

## Year 2 Overview – 2025-2026

Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Topic/Hook	<i>Food Glorious Food/Healthy Heroes Iceberg Ahead!</i>	<i>Pride of Portsmouth</i>	<i>Now and Then</i>	<i>Fire Fire!</i>	<i>Our Wonderful World!</i>	<i>Brazil</i>
Enquiry	<i>How can you be a Healthy Hero?</i>	<i>What makes Portsmouth proud?</i>	<i>Would you rather travel back or forward in time?</i>	<i>How did the great fire change London?</i>	<i>How can we look after our world?</i>	<i>What would it be like to live in Brazil?</i>
Concepts	Health, growing up, fairness, bravery, friendship, <b>welcoming</b>	Change, difference, pride, home, <b>messengers</b>	Fairness, punishment, evil, power, good, choice, <b>authority</b>	Bravery, fear, death, memory, <b>belonging</b>	Discovering, change, fear, difference, choice, <b>remembering</b>	Moving on, growing up, change, love, family, <b>God</b>
English Literacy units	<p><b><u>Food Glorious Food – To include –</u></b> Narrative –Burger Boy Information of food/where food comes from. Food groups etc.</p> <p><b><u>Healthy Heroes To include –</u></b> Information on how to keep clean/healthy, for example exercise, teeth cleaning, choice of how to write/present Include E-safety links</p> <p><b><u>Iceberg Ahead To include</u></b> Narrative/real and fictional Information texts</p>	<p><b><u>Portsmouth – To include –</u></b> Information about Portsmouth</p> <p><b><u>Seasonal writing – Winter/Christmas To include-</u></b> Narrative Drama</p>	<p><b><u>Science Investigation To include –</u></b> Information about working scientifically, allow class to choose which experiments to carry out and report on. Explanations of how and why things work</p> <p><b><u>Now and Then To include</u></b> Information of significant people (For example, Florence Nightingale, Mary Seacole) from the time period Information of the way of life Narrative work on Oliver Twist</p>	<p><b><u>Fictional Writing:</u></b> Horrid Henry Stories/ Author stories – Literacy heritage To include narrative work</p> <p><b><u>Fire Fire!</u></b> <b><u>To include –</u></b> Poetry Narrative Information – History/fires safety Additional Opportunity- London writing</p>	<p><b><u>Our World –Looking after the world – How? Why?- Recycling To include –</u></b> Poetry Narrative Information on Could include – Sustainability Climate change Animals in our world - birdhouses</p>	<p><b><u>Road to Rio (link to geography) To include –</u></b> Information on Brazil Information on comparison of non EU country Narrative</p> <p><b><u>Habitats and environments –link to Science To include –</u></b> Information on environments and habitats –focus on writing for different purposes</p>

Texts to support Learning	<u>Burger Boy</u>	<u>Winters Child</u>	<u>Oliver Twist</u>	<u>Fire Cat</u> <u>Horrid Henry stories</u>	<u>The Paperbag Prince</u>	<u>The Great Kapok Tree</u>
Maths	See separate MTP for each half term					
Cross Curricular Maths	Measures/time when preparing and looking at recipes. Make a Tally chart/block graphs of food Creating shape pictures of fruits and vegetables.	Map reading/Directions for Portsmouth. Costing a trip to Portsmouth. Repeating patterns joining materials	Venn circles/Carroll diagram/tally charts/graphs to show science learning. Ordering events for Jesus' life.	Worded problems related to London/GFoL. Distance the fire travelled in London. Amounts of water used to put out the fire.	Measures/Time when preparing and looking at recipes. Making a shape picture from habitats. Identify shapes in habitat pictures. Position and direction for Beebots. Worded problems	Map reading/Directions for the non EU country. Collecting data on environments and habitats
Ongoing Science	Continue to look at plants within seasons for each half term					
Science	<p><u>Animals including humans</u> <u>Health and Growth</u> -describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. -<u>find out</u> about and describe the basic needs of animals, including humans, for survival (water, food and air). -<u>identify</u> that most living things live in habitats to which they are suited and describe how different habitats</p>	<p><u>Everyday Materials</u> <u>Autumn 2/ Spring 1</u> -<u>find</u> out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. - <u>Identify</u> and <u>compare</u> the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular use. -using observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions. -<u>asking</u> simple questions and recognising that they can be answered in different ways.