



Roe Green Infant School
MEDIUM TERM PLANNING 2025-2026
YEAR 2-Home Sweet Home



SUBJECT SPECIFIC VOCABULARY FOR EACH LESSON WILL BE SHOWN ON THE WEEKLY PLANS

	Week 1 5/1/26	Week 2 12/1/26	Week 3 19/1/26	Week 4 26/1/26	Week 5 2/2/26	Week 6 9/2/26	Week 7 23/2/26	Week 8 2/3/26	Week 9 9/3/26	Week 10 16/3/26	Week 11 23/3/26	Week 12 30/3/25
SPRING ENGLISH	<p>Key Text: Fly By Night </p> <p>Vocabulary about verbs: swoop, hover, float. Role play verbs</p> <p>Discuss the sun's trajectory.</p> <p>Prepositional Language</p> <p>Skill: Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p>	<p>Key Text: Fly By Night </p> <p>Classifying verbs/ground movements.</p> <p>Writing sentences.</p> <p>Big write: Short Narrative</p> <p>Skill: Writing down ideas and/or key words, including new vocabulary</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p>	<p>Key Text: White Owl Barn Owl </p> <p>Read the text and gather information.</p> <p>Owl Workshop</p> <p>Collect information from the workshop.</p> <p>Research from different sources</p> <p>Reinforce vocabulary and meanings.</p> <p>Collect information from PPT</p> <p>Big Write: Recount of the workshop</p> <p>Skill: Being introduced to non-fiction books that are structured in different ways</p> <p>Writing down ideas and/or key words, including new vocabulary</p> <p>Explain and discuss their understanding of books, both those that they listen to and those that they read for themselves</p> <p>Writing down ideas and/or key words, including new vocabulary</p> <p>Writing about real events</p>	<p>Key Text: White Owl Barn Owl </p> <p>Fill in owl grid under subheadings</p> <p>Big Write- Report writing.</p> <p>Skill: Planning or saying out loud what they are going to write about</p> <p>Encapsulating what they want to say, sentence by sentence</p> <p>Evaluating their writing with the teacher and other pupils</p> <p>rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>proofreading to check for errors in spelling, grammar and punctuation</p>	<p>Key Text: The Owl who was afraid of The Dark </p> <p>Fill in the grid about 'Dark'</p> <p>Big Write Narrative (Retell)</p> <p>- Dark is exciting and one other kind of Dark</p> <p>Retell Plop meeting the boy scout</p> <p>Has write about Orion the cat</p> <p>Skill: Planning or saying out loud what they are going to write about</p> <p>Encapsulating what they want to say, sentence by sentence</p> <p>Evaluating their writing with the teacher and other pupils</p> <p>rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p>	<p>Key Text: The Owl who was afraid of The Dark </p> <p>Write a description of Grandma</p> <p>Make a 'wanted poster' for Grandma</p> <p>Skill: Participate in discussion about books, taking turns and listening to what others say</p>	<p>Key Text: George's Marvellous Medicine </p> <p>Write a description of Grandma</p> <p>Make a 'wanted poster' for Grandma</p> <p>Skill: Planning or saying out loud what they are going to write about</p>	<p>Key Text: George's Marvellous Medicine </p> <p>Plan and write Recipe/ potions and edit</p> <p>Skill: Planning or saying out loud what they are going to write about</p>	<p>Key Text: George's Marvellous Medicine </p> <p>To create my own recipe</p> <p>Skill: Planning or saying out loud what they are going to write about</p>	<p>Key Text: Trip Wren 300</p> <p>Recap visit of going into London, buildings, activities etc.</p> <p>Big Write: Recount of the trip</p> <p>Assessment week</p> <p>Reading NTS Papers</p> <p>Skill: Planning or saying out loud what they are going to write about</p>	<p>Key Text: Start Reading 'The Twits' </p> <p>Skill: Reading and understanding Text.</p> <p>Answering questions</p>	

	Comprehension		Comprehension		Comprehension The Great Fire of London		Comprehension		Comprehension		
