

Hill Top Academy

Year 2 Summer Scheme of Learning





Living things and their habitats - How and where do animals live?

In this unit of learning pupils will look at different types of global habitats and the living things that have adapted to its conditions. Pupils will then learn about food chains within habitats and how the follow of energy begins at source leading to producers and consumers.

| National Curriculum | Pre-Requisite Knowledge | Retrieval Vocabulary |
|---|--|--|
| <p>➤ Pupils should be taught to:</p> <ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including microhabitats • describe 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. | <ul style="list-style-type: none"> • Know that herbivorous animals eat plants; carnivorous animals eat other animals; omnivorous animals eat both animals and plants • Science is a way to understand our world by carefully thinking about it and testing our guesses with observations and experiments • Know that dandelions, rose bushes, grass, ash trees, birch trees and conifers trees are examples of plants. • Know that trees can be deciduous or evergreen. • Know that a trout is an example of fish, a frog is an example of an amphibian; a lizard is an example of a reptile; a robin is an example of a bird; a rabbit and a human are examples of a mammal • Know that herbivorous animals eats plants; a carnivorous animal eats other animals; omnivorous animals eat both animals and plants | <p>habitat, growth, absorption, deciduous, evergreen, flower, plant, tree, structure, roots, stem, leaf, trunk, flower, herbivore, carnivore, omnivore</p> |
| | <p>Knowledge Components</p> <ul style="list-style-type: none"> • Know that a habitat is a place where living things survive • Know that global habitats include marine, desert, woodland, mountain, African plains, arctic and rainforest. • Know that polar bears are an example of an animal adapted to its environment – thick fur for warmth and oily paw pads to ensure that they don't freeze to the ice • Know that sharks are another example – smooth skin and streamlined shape for quick swimming; and gills for breathing underwater • Know that cacti are an example of a plant adapted to its environment – thick skin keeps a store of water safe; sharp spikes keep animals from stealing the water • Know that pine trees are adapted to their environment in that they have thick bark and pine cones to protect against cold winters • Know that woodlice live under logs – an example of a microhabitat - as they need somewhere dark and damp so that they do not dry out • Know that frogs can live in ponds – an example of a microhabitat - as they water in which to lay their eggs (frogspawn) • Know that light is a form of energy • Know that plants absorb energy from the Sun; that this energy is consumed by herbivorous animals; and that carnivorous animals eat other animals • Know that the arrows on a food chain show the direction that the energy travels • Know and use the term consumer and producer | <p>New Vocabulary</p> <p>birth, decay, energy, reproduction, microhabitat, dead, life cycle, food chain, source, nutrients, consumption, environment</p> |



Exploring Coastlines - How and why do we protect oceans?

learning about the 5 world oceans and the seas that surround the United Kingdom. Pupils will learn about physical features of a coastline and how the industry of an area can impact pollution levels. Through workshops pupils will learn what steps they can take to protect the oceans.

| National Curriculum | Pre-Requisite Knowledge | Retrieval Vocabulary |
|--|--|--|
| <p><u>Pupils should be taught about:</u></p> <p>Locational knowledge</p> <ul style="list-style-type: none"> ➤ name and locate the world's seven continents and five oceans ➤ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> ➤ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical Geography</p> <ul style="list-style-type: none"> ➤ 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 <p>Geographical skills and fieldwork</p> | <p>I know the Earth's surface is divided into land and water. I know that water covers over 70% of the Earth and it is sometimes called the Blue Planet. I know that 30% of the Earth is land. I know that in polar regions the land lies beneath ice and snow. I know that a continent is a very large block of land. I know the names of the seven continents and can order them from smallest to largest. (Asia, Africa, North America, South America, Antarctica, Europe and Oceania). I know how to identify the seven continents on a simple world map. I know the Oceans that surround the and polar regions are Southern and Arctic Ocean. I know the polar regions are located at the North and South pole.</p> <p>Knowledge Components</p> <p><u>Locational Knowledge</u></p> <p>I know that defining the boundaries between continents is not always easy. I know how to identify the seven continents using different sources. e.g. an atlas, globe or digital map. I know that globes have the most accurate representation of continent shape and position. I know that an ocean is a vast expanse of salt water. I know that oceans are very deep unlike seas that are comparatively shallow. I know from largest to smallest the major oceans on Earth are Pacific, Atlantic, Indian, Southern, Arctic. I know the Pacific Ocean is bigger than the seven continents all put together. I know and locate on a map the seas that surround the UK Know that the UK is surrounded by: The North Sea, The English Channel, The Irish Sea and The Atlantic Ocean.</p> <p><u>Place Knowledge</u></p> <p>I know the differences in industry of Hull and Northumberland. I know that Hull is a coastline used for industry. I know 261,149 people live in Hull. I know Hull there is a port in Hull which is the largest Port for wood. I know Hull has the largest offshore wind sector in the UK. I know the Port of Hull hosts regular ferry and container services connecting mainland Europe and beyond. I know that Northumberland is a coastline used for tourism. I know that 319,010 people live in Northumberland. I know how to compare human impact on two contrasting coastlines. I know that the Jamaica is famous for sandy beaches and is a popular tourist destination. I know nearly 3 million people live in Jamaica. I know the island covers an area of almost 11,000 square kilometers.</p> | <p>Continent, atlas, globe</p> <hr/> <p>New Vocabulary</p> <p>Ocean, sea, vast, Pacific, Atlantic, Indian, Southern, Arctic, offshore, port, harbour, beach, cliff, marshland, estuaries, sand dunes, pollution, impact.</p> |