</p>	<p><u>Plants</u> -<u>observe</u> and <u>describe</u> how seeds and bulbs grow into mature plants. -<u>find</u> out and describe how plants need water, light and a suitable temperature to grow and stay healthy. -<u>identify</u> and <u>name</u> a variety of plants and animals in their habitats, including microhabitats. -<u>observing</u> closely, using simple equipment. -<u>identifying</u> and <u>classifying</u>.</p>	<p><u>Plants/ Living Things and their Habitats</u> -<u>observe</u> and <u>describe</u> how seeds and bulbs grow into mature plants. -<u>find</u> out and describe how plants need water, light and a suitable temperature to grow and stay healthy. -<u>identify</u> and <u>name</u> a variety of plants and animals in their habitats, including microhabitats. -<u>observing</u> closely, using simple equipment. -<u>identifying</u> and <u>classifying</u>.</p>	<p><u>Living Things and their Habitats/ Animals including humans</u> -<u>Explore</u> and <u>compare</u> the differences between things that are living, dead, and things that have never been alive. -<u>identify</u> and <u>name</u> a variety of plants and animals in their habitats, including microhabitats. -<u>describe</u> how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	

	<p>provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p><u>-asking</u> simple questions and recognising that they can be answered in different ways.</p> <p><u>-identifying and classifying</u></p>					<p>-using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.</p> <p>-notice that animals, including humans, have offspring which grow into adults.</p>
<b>Computing</b>	<p><b><u>Robot Algorithms</u></b></p> <p>To understand with minimal support what algorithms are, how they are implemented as programs on digital devices, and that programs are executed by following precise and unambiguous instructions.</p> <p>-To create and debug simple programs.</p> <p>-Use logical reasoning to predict the behaviour of simple programs with minimal support.</p>	<p><b><u>Digital Photography</u></b></p> <p>-Use technology purposefully to create, organise, store, manipulate, and retrieve digital content with minimal support.</p> <p>Recognise common uses of information technology beyond school.</p> <p>-Use technology safely and respectfully, keeping 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.</p>		<p><b><u>Programming Quizzes</u></b></p> <p>-Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions independently.</p> <p>-Create and debug simple programs independently.</p> <p>-Use logical reasoning to predict the behaviour of simple programs independently.</p> <p>-Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>		<p><b><u>Digital Music</u></b></p> <p>Digital plant diaries, applying pictograms, electronic microscopes</p> <p>-Use technology purposefully to create, organise, store, manipulate, and retrieve digital content.</p>
	<b>Online Safety</b>	Self-Image and Identity Health, Wellbeing and Lifestyle	Online Bullying Copyright and Ownership	Online Relationships	Online Reputation	Managing Online Information

<p style="text-align: center;"><b>Music</b></p>	<p><b>Key Focus: Pulse, Rhythm and Pitch.</b></p> <ul style="list-style-type: none"> <li>• To know five songs off by heart.</li> <li>• To know that songs have a musical style.</li> <li>• To know that music has a steady pulse.</li> <li>• To know that we can create rhythms from our names.</li> <li>• Learn the names of the notes in their instruments.</li> <li>• To know the names of untuned percussion instruments played in class.</li> <li>• To improvise you need 1 or 2 notes.</li> <li>• Composing is like writing a story with music.</li> <li>• To be able to warm up your voice and know why.</li> <li>• To recognise the difference between a high and low note or pitch.</li> <li>• To begin to compose your own piece of music.</li> <li>• Evaluate the music of others and your own.</li> </ul> <p><b>Tuned: Steel Pans</b> <b>Un-tuned: Hand Bells</b></p>	<p><b>Key Focus: Dynamics and Tempo</b></p> <ul style="list-style-type: none"> <li>• To know five songs off by heart.</li> <li>• To know that songs have a genre.</li> <li>• To know that music has a steady pulse.</li> <li>• To know that we can create rhythms from words.</li> <li>• Learn the names of the notes in their instruments.</li> <li>• To know the names of untuned percussion instruments played in class.</li> <li>• Composing is like writing a story with music.</li> <li>• To be able to warm up your voice and know why.</li> <li>• To recognise the difference between a high and low note or pitch.