	SPaG: introduce the present progressive to describe what is happening now e.g. He is swooping/hovering I am flying	SPaG: Past progressive – for the short narrative. (he was sitting) and past simple Blink was hovering over the fields. He swooped down. Prepositions – over, under Comparative – higher and higher	SPaG: Nelson Grammar Pupil Book 2 Unit 15 Commas in a list	SPaG: Present tense subordination (using different conjunctions) and coordination (and/but/or)	SPaG: Adjectivees, noun phrases, verbs	SPaG: Subordination (using when, if, that, because) and coordination (using or, and/but) Past tense- simple and progressive Adjectives and noun phrases Time adverbs	SPaG: Exclamation sentences and exclamation marks (What a horrible old woman she is!) Use expanded noun phrases to describe and specify Contraction- could be used to describe Grandma: She's	SPaG: Command forms Adverbs-slowly Time adverbs Coordination and subordination Question sentences- Have you ever wanted to....? Adverbs of manner	SPaG: Past tense – simple and progressive Adjectives and noun phrases Coordination and subordination Time adverbs – then, later Adverbs of manner Coordination and subordination	SPaG: Past tense-simple and progressive Adjectives and noun phrases Time adverbs-Then, Later Coordination and subordination Prepositional phrases, on the tube, in the church...	SPaG: Nelson Grammar Pupil Book 2 Unit 25 Conjunctions (and, but, or)
	Nelson Handwriting Pupil Book 2 Revisit Unit 11 ha join	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 12 od join	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 13 er join	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 14 ai join	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 15 oy join	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 16 re join	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 17 fu join (Unit 18 Print)	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 19 ot join	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 20 ai join	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 20 ol join	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 20 al join
	Revise Year 2 Common Exception Words	Phonics: Bugclub phase 5 unit 23 Phoneme /c/ written as 'c' Phoneme /c/ written as 'k' Phoneme /c/ written as 'ck' Phoneme /c/ written as 'ch'	Phonics: Bugclub phase 5 unit 24 Phoneme /s/ written as 'c(e)' c(i)' c(y)' Phoneme /s/ written as 'sc' and st(l)' Phoneme /s/ and /z/ written as 'se'	Phonics: Bugclub phase 5 unit 25 Phoneme /j/ written as 'g(e)' g(i)' g(y)' Phoneme /j/ written as 'dge'	Phonics: Bugclub Phase 5 unit 26 Phoneme /l/ written as 'le' ' Phoneme /m/ written as 'mb' Phoneme /n/ written as 'kn' and 'gn' Phoneme /r/ written as 'wr' Language Session	Phonics: Bugclub Phase 5 unit 27 Phoneme /ch/ written as 'ch' Phoneme /sh/ alternatives Phoneme /e/ written as 'ea' Phoneme /zh/ written as 's' Phoneme /w/ /o/ written as 'wa' Phoneme /u/ written as 'o' Language Session	Phonics: Bugclub Phase 6 unit 28 Suffix ending 'ing' (a morpheme) Suffix ending 'ed' (a morpheme) Suffix ending split digraph silent 'e'+ 'ing' -ed' Language Session	Phonics: Bugclub Phase 6 unit 29 Suffix ending 's' (as plural morpheme) Suffix ending 'es' after 'ss', 'x' Suffix ending 'es' after 'ch', 'sh', 'tch' Language Session	Phonics: Bugclub Phase 6 unit 30 Prefix 're-' Prefix 'un-' Prefix, root, suffix Language Session	Phonics: Bugclub Revision	Phonics: Bugclub Revision

	<p>Library- Focus non-fiction Research and use books about owls</p> <p>Skill: Being introduced to non-fiction books that are structured in different ways</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Library- Focus non-fiction Research and use books about owls</p> <p>Skill: Being introduced to non-fiction books that are structured in different ways</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Library- Focus non-fiction Look at glossaries</p> <p>Skill: Being introduced to non-fiction books that are structured in different ways</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p>	<p>Library- Focus non-fiction Share reports about owls with peers</p> <p>Skill: Being introduced to non-fiction books that are structured in different ways</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p>	<p>Library- Focus non-fiction Share reports about owls with peers</p> <p>Skill: Being introduced to non-fiction books that are structured in different ways</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p>	<p>Library- Fiction Looking at different Roald Dahl book/ rotten rhymes</p> <p>Looking at different Roald