

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 2 SEAL Theme	New beginnings	Getting on and falling out Say no to bullying	Going for goals	Good to be me	Relationships	Changes
Whole School	Citizenship & pupil voice School Council Elections Negotiating class charter/ rules. Rights, responsibilities and rules.  Learning to Learn Skills Keeping safe E-safety lessons	Anti-Bullying Week  Remembrance Day (Nov) Children in Need (Nov)	<u>Keeping safe</u> <u>Safer Internet Day</u> <u>E-Safety Week</u> <u>(February 2014)</u>	<u>Citizenship (Diversity)</u> Global education week(Apr)  Environment Tidy School Week (Apr). Developing school environment.	<u>Financial Enterprise:</u> My Money Week (June) Citizenship Refugee Week (Jun)	<u>Being healthy and keeping safe</u> Road Safety Walk to school week(May) Sun Safety Being healthy and keeping safe Water Safety Assembly  Being healthy and keeping safe Sports Day- healthy lifestyle
Year 2 PSHEe	<u>Pupil voice</u> <u>Learning To Learn Week</u> <u>Class</u> <u>Rules/Charters/Pupil Voice</u>  <u>Can I begin to share feelings, ideas and</u>	<u>Anti-Bullying Week</u>  <u>Can I begin to recognise, name and understand their emotions and those of others?</u>	<u>Keeping safe</u> <u>Safer Internet Day</u> <u>E-Safety Week</u> <u>(February2015)</u> Check the objectives with Simone)  <u>Can I explain how to keep safe on the</u>	<u>Citizenship (Diversity)</u>  Can I identify and respect similarities and differences between people including physical appearance, culture,	<u>Financial Enterprise:</u> My Money  <u>Can I explain why money is important in everyday life?</u>  <u>Can I explain the</u>	<u>Environment</u>  <u>Being healthy and keeping safe</u>  Can I explain how to keep healthy?  Can I make simple

	<p><u>opinions on things that matter to me?</u></p> <p>I can express my views clearly;</p> <p>I can recognise how my behaviour affects other people</p> <p>I feel safe and content within my class.</p> <p><u>Can I explain how rules help me, e.g. school code of behaviour?</u></p> <p>I can help to make the class a safe and fair place.</p> <p>I can help to make my class a good place to learn</p> <p>I can tell you about a plan I have made with my class to change something in our school.</p>	<p>I know how to make someone feel welcome.</p> <p>I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair</p> <p>I can share people I care about.</p> <p><u>Can I begin to manage my feelings in a positive way?</u></p> <p>I am aware that my feelings and actions have an impact on others.</p> <p>I know some more ways to calm myself down when I feel scared or upset.</p> <p>I know what to say when someone gives me a compliment.</p> <p>I know some ways to overcome boredom or</p>	<p><u>Internet?</u></p> <p>I understand the term e-safety.</p> <p>I identify the rules related to safe Internet Use.</p> <p>I know the importance of keeping personal details personal.</p>	<p>family, religion and language?</p> <p>I feel good about the ways we are similar in the group and the ways I am different.</p> <p>I can tell you some ways in which I am the same as and different from my friends</p> <p>I know that different things contribute to our identity.</p> <p>I know what my name means and why it was chosen for me.</p> <p><u>Can I explain the similarities and differences between different groups of people and celebrate these?</u></p> <p>I feel good about the ways we are similar in</p>	<p><u>word budget and begin to use one?</u></p> <p>I know how money is used.</p> <p>I use money in context.</p> <p>I explain the word budget.</p> <p>I use a budget.</p>	<p>choices that improve my health, well-being and personal Hygiene?</p> <p>I like to keep myself healthy</p> <p>I feel good when I am being healthy</p> <p>I can describe different choices I can make about my health (INCLUDE INFORMATION ABOUT HOW TO KEEP TEETH HEALTHY).</p> <p><u>Can I identify that all medicines are drugs?</u></p> <p><u>Can I explain safety rules with medicines and substances in home and school?</u></p> <p>I understand why and how medicines are taken.</p> <p>I know that each medicine has a</p>
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	<p>I know that we can discuss changes we want in our school through the school council.</p> <p>I understand the difference between right and wrong.</p>	<p>frustration.</p> <p><u>Can I identify the different relationships I have with different people (e.g. difference between relationship with friends and family).</u></p> <p>I can demonstrate some of the skills needed to make and maintain friendships;</p> <p>I am able to make a friend, talk with them and share feelings</p> <p>I know and understand why families are special for caring and sharing.</p> <p><u>Can I explain what bullying is and its impact on other people?</u></p>		<p>the group and the ways I am different.</p> <p>I can tell you some ways in which I am the same as and different from my friends.</p> <p>I know that different things contribute to our identity.</p> <p>I know what my name means and why it was chosen for me</p>		<p>specific and individual use.</p> <p>I understand how medicines affect the body.</p> <p>I know the safe way of taking medicines.</p> <p>I know I should not drink or eat anything that I don't know is safe.</p> <p>I know that some drinks contain alcohol and some don't</p> <p>I know that alcohol can change how people behave.</p> <p>I know that alcohol can be very harmful to small children. I can identify times when I need adult support</p> <p>I know what to do if I feel unsafe.</p>
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		I can tell you what bullying is.  I can tell you how someone who is bullied feels.				I can identify people who can keep me safe and how to ask for help from them.
Learning Journeys Staff to add objectives which might link to their Learning Journeys- E.g. diversity Bullying, SRE etc.	<b>Food</b>  Plan your perfect classroom	<b>Shackleton</b>  Link to teamwork plans (determination, cooperation etc) in contrast to negative emotions	<b>Great fire of London</b>  Link computer safety to computing unit on solving clues through emails	<b>Follow the swallow</b>  Link cultures and religious to the locations where the swallow ends	<b>Minibeasts</b>  Link to maths?	<b>Plants</b>  Link to health and fitness/ SRE week
Year 2 RE - A Journey of Discovery  36 hours per year	Jewish/Christian Belief	The Advent Ring Angels in the Christmas Story	The Early Life of Jesus Bible and the Torah	Jesus in the Temple	Baptism	Prayer
Year 2 Science	<p>I can name and correctly label the main, external parts of the body, including the sexual parts;  I can identify ways in which boys and girls are similar and different  I can describe a number of ways I have changed since I was a baby.  I know and understand basic rules for keeping clean and healthy (LTF p. 61-62 Keeping yourself clean and healthy)  I can describe what a healthy day could involve (QCA Unit3:4 Making choices for a healthy life)  I can identify simple goals for myself for a healthy lifestyle (QCA 3:2 Making choices for a healthy life)  I can describe a number of leisure activities I could get involved with  PANTS NSPCC inappropriate touch etc.</p>					