</li> <li>• To begin to compose your own piece of music.</li> <li>• Evaluate the music of others and your own.</li> </ul> <p><b>Tuned: Steel Pans</b> <b>Un-tuned: Hand Bells</b></p>	<p><b>Key Focus: Feelings through music.</b></p> <ul style="list-style-type: none"> <li>• To know six songs off by heart.</li> <li>• To know that songs have a genre.</li> <li>• To know that music has a steady pulse.</li> <li>• To know that we can create rhythms from favorite foods.</li> <li>• Learn the names of the notes in their instruments.</li> <li>• To know the names of untuned percussion instruments played in class.</li> <li>• Composing is like writing a story with music.</li> <li>• To be able to warm up your voice and know why.</li> <li>• To recognise the difference between a high and low note or pitch.</li> <li>• To begin to compose your own piece of music.</li> <li>• Evaluate the music of others and your own.</li> </ul> <p><b>Tuned: Recorders</b> <b>Un-tuned: Tambourines</b></p>	<p><b>Key Focus: Composing</b></p> <ul style="list-style-type: none"> <li>• To know six songs off by heart.</li> <li>• To know that songs have a genre.</li> <li>• To know that music has a steady pulse.</li> <li>• To know that we can create rhythms from favorite foods.</li> <li>• Learn the names of the notes in their instruments.</li> <li>• To know the names of untuned percussion instruments played in class.</li> <li>• Composing is like writing a story with music.</li> <li>• To be able to warm up your voice and know why.</li> <li>• To be able to sing with the correct posture.</li> <li>• To recognise the difference between a high and low note or pitch.</li> <li>• To begin to compose your own piece of music.</li> <li>• Evaluate the music of others and your own.</li> </ul> <p><b>Tuned: Recorders</b> <b>Un-tuned: Tambourines</b></p>	<p><b>Key Focus: Improvisation</b></p> <ul style="list-style-type: none"> <li>• To know seven songs off by heart.</li> <li>• To know that songs have a genre.</li> <li>• To know that music has a steady pulse.</li> <li>• To know that we can create rhythms from short phrases.</li> <li>• Learn the names of the notes in their instruments.</li> <li>• To know the names of untuned percussion instruments played in class.</li> <li>• Composing is like writing a story with music.</li> <li>• To be able to warm up your voice and know why.</li> <li>• To be able to sing with the correct posture.</li> <li>• To recognise the difference between a high and low note or pitch.</li> <li>• To begin to compose your own piece of music.</li> <li>• Evaluate the music of others and your own.</li> </ul> <p>• Evaluate the music of others and your own.</p> <p><b>Tuned: Chime Bars</b> <b>Un-tuned: African Drums</b></p>	<p><b>Key Focus: Performing</b></p> <ul style="list-style-type: none"> <li>• To know seven songs off by heart.</li> <li>• To know that songs have a genre.</li> <li>• To know that music has a steady pulse.</li> <li>• To know that we can create rhythms from short phrases.</li> <li>• Learn the names of the notes in their instruments.</li> <li>• To know the names of untuned percussion instruments played in class.</li> <li>• Composing is like writing a story with music.</li> <li>• To be able to warm up your voice and know why.</li> <li>• To be able to sing with the correct posture.</li> <li>• To recognise the difference between a high and low note or pitch.</li> <li>• To begin to compose your own piece of music.</li> <li>• Evaluate the music of others and your own.</li> </ul> <p><b>Tuned: Chime Bars</b> <b>Un-tuned: African Drums</b></p>
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RE	<p><b><u>Welcoming - Baptism</u></b></p> <ul style="list-style-type: none"> <li>• Communicate</li> <li>• Apply</li> <li>• Enquire</li> <li>• Contextualise</li> <li>• Evaluate</li> </ul>	<p><b><u>Community - Hindu Community</u></b></p> <ul style="list-style-type: none"> <li>• Communicate</li> <li>• Apply</li> <li>• Enquire</li> <li>• Contextualise</li> <li>• Evaluate</li> </ul>	<p><b><u>Authority - Key Events in Jesus' Life</u></b></p> <ul style="list-style-type: none"> <li>• Communicate</li> <li>• Apply</li> <li>• Enquire</li> <li>• Contextualise</li> <li>• Evaluate</li> </ul>	<p><b><u>Remembering - Passover</u></b></p> <ul style="list-style-type: none"> <li>• Communicate</li> <li>• Apply</li> <li>• Enquire</li> <li>• Contextualise</li> <li>• Evaluate</li> </ul>	<p><b><u>Specialness – Special People – Sikh Faith Traditions</u></b></p> <ul style="list-style-type: none"> <li>• Communicate</li> <li>• Apply</li> <li>• Enquire</li> <li>• Contextualise</li> <li>• Evaluate</li> </ul>	<p><b><u>God - Ideas about God</u></b></p> <ul style="list-style-type: none"> <li>• Enquire</li> <li>• Contextualise</li> <li>• Evaluate</li> <li>• Communicate</li> <li>• Apply</li> </ul>