Dahl books</p> <p>Shared reading and discussion about George's Marvellous Medicine</p> <p>Skill: Being introduced to non-fiction books that are structured in different ways</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p>	<p>Library- Fiction Looking at different Roald Dahl book/ rotten rhymes</p> <p>Looking at different Roald Dahl books</p> <p>Skill: Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Library- Fiction Looking at different Roald Dahl book/ rotten rhymes</p> <p>Library- Fiction Looking at different Roald Dahl Rotten Rhymes</p> <p>Skill: Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Recognising simple recurring literary language in stories and poetry</p> <p>Discussing their favourite words and phrases</p>	<p>Library- Fiction Looking at different Roald Dahl book/ rotten rhymes</p> <p>Skill: Being introduced to non-fiction books that are structured in different ways</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p>	<p>Library- Focus non-fiction Research and use books about The Great Fire of London</p> <p>Skill: Being introduced to non-fiction books that are structured in different ways</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p>
MATHS	<p>Unit 7: Number and place value Model the problem</p> <p>Skill: Use place value and number facts to solve problems.</p>	<p>Unit 8: Addition and subtraction Add pairs of multiples of 10 to 100</p> <p>Skill: Recall and use addition and subtraction facts to 20 fluently.</p> <p>Derive and use related facts up to 100.</p> <p>Add and subtract a 2-digit number and tens using concrete objects, pictorial representations, and mentally.</p> <p>Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.</p> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p> <p>Recognize and use the inverse relationship between addition and subtraction and use this to solve missing number problems.</p>	<p>Unit 8: Addition and subtraction Use inverse relationships to solve problems</p> <p>Skill: Add and subtract a 2-digit number and 10s using concrete objects, pictorial representations, and mentally.</p> <p>Add and subtract two 2-digit numbers using concrete objects, pictorial representations, and mentally</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. (Covered in Autumn Term)</p> <p>Unit 6: Measurement Measuring using non-standard and standard units</p> <p>Skill: Understand why we need standard units when measuring. Read scales to the nearest appropriate unit.</p>	<p>Unit 9: Measurement Finding amounts of money and giving change (Covered in Autumn Term)</p> <p>Skill: Recognize and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</p> <p>Find different combinations of coins that equal the same amounts of money.</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. (Covered in Autumn Term)</p> <p>Unit 6: Measurement Measuring using non-standard and standard units</p> <p>Skill: Understand why we need standard units when measuring. Read scales to the nearest appropriate unit.</p>	<p>Unit 6: Measurement Comparing and ordering measurements</p> <p>Skill: Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$.</p> <p>Sticks/leaves bigger, smaller, longer, shorter</p> <p>Kids Kitchen, measuring temperature using thermometer</p>	<p>Unit 10: Statistics Construct and interpret simple diagrams</p> <p>Statistics Interpret and construct simple pictograms and block diagrams.</p> <p>Skill: Ask and answer simple questions by counting the number of objects in each category.</p> <p>Interpreting data and creating a graph</p>	<p>Unit 11: Multiplication and division Multiplication and division fact families</p> <p>Skill: Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs.</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p>	<p>Unit 11: Multiplication and division Solving problems using multiplication and division, sometimes with remainders</p> <p>Skill: Solve problems involving multiplication and division, using materials and arrays, including problems in contexts.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs.</p>	<p>Unit 12: Fractions Recognizing, finding and naming fractions of area, sets of objects and quantities, and introducing thirds</p> <p>Skill: Recognize, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity</p> <p>Assessment Week</p> <p>Skill: Use and apply skills that have previously been taught</p>	<p>Unit 13: Geometry: properties of shapes Properties of 2D and 3D shapes (Covered in Autumn Term)</p> <p>Skill: Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.</p> <p>Compare and sort common shapes and everyday objects.</p> <p>Identify 2D shapes as the faces of 3D shapes</p>

