out of a skipping rope in a straight line.
	Run in, jump and exit a skipping rope on a diagonal pathway.
	Describe how their body feels during physical activity.

Gymnastics	Children will:
	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.
	Be able to perform basic skills when travelling, being still and finding space and use it safely both on the floor and using apparatus.
	Be able to balance, take off, land and roll.
	Plan and repeat simple sequences of actions.
	Begin to realise how important it is to be active.
	Be able to perform movements with some control and co-ordination.
Team Games	Be able to create and perform short, linked sequences showing clear beginning, middle and end and have contrasts in direction, speed and level.
	Children will:
	Participate in team games, developing simple tactics for attacking and defending.
	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.
	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.
	Be able to catch and throw when stationary
	Be able to make simple choices in basic striking/ fielding & invasion type games
	Be able to perform basic skills of rolling/striking & kicking with confidence
	Be able to apply these skills in simple games
	Be able to work well with a partner and in a small group to improve skills
	Be aware of opponents and team-mates when playing games
	Use a variety of simple tactics within the games they play
Swimming	Be able to describe how their bodies work and feel when playing games
	Be able to perform basic techniques of catching, throwing and kicking with a good level of consistency
	On-Going
	Swim competently, confidently and proficiently over a distance of at least 25 metres.
	Use a range of strokes effectively.
	Perform safe self-rescue in different water-based situations.

Term 1 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

Term 2 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

Term 3 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

Jigsaw - Being Me in My World – Autumn 1

Lesson 1	I can identify some of my hopes and fears for this year / I know how to use my Jigsaw Journal / I can recognise when I feel worried and know who to ask for help
Lesson 2	I understand the rights and responsibilities for being a member of my class and school, and the importance of making contributions / I know how to help myself and others feel like we belong
Lesson 3	I listen to other people and contribute my own ideas about rewards and consequences / I help make my class a safe and fair place
Lesson 4	I can listen to other people and contribute my own ideas about rewards and consequences / I can help make my class a safe and fair place
Lesson 5	I understand how following the Learning Charter will help me and others learn / I work cooperatively
Lesson 6	I recognise the choices I make and understand the consequences / I can follow the Learning Charter

RSE Autumn Term Lesson 1

To explore and challenge gender stereotypes.

Jigsaw - Celebrating Difference– Autumn 2

Lesson 1	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) / I understand some ways in which boys and girls are similar and feel good about this
Lesson 2	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) / I understand some ways in which boys and girls are different and accept that this is OK
Lesson 3	I understand that bullying is sometimes about difference / I can tell you how someone who is bullied feels / I can be kind to children who are bullied
Lesson 4	I can recognise what is right and wrong and know how to look after myself / I know when and how to stand up for myself and others / I know how to get help if I am being bullied
Lesson 5	I understand that it is OK to be different from other people and to be friends with them / I understand we shouldn't judge people if they are different / I know how it feels to be a friend and have a friend
Lesson 6	I can tell you some ways I am different from my friends / I understand these differences make us all special and unique

RSE Autumn Term Lesson 2

To explore how male and female animals and humans are biologically different and to understand how this is part of the lifecycle.

Jigsaw - Dreams and Goals– Spring 1

Lesson 1	I can choose a realistic goal and think about how to achieve it / I can tell you things I have achieved and say how that makes me feel
Lesson 2	I carry on trying (persevering) even when I find tasks difficult / I can tell you some of my strengths as a learner
Lesson 3	I can recognise who I work well with and who it is more difficult for me to work with / I can tell you how working with other people helps me learn
Lesson 4	I can work well in a group to create an end product / I can work with other people in a group to solve problems
Lesson 5	I can explain some of the ways I worked well in my group to create the end product / I can express how I felt to be working as part of this group
Lesson 6	I know how to share success with other people / I know how contributing to the success of a group feels and I am able to store those

	feelings in my internal treasure chest (proud)
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Jigsaw – Relationships – Spring 2

Lesson 1	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate / I accept that everyone's family is different and understand that most people value their family
Lesson 2	I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not / I know which types of physical contact I like and don't like and can talk about this
Lesson 3	I can identify some of the things that cause conflict with my friends / I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends
Lesson 4	I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret / I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this
Lesson 5	I recognise and appreciate people who can help me in my family, my school and my community / I understand how it feels to trust someone
Lesson 6	I can express my appreciation for the people in my special relationships / I am comfortable accepting appreciation from others

RSE Spring Term Lesson 3

To focus on sexual difference and name body parts.

Jigsaw - Healthy Me– Summer 2 (During Healthy Living Week)

Lesson 1	I know what I need to keep my body healthy / I am motivated to make healthy lifestyle choices
Lesson 2	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 can tell you when a feeling is weak and when a feeling is strong
Lesson 3	I understand how medicines work in my body and how important it is to use them safely / I feel positive about caring for my body and keeping it healthy
Lesson 4	I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy / I have a healthy relationship with food and know which foods I enjoy the most
Lesson 5	I can make some healthy snacks and explain why they are good for my body / I can express how it feels to share healthy food with my friends
Lesson 6	I understand which foods to eat to give my body energy / I have a healthy relationship with food and I know which foods are most nutritious for my body

RSE Summer Term Lesson 4

To understand body privacy, personal boundaries, and the importance of consent.

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Term 1:

What is the good news Christians believe Jesus brings?	Q – What is the good news Christians believe Jesus brings?
	Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or ‘good news’
	Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians
	Recognise that Jesus gives instructions to people about how to behave
	Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless
	Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)
	Think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas

Why does Christmas matter to Christians?	Q – Why does Christmas matter to Christians?
	Recognise that stories of Jesus’ life come from the Gospels
	Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians
	Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas
	Think, talk and ask questions about Christmas for people who are Christians and for people who are not
	Decide what they personally have to be thankful for, giving a reason for their ideas

Term 2:

Why does Easter matter to Christians?	Q – Why does Easter matter to Christians?
	Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible
	Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)
	Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter
	Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.

What makes some places sacred to believers?	Q – What makes some places sacred to believers?
	Recognise that there are special places where people go to worship, and talk about what people do there
	Identify at least three objects used in worship in Christianity and Judaism and give a simple account of how they are used and something about what they mean
	Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship
	Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe
	Give simple examples of how people worship at a church, mosque or synagogue
	Talk about why some people like to belong to a sacred building or a community
	Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think is the answer to these questions, giving good reasons for their ideas
	Talk about what makes some places special to people, and what the difference is between religious and non-religious special places

Term 3:

Who is a Muslim and how do they live?	Q – Who is a Muslim and how do they live?
	Recognise the words of the Shahadah and that it is very important for Muslims
	Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean
	Give examples of how stories about the Prophet show what Muslims believe about Muhammad
	Give examples of how Muslims use the Shahadah to show what matters to them
	Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions
	Give examples of how Muslims put their beliefs about prayer into action
	Think, talk about and ask questions about Muslim beliefs and ways of living
	Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas
	Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too

Purple – Make sense of belief

Red – Understanding the impact

Green – Making connections

Term 1 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

Term 2 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

Term 3 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

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