Art	<p><b><u>Vegetable Sketching</u></b>          -To <b>use</b> sketchbook to draw/sketch initial ideas.          -to <b>use</b> line and marks to create outline shapes, using a variety of media – graphite pencils (HB/2B), charcoal pencils, ball point pens, crayons, felt tip pens, chalk, coloured pencils).          -To work to the size of the paper of surface.          -to draw in greater detail of vegetables and context.          -to <b>look</b> at drawings of Eric Carte (hungry caterpillar) that represent a variety of cultures and times, relating them to own work.  <i>Artist – Nick sharratt, Eric Carle</i></p>		<p><b><u>Extra opportunity Painting and Printing Victorian wall paper</u></b>  <i>Artist – William Morris</i></p>	<p><b><u>Sculpture and painting Clay</u></b>          To <b>use</b> sketchbook to draw/sketch initial ideas.          -To use a combination of shapes to make a sculpture.          -to use a wide range of simple tools to cut, shape and impress patterns and textures          -to look at and discuss the work of sculptors and relate to own work.  <i>Artist – Grayson Perry and/or Henry Moore</i></p>	<p><b><u>Sculpture – Collage</u></b>          -To <b>use</b> sketchbook to draw/sketch initial ideas.          - To <b>explore</b> shade and texture of different papers.          -To <b>use</b> a variety of materials to make a collage.          -to <b>use</b> a range of natural and hand-made materials to match texture and colour to purpose.          -to work as a member of a group to produce a single collage.          -to <b>discuss</b> their work and the work of others using appropriate language to the visual elements.  <i>Artist – Vincent Van Gogh</i></p>	
DT	<p><b><u>Cooking and Nutrition (Fruit Salads) Design</u></b>          To design a healthy fruit salad snack for themselves based on design criteria.</p>	<p><b><u>Textiles (Calendars) Design</u></b>          To generate ideas about different themes associated with Portsmouth.</p>				<p><b><u>Mechanisms (wheels and axles) (Carnival Floats) Design</u></b>          To develop, model and communicate their ideas through talking,</p>

	<p>To generate, develop, model and communicate ideas about making a fruit salad.</p> <p><b><u>Make</u></b> To select from and use a range of equipment to cut, slice, grate or peel soft ingredients safely and hygienically To select from a range of ingredients for a fruit salad.</p> <p><b><u>Evaluate</u></b> To name, explore and informally evaluate a range of ingredients for a fruit salad. To evaluate their fruit salad against the design criteria.</p> <p><b><u>Cooking and Nutrition</u></b> To understand where some common fruits come from.</p> <p>Begin to understand what makes a healthy diet. To use the basic principles of a healthy and varied diet to prepare a fruit salad.</p>	<p>Begin to develop design criteria for making a souvenir calendar. To use design criteria to design a calendar to celebrate Portsmouth</p> <p>To develop and communicate ideas through drawing, templates, and, where appropriate, information and communication technology.</p> <p><b><u>Make</u></b> To practise cutting and joining fabrics. To use pattern pieces to cut required shapes out of fabric. To select from and use a range of materials to make a calendar. To select from and use appropriate tools to cut, join and add finishing details to a calendar. To make a souvenir calendar to celebrate Portsmouth.</p> <p><b><u>Evaluate</u></b> To explore and evaluate a range of calendars. To understand the purpose of a calendar and know who uses them. To evaluate their calendar against design criteria.</p>				<p>drawing, templates, mock-up. To design a model of a carnival float based on design criteria;</p> <p><b><u>Make</u></b> To practise making wheels and axles. To make a model of a moving carnival float. To select from and use appropriate equipment and materials to cut, join and add finishing details;</p> <p><b><u>Evaluate</u></b> Evaluate a range of wheeled vehicles. To evaluate their model carnival float against design criteria. To consider how work could be improved.</p> <p><b><u>Technical Knowledge</u></b> Explore a range of wheeled vehicles.</p> <p>To use wheels and axles to make model my carnival float move.</p>
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		Begin to consider how work could be improved.				