SCIENCE	<p>Growing Up (Animals and Humans) How do animals change as they grow?</p> <p>Skills: using their observations and ideas to suggest answers to questions</p>	<p>Growing Up (Animals and Humans) What do animals need to survive?</p> <p>Skills: using their observations and ideas to suggest answers to questions</p>	<p>Growing Up (Animals and Humans) How can we sort food into groups?</p> <p>Skills: Identifying and classifying</p> <p>Healthy people Different diets</p>	<p>Growing Up (Animals and Humans) How do humans stay clean?</p> <p>Skills: using their observations and ideas to suggest answers to questions</p>	<p>Growing Up (Animals and Humans) How can humans stay active?</p> <p>Skills: using their observations and ideas to suggest answers to questions</p>	<p>How do humans stay healthy?</p> <p>Skills: using their observations and ideas to suggest answers to questions</p>	<p>Growing seeds and bulbs How do plants grow and change over time?</p> <p>Skills: Identifying and classifying observing</p>	<p>Growing seeds and bulbs How are seeds and bulbs different?</p> <p>Skills: Identifying and classifying observing</p>	<p>Growing seeds and bulbs What do seeds need to germinate?</p> <p>Skills: Identifying and classifying Observing</p> <p>Growing plants in recycled containers</p>	<p>Growing seeds and bulbs How tall will they grow?</p> <p>Skills: Identifying and classifying Observing</p> <p>Collection of data over time</p>	<p>Growing seeds and bulbs What have we learnt about how a seed germinates?</p> <p>Skills: Identifying and classifying observing</p> <p>Assessment</p>
	<p>Local Area Study Look at a map of Roe Green Village using Google maps, aerial images and photographs. Visitor talk (Debbie Nyman)</p> <p>Skill: Identify places using maps, atlases, aerial images. Use aerial photographs and plans to recognise landmarks and human and physical features</p> <p>Use 4 Compass points N, S, E, W and use directional language</p> <p>Use an infant atlas to locate places</p>	<p>Local Area Study To draw simple map of a local area</p> <p>Skill: Use observational skills to study the geography of their local area in a close proximity to the school</p> <p>Use geographical vocabulary to refer to the physical features and human features</p> <p>Use 4 Compass points N, S, E, W and directional language</p> <p>Follow a route on a map</p> <p>Use class agreed symbols to make a simple key on a map</p> <p>Use an infant atlas to locate places</p>	<p>Local Area Study To visit Roe Green Village</p> <p>To look at pictures/photos of Roe Green Village</p> <p>(To explore the area where we live)</p> <p>Skill: Develop knowledge and understanding of the local area. Investigating their surroundings</p> <p>Use observational skills to study the geography of their local area in a close proximity to the school</p> <p>Use geographical vocabulary to refer to the physical features and human features</p> <p>Greening connecting to locality</p>	<p>Local Area Study To find out who Amy Johnson was and when she lived. (The lives of Significant individuals in the local area)</p> <p>Skill: Identify differences between ways of life at different times</p> <p>Talk about who was important e.g., in a simple historical content</p> <p>Develop an awareness of the past</p> <p>observe or handle sources to answer questions about the past on the basis of simple observations</p>	<p>Local Area Study To understand the impact Amy Johnson had on the importance of women as pilots</p> <p>Skill: Recognising why people did things and what happened as a result (Impact) Know where all people/events studied fit into a chronological framework</p> <p>Plan Bee Lesson 5 Local Area</p>	<p>Local Area Study Local Area Assessment Quiz.</p> <p>Skill: Recalling facts of the local area.