| | | |
|--|---|--|
| <p>➤ 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</p> <p>➤ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> | <p><u>Physical Features</u></p> <p>I know that coasts are where the land meets the sea to form natural boundaries.</p> <p>I know that coastlines are shaped over long periods of time by sea levels.</p> <p>I know that coasts can be different in physical appearance.</p> <p>I know that the closest sea to Doncaster is the North Sea</p> <p>I know that at the coast there can be steep drops where cliffs meet the sea or ocean and that there can be beaches where the land meets the sea or ocean</p> <p>I know and can identify a beach, cliff, marshland, estuaries and sand dunes.</p> <p><u>Mapping Skills</u></p> <p>I know how to identify the seven continents using different sources. e.g. an atlas, globe or digital map.</p> <p>I know that globes have the most accurate representation of continent shape and position.</p> <p>I know and locate on a map the seas that surround the UK.</p> <p><u>Human Impact on the environment</u></p> <p>I know that human pollution directly impacts the planets oceans.</p> <p>I know that climate change is leading to rising sea levels.</p> <p>I know how to compare human impact on two contrasting coastlines.</p> <p>I know how recycling and reuse is used in the UK to reduce impact on the coastline.</p> <p>I know that there are large garbage patches in the Atlantic, Pacific and Indian oceans.</p> <p>I know that whilst some plastic ends up in the ocean due to intentional dumping, large amounts are blown into the sea from land.</p> <p>I know that plastic is deadly to marine life and that once it has entered the food chain, it can cause health problems for humans.</p> | |
|--|---|--|



Coastlines – Drawing skills - How can I create texture when sketching?

Pupils will create sketches using shading to create tone and lines to create patterns representing textures. These skills will be applied to a final piece replicating an image from our class text.

| National Curriculum | Pre-Requisite Knowledge | Retrieval Vocabulary |
|---|---|--|
| <p><u>Pupils should be taught:</u></p> <ul style="list-style-type: none"> ➤ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ➤ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ➤ 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. | <p>I know how to experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media. Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p> | |
| | <p>Knowledge Components</p> <p><u>Context Specific Knowledge</u></p> <ul style="list-style-type: none"> • I know that being an artist meaning making music, drawing, painting, models and lots of other things • I know that art means making something that makes people feel different when that look at it, hear it or touch it. • <p><u>Sketch Book</u></p> <ul style="list-style-type: none"> • I know how to use a sketchbook to plan and develop simple ideas. • I know how to build information using a colour wheel <p><u>Sketching and drawing</u></p> <ul style="list-style-type: none"> • I know how to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. • I know how to draw lines/marks from observations. • I know how to demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. • I know how to understand tone through the use of different grades of pencils (HB, 2B, 4B) <p><u>Textiles and collage</u></p> <ul style="list-style-type: none"> • I know how to use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. • I know how to create textured collages from a variety of media. • I know how to make a simple mosaic. <p><u>Evaluating and Developing</u></p> <ul style="list-style-type: none"> • I know how to express thoughts and feelings about a piece of art. | <p>New Vocabulary</p> <p>Sketchbook, layer, smudge, blend, tone, figure, object, single, group, pattern, grades</p> <p>Weaving, french-knitting, stitch, knot, tie-dyeing, fabric crayons, wax / oil-resistant, care, malleable, recycled</p> |

| | | |
|--|--|--|
| | <ul style="list-style-type: none">• I know how to explain how a piece of art makes me feel.• I know how to identify changes I might make in my work or how it could be developed further. | |
|--|--|--|



Coastlines - Why is it important to recycle?