<b>Real PE</b>	<p><b><u>Personal</u></b> <b><u>Unit 1</u></b> <b>Level 1</b> - I can follow instructions, practise safely and work on simple tasks by myself. <b>(ALL)</b> <b>Level 2</b> – I try several times if at first I don't succeed and I ask for help when appropriate. <b>(MANY)</b> <b>Level 3</b> – I know where I am in my learning and I have begun to challenge myself. <b>(SOME)</b></p>	<p><b><u>Social</u></b> <b><u>Unit 2</u></b> <b>Level 1</b> - I can play with others, taking turns and sharing. <b>(ALL)</b> <b>Level 2</b> – I can help praise and encourage others in their learning. <b>(MANY)</b> <b>Level 3</b> – I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas. <b>(SOME)</b></p>	<p><b><u>Cognitive</u></b> <b><u>Unit 3</u></b> <b>Level 1</b> - I can understand and follow simple rules and can name some things I am good at. <b>(ALL)</b> <b>Level 2</b> – I can begin to order instructions, movements and skills. With help I can reorganise similarities and differences in performance and I can explain why someone is working or performing well. <b>(MANY)</b> <b>Level 3</b> - I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement. <b>(SOME)</b></p>	<p><b><u>Creative</u></b> <b><u>Unit 4</u></b> <b>Level 1</b> – I can explore and describe different movements. <b>(ALL)</b> <b>Level 2</b> – I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme. <b>(MANY)</b> <b>Level 3</b> – I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression. <b>(SOME)</b></p>	<p><b><u>Physical</u></b> <b><u>Unit 5</u></b> <b>Level 1</b> - I can perform a single skill or movement with control. I can perform a range of skills and link 2 movements together <b>(ALL)</b> <b>Level 2</b> – I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some change in level, direction or speed. <b>(MANY)</b> <b>Level 3</b> - I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. <b>(SOME)</b></p>	<p><b><u>Health and Fitness</u></b> <b><u>Unit 6</u></b> <b>Level 1</b> – I am aware of why exercise is important for good health <b>(ALL)</b> <b>Level 2</b> – I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. <b>(MANY)</b> <b>Level 3</b> – I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down. <b>(SOME)</b></p>
	<p><b><u>Real Dance</u></b> Shape, Circles, Partnering and Artistry.</p>	<p><b><u>Real Gym</u></b> Balance and Travel</p>	<p><b><u>Real Gym</u></b> Flight and Rotation</p>	<p><b><u>Real Dance</u></b> Consolidation of Shape, Circles, Partnering and Artistry.</p>	<p><b><u>Real Gym</u></b> Consolidation of Balance, Travel, Flight and Rotation</p>	<p><b><u>Athletics</u></b> Consolidation of Fundamental Movement skills</p>

<p style="text-align: center;"><b>Geography</b></p>		<p style="text-align: center;"><b><u>Portsmouth</u></b>  <b><u>Locational knowledge</u></b>          -Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom          -Name and locate the world's seven continents and five oceans with support.  <b><u>Human and physical geography</u></b>          -Use basic geographical vocabulary to refer to:          Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.  <b><u>Geographical skills and fieldwork</u></b>          -Recognise landmarks and basic human and physical features; by using aerial photographs and planning perspectives.          -Describe the geography of their school and its grounds using simple fieldwork and observational skills.</p>				<p style="text-align: center;"><b><u>Brazil/Rainforests</u></b>  <b><u>Locational knowledge</u></b>          - name and locate the world's seven continents and five oceans.  <b><u>Human and physical geography</u></b>          -Use basic geographical vocabulary to refer to:          key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.          Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.  <b><u>Geographical skills and fieldwork</u></b>          -Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans .</p>
<p style="text-align: center;"><b>History</b></p>	<p style="text-align: center;"><b><u>Titanic</u></b>          -events beyond living memory that are significant nationally or globally.          -significant historical events, people and places in their own locality.</p>		<p style="text-align: center;"><b><u>Victorians</u></b>          -events beyond living memory that are significant nationally or globally.          -Significant historical events, people and places in their own</p>	<p style="text-align: center;"><b><u>The Great Fire of London</u></b>          -events beyond living memory that are significant nationally or globally.</p>		

			<p>locality- John Pounds/Brunel.</p> <p>-the lives of significant individuals in the past who have contributed to national and international achievements.</p>			