</p>	<p>Great Fire of London Lesson 1</p> <p>To understand where and when the Great Fire of London started.</p> <p>Skill: Identifying similarities and differences between ways of life at different times</p> <p>Develop an awareness of the past</p> <p>Chronology-Sequencing</p>	<p>Great Fire of London Lesson 2</p> <p>To understand the events of the Great Fire of London.</p> <p>Skill: artefacts/events and checking with reference books Make simple observations about different types of events, within a society</p> <p>Talk about who was important in a historical content</p>	<p>Great Fire of London Lesson 3</p> <p>To find out why the fire spread so quickly and stayed alight for so long.</p> <p>To find out about Christopher Wren</p> <p>Skill: Recognise why people did things, why events happened and what happened as a result</p> <p>Using sources to answer questions about the past on the basis of simple observations</p>	<p>Great Fire of London Lesson 4 Wren 300 Educational Visit x2 classes</p> <p>Skill: Developing knowledge and understanding of an area.</p> <p>Investigating their surroundings</p>	<p>Great Fire of London Lesson 5</p> <p>To recap what we have found out about the Great Fire of London.</p> <p>Skill: Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>End Of Unit Quiz</p> <p>Skill: Recalling facts of The Great Fire of London</p>

		Is God the same in all religions? (Sikhism)	How can what we wear show what some believe God is like? (Sikhism)	End of Unit Quiz	How do we know what is right and wrong?	Why do most Jewish people believe in the 10 commandments?	What are the 5 beliefs in Hinduism?	To compare how are the 5 beliefs of Hinduism similar/different to the 10 commandments?	To know how Jainism is related to Hinduism	To know the 5 precepts of Buddhism.	What are the 8 Fold paths in Buddhism?	What are the 5 Pillars of Islam?
RE		Skills: Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging Conf from Autumn Term	Skills: Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging Conf from Autumn Term									End of unit Quiz
COMPUTING		Non FF	Programming 1: Algorithms and debugging	Non FF	Programming 1: Algorithms and debugging	Non FF	Computing systems and networks 2: Word processing	Non FF	Computing systems and networks 2: Word processing	Non FF	Computing systems and networks 2: Word processing	Non FF
			Dinosaur algorithm		Machine learning		Getting to know the keyboard		Getting started with word processing		Poetry book	

PE	<p>Hit catch run Unit 1 Lesson 1 Work as a team to field a ball back to a base</p> <p>Run and touch cones to score points</p> <p>Participate in a variety of roles</p> <p>Skill: Bowl, bat and team field</p> <p>Movement Lesson 1 –FF</p> <p><u>Games:</u> SHIPS (Balancing Space), MUSICAL STATUES (Shape, Levels, Freeze), BODY 2 BODY (Physical Connection) STAGE GAME</p> <p><u>Exercise</u> In 3 groups, each group races across the space as either a Lion, Wolf Or Orca, tagging the next person in line. Fastest group wins</p> <p>In 2/3 groups, each group has 2 mins to create a group Image of each predator. (Timing and Clarity)</p> <p>Cool Down/Group Feedback</p>	<p>Hit catch run Unit 1 Lesson 2 Sprint to correct areas to score points</p> <p>Work to better runs scored</p> <p>Use kicking to send a ball to score points</p> <p>Skill: Understand and develop tactics for attacking and defending. Recognise the best ways to score points and stop points being</p>	<p>Hit catch run Unit 1 Lesson 3 Use underarm throwing skills to feed/bowl a ball to a player</p> <p>Position body to perform stepping action for bowling</p> <p>Use bowling/ feeding skills in a game situation</p> <p>Skill: Bowl, bat and team field</p>	<p>Hit catch run Unit 1 Lesson 4 Experiment with different bats to see which are easier and harder to hit with</p> <p>Make choices about where you are going to hit the ball</p> <p>Skill: Bowl, bat and team field</p>	<p>Hit catch run Unit 1 Lesson 5 Stand in positions ready to catch a ball</p> <p>Field to catch and throw to teammates to stop opponent scoring runs</p> <p>Skill: Bowl, bat and team field</p>	<p>Hit catch run Unit 1 Lesson 6 Play as part of a team to field and hit to score</p> <p>Apply simple tactics to gameplay</p> <p>Play in different roles and positions</p> <p>Skill: Make it difficult for opponents.