In this unit of learning, pupils will learn how to design and make a sea creature using recycled materials.

| National Curriculum | Pre-Requisite Knowledge | Retrieval Vocabulary |
|---|--|--|
| <p>Technical Knowledge</p> <ul style="list-style-type: none"> ➤ Explore and use mechanisms [for example, levers, sliders, wheels and axles, in their products. <p>Design</p> <ul style="list-style-type: none"> ➤ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> ➤ Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finish. <p>Evaluate</p> <ul style="list-style-type: none"> ➤ Evaluate their ideas and products against design criteria | <p>I know how to make a product that moves I know how to cut using scissors I know how to describe materials using different words.</p> <p>Knowledge Components</p> <p>Design</p> <ul style="list-style-type: none"> • I know how to reason why these are best • I know how to describe their design by using pictures, diagrams, models and words <p>Textiles</p> <ul style="list-style-type: none"> • I know how to measure an amount of a textile • I know how to join textiles together, using techniques such as stitching • I know how to cut textiles accurately • I know how to explain why they chose a certain textile <p>Evaluate</p> <ul style="list-style-type: none"> • I know how to assess how well their product works • I know how to explain what they would improve • I know how to evaluate their products as they are developed, identifying strengths and possible changes they might make | <p>New Vocabulary</p> <p>Joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish, features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function</p> |



Unit Summary: The Friendship Song

Pupils will focus on Year 2 theory of music whilst learning to sing the friendship song.

| National Curriculum | Pre-Requisite Knowledge | Retrieval Vocabulary |
|---|---|---|
| <p>MusicianShip</p> <ul style="list-style-type: none"> ➤ Understand that the speed of the beat can change, creating a faster or slower pace (tempo). ➤ Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo. ➤ Walk in time to the beat of a piece of music or song (e.g. La Mourisque by Susato). Know the difference between left and right to support coordination and shared movement with others. ➤ Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. ➤ Identify the beat groupings in familiar music that they sing regularly and listen to, e.g. o in 2 Maple Leaf Rag by Joplin o in 3 The Elephant from Carnival of the Animals by Saint-Saëns <p>Singing</p> <ul style="list-style-type: none"> ➤ Sing songs regularly with a pitch range of do-so with increasing vocal control. ➤ Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately. ➤ Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, paus | <p>Knowledge Components</p> <ul style="list-style-type: none"> • I know how to recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low) • I know how to starting to recognise different instruments • I know how to explain what they like about a piece of music and why • I know that music can be played or listened to for a variety of purposes (in history/ different cultures) • I know how to effectively choose, order, combine and control sounds (texture/ structure) • I know how to changes in dynamics, timbre and pitch to organise music • I know how to sing songs in ensemble following the tune (melody) well • I know how to use voice to good effect, understanding the importance of warming up first? | <p>New Vocabulary</p> <p>Dynamics, timbre, pitch, ensemble, melody, tempo</p> |



Discovery RE

Does going to a Mosque give Muslims a sense of belonging?

| National Curriculum | Pre-Requisite Knowledge | Retrieval Vocabulary | | | | |
|--|---|----------------------|--|--|----------------|---|
| <ul style="list-style-type: none"> ➤ Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals. ➤ Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies. ➤ Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life. ➤ Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them. | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="616 438 1762 486" style="background-color: #00b050; color: white;">Knowledge Components</th> </tr> </thead> <tbody> <tr> <td data-bbox="616 486 1762 1377"> <ul style="list-style-type: none"> • I know how to use the right words to describe what Muslims do and feel when they attend prayer at the mosque. • I know how to recognise that there are special places where people go to worship, and talk about what people do there. • I know how to explain what happens when Muslims pray alone or at the mosque. • I know how to describe how a Muslim achieves a sense of belonging through praying. • I know how to start to explain how it feels to belong. • I can understand how meeting in a certain place could make me feel like I belong. • I can talk about ways in which objects, symbols and actions used in mosques show what people believe. • I can explain how carrying out actions that are important to my group helps to remind me that I belong. • I can show that I have begun to be aware that some people regularly worship God in different ways and in different places. </td> </tr> </tbody> </table> | Knowledge Components | <ul style="list-style-type: none"> • I know how to use the right words to describe what Muslims do and feel when they attend prayer at the mosque. • I know how to recognise that there are special places where people go to worship, and talk about what people do there. • I know how to explain what happens when Muslims pray alone or at the mosque. • I know how to describe how a Muslim achieves a sense of belonging through praying. • I know how to start to explain how it feels to belong. • I can understand how meeting in a certain place could make me feel like I belong. • I can talk about ways in which objects, symbols and actions used in mosques show what people believe. • I can explain how carrying out actions that are important to my group helps to remind me that I belong. • I can show that I have begun to be aware that some people regularly worship God in different ways and in different places. | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1780 438 2132 486" style="background-color: #00b050; color: white;">New Vocabulary</th> </tr> </thead> <tbody> <tr> <td data-bbox="1780 486 2132 1377"> <p>Muslims Islamic Pray God Mosque Worship Belonging</p> </td> </tr> </tbody> </table> | New Vocabulary | <p>Muslims Islamic Pray God Mosque Worship Belonging</p> |
| Knowledge Components | | | | | | |
| <ul style="list-style-type: none"> • I know how to use the right words to describe what Muslims do and feel when they attend prayer at the mosque. • I know how to recognise that there are special places where people go to worship, and talk about what people do there. • I know how to explain what happens when Muslims pray alone or at the mosque. • I know how to describe how a Muslim achieves a sense of belonging through praying. • I know how to start to explain how it feels to belong. • I can understand how meeting in a certain place could make me feel like I belong. • I can talk about ways in which objects, symbols and actions used in mosques show what people believe. • I can explain how carrying out actions that are important to my group helps to remind me that I belong. • I can show that I have begun to be aware that some people regularly worship God in different ways and in different places. | | | | | | |
| New Vocabulary | | | | | | |
| <p>Muslims Islamic Pray God Mosque Worship Belonging</p> | | | | | | |