PSHE	<p><b><u>How can we stay safe and healthy?</u></b></p> <p>-how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>-how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>-how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>-how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>-where to get advice e.g.family, school and/or other sources</p> <p>-how and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p><b><i>-to explore opportunities for</i></b></p>	<p><b><u>What makes a family and how are they the same and different?</u></b></p> <p>-that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.</p> <p>-how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p><b><i>-to understand ways in which a relationship can be unhealthy, to recognise when a relationship is unhealthy, how to manage this or who to go to and what to say if they need support</i></b></p> <p><b><i>-to identify their special people (family, friends, carers), what makes them special and how</i></b></p>	<p><b><u>Are all friendships real?</u></b></p> <p>-how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>-where and how to report concerns and get support with issues online.</p>	<p><b><u>What makes a good friend and how can we help each other?</u></b></p> <p>-that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p><b><i>-to communicate their feelings to others, to recognise how others show feelings and how to respond.</i></b></p> <p><b><i>-that there are different types of bullying, that these are wrong and unacceptable and how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</i></b></p> <p>- how to make a clear and efficient call to emergency services if necessary.</p> <p>-concepts of basic first-aid, for example dealing</p>	<p><b><u>Why do we have respectful relationships?</u></b></p> <p>-Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>-that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p><b><i>-to recognise what constitutes a positive, healthy relationship and develop the skills to develop and maintain positive and healthy relationships to judge what kind of physical contact is acceptable, comfortable, unacceptable and how to respond (including who to tell and how to tell them)</i></b></p>	<p><b><u>Why should we express our emotions?</u></b></p> <p>-how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</p> <p>-isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>-where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).</p> <p><b><i>-to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous,</i></b></p>

	<p><b>physical activity including active travel.</b> -the principles of planning and preparing a range of healthy meals.</p>	<p><b>special people should care for one another</b> -how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. -where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). <b>-to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</b></p>		<p>with common injuries, including head injuries, including head injuries and water safety and CPR.</p>		<p><b>unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong. -to understand and use a wide range of emotional vocabulary (emotional literacy).</b></p>
<p><b>Social Links</b></p>	<ul style="list-style-type: none"> <li>Participating in harvest celebration - community link</li> </ul>	<ul style="list-style-type: none"> <li>Portsmouth as a community –how many languages are spoken?</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of how British history contributed to life today –what differences did Victorian make? – Inventions and Florence Nightingale</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of how British history contributed to life today –what happened to London after the fire?</li> </ul>	<ul style="list-style-type: none"> <li>Looking after their community –who has responsibility for this? Why?</li> </ul>	<ul style="list-style-type: none"> <li>How is life in Britain similar/ different to other places in the world?</li> </ul>

<p><b>Moral Links</b></p>	<ul style="list-style-type: none"> <li>• Is it right that some people have too much food and others do not have enough?</li> <li>• Fairtrade links</li> <li>• Should women and children have gone first on lifeboats? Should people with more money be saved first?</li> </ul>	<ul style="list-style-type: none"> <li>• What makes a family a family?</li> </ul>	<ul style="list-style-type: none"> <li>• Should children have been caned at Victorian schools?</li> <li>• Was it right to make children go to work?</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding that people believe different things</li> </ul>	<ul style="list-style-type: none"> <li>• Should you drop litter at your local park? Why/ Why not?</li> </ul>	<ul style="list-style-type: none"> <li>• How do we look after other people in the world? - Small tribes?</li> <li>• Deforestation –Is it right to cut down rainforests?</li> </ul>
<p><b>Spiritual Links</b></p>	<ul style="list-style-type: none"> <li>• Thinking about welcoming and reflecting on own beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking about community and reflecting on own beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection on Jesus’ life and how this affects Christian people.</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking about on remembering and reflecting on own beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• Sense of enjoyments and fascination about finding out about their world.</li> </ul>	<ul style="list-style-type: none"> <li>• Sense of enjoyments and fascination about finding out about their world.</li> <li>• Reflection on own beliefs.</li> </ul>
<p><b>Cultural Links</b></p>	<ul style="list-style-type: none"> <li>• Where does food come from?- Other cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Historical consciousness of Portsmouth</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating the evolutionary cultural change from Victorian period- ladies at work/no children at work.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating the evolutionary cultural change after the GFOL.</li> </ul>	<ul style="list-style-type: none"> <li>• Countries around the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Countries/traditions around the world.</li> </ul>