</p>	<p>Hit catch run Unit 2 Lesson 7 Work as a team to return a ball to a base</p> <p>Work individually to score runs</p> <p>Increase running pace to score runs and stay 'safe.'</p> <p>Skill: Participate in team games.</p>	<p>Hit catch run Unit 2 Lesson 8 Make decisions about directions to send the ball.</p> <p>Use a variety of kicking techniques to send the ball.</p> <p>Experience the role of the backstop.</p> <p>Skill: Participate in team games</p>	<p>Hit catch run Unit 2 Lesson 9 Outwit bowler to kick in different directions</p> <p>Use both feet to kick the ball</p> <p>Kick a ball bowled in a variety of ways</p> <p>Skill: Recognise how they work best with their partner.</p>	<p>Hit catch run Unit 2 Lesson 10 Recognise the role of a wicketkeeper</p> <p>Position yourself to stop balls</p> <p>Practise the role of wicketkeeper and attempt to stump players out</p> <p>Skill: Make it difficult for opponents.</p>	<p>Hit catch run Unit 2 Lesson 11 Recognise the role of a backstop</p> <p>Attempt to track and stop balls as the backstop</p> <p>Skill: Make it difficult for opponents.</p>
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PSHE	Dreams & Goals	Dreams & Goals	Dreams & Goals	Dreams & Goals	Dreams & Goals	Dreams & Goals	Healthy Me	Healthy Me	Healthy Me	Healthy Me	Healthy Me
	Choose a realistic goal and think about how to achieve it	I carry on (persevere) even when I find things difficult	I can recognise who I work well with and who it is more difficult for me to work with.	I can work well in a group	I can tell you some ways I worked well with my group.	I know how to share success with other people	I understand how exercise affects my body and know why my heart and lungs are such important organ	I know that the amount of calories, fat and sugar I put into my body will affect my health	I can tell you my knowledge and attitude towards drugs	Identify things, people and places that I need to keep safe from	I can identify when something feels safe or unsafe
	Tell you things I have achieved and say how it makes me feel	I can tell you some of my strengths as a learner	How I feel working with others	I can work with others to solve a problem	I can tell you how I felt working in a group.	I can tell you how being part of a successful group feels and store these feelings				know some strategies for keeping myself safe, who to go to for help and how to call emergency services	
	Skill: Understands what it means to be independent. Understands that we all have feelings and that feelings change depending on how we feel.	Skill: Understands that we all have feelings and that feelings change depending on how we feel.	Skill: Understands what it means to be positive, have confidence and to try new things. To understands how to work co-operatively with others.	Skill: Understands what it means to be positive, have confidence and to try new things. To understands how to work co-operatively with others.	Skill: To understands how to work co-operatively with others	Skill: To understands how to work co-operatively with others	Skill: Children can make simple choices about some aspects of their health and well-being. (for example the benefits of physical activity, rest, healthy eating and dental care)	Skill: Children can make simple choices about some aspects of their health and well-being. (for example the benefits of physical activity, rest, healthy eating and dental care)	Skill: Children can make simple choices about some aspects of their health and well-being. (for example the benefits of physical activity, rest, healthy eating and dental care)	Skill: Understands the importance of friendships and how to build positive relationships. Understands the importance of keeping ourselves safe and that there are consequences for their actions.	Skill: Understands the importance of friendships and how to build positive relationships. Understands the importance of keeping ourselves safe and that there are consequences for their actions.
							School meals-reduce amount of meat, meat free Mondays (Talk activity)				