Jigsaw

Relationships

Children learn about relationships and how important it is to make friends to make us feel happy.

Changing Me

Children learn about changes in a human life cycle and scientifically name parts of the body.

| National Curriculum | Pre-Requisite Knowledge | Retrieval Vocabulary | | | | | | | | | | | | | | |
|--|--|--|--|---|---|---|--|---|--|---|---|--|--|--|---|---|
| <p><u>Pupils should know:</u></p> <p><u>Caring friendships</u></p> <p>Pupils should know:</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed <p><u>Respectful Relationships</u></p> | Knowledge Components | New Vocabulary | | | | | | | | | | | | | | |
| | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">PSHE Education (Developed from National Framework DfEE 2000)</th> <th style="text-align: center;">Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">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</td> <td style="padding: 5px;">I accept that everyone's family is different and understand that most people value their family</td> </tr> <tr> <td style="padding: 5px;">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</td> <td style="padding: 5px;">I know which types of physical contact I like and don't like and can talk about this</td> </tr> <tr> <td style="padding: 5px;">I can identify some of the things that cause conflict with my friends</td> <td style="padding: 5px;">I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends</td> </tr> <tr> <td style="padding: 5px;">I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</td> <td style="padding: 5px;">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</td> </tr> <tr> <td style="padding: 5px;">I recognise and appreciate people who can help me in my family, my school and my community</td> <td style="padding: 5px;">I understand how it feels to trust someone</td> </tr> <tr> <td style="padding: 5px;">I can express my appreciation for the people in my special relationships</td> <td style="padding: 5px;">I am comfortable accepting appreciation from others</td> </tr> </tbody> </table> | PSHE Education (Developed from National Framework DfEE 2000) | Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004) | 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 | 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 | 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 | 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 | 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 | I can express my appreciation for the people in my special relationships | I am comfortable accepting appreciation from others | <p>Friends</p> <p>Family</p> <p>Conflict</p> <p>Likes/Dislikes</p> <p>Acceptable</p> |
| | PSHE Education (Developed from National Framework DfEE 2000) | Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004) | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | |
| I can express my appreciation for the people in my special relationships | I am comfortable accepting appreciation from others | | | | | | | | | | | | | | | |

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- 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
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

| Weekly Celebration | Pieces | PSHE Education (Developed from National Framework DfEE 2000) | Emotional Literacy/ Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004) |
|--|--|---|---|
| Understand that everyone is unique and special | 1. Life Cycles in Nature | I can recognise cycles of life in nature | I understand there are some changes that are outside my control and can recognise how I feel about this |
| Can express how they feel when change happens | 2. Growing from Young to Old | I can tell you about the natural process of growing from young to old and understand that this is not in my control | I can identify people I respect who are older than me |
| Understand and respect the changes that they see in themselves | 3. The Changing Me | I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old | I feel proud about becoming more independent |
| Understand and respect the changes that they see in other people | 4. Boys' and Girls' Bodies Assessment Opportunity ★ | I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private | I can tell you what I like/don't like about being a boy/girl |
| Know who to ask for help if they are worried about change | 5. Assertiveness | I understand there are different types of touch and can tell you which ones I like and don't like | I am confident to say what I like and don't like and can ask for help |
| Are looking forward to change | 6. Looking Ahead | I can identify what I am looking forward to when I am in Year 3 | I can start to think about changes I will make when I am in Year 3 and know how to go about this |

Change, grow, life cycle, control, baby, adult, fully grown, respect, appearance, physical, freedom, responsibilities, acceptable, unacceptable