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Autumn 1 – Theme WATER – Water safety/Severn Trent workshops/ Mini medics first aid.

EYS	**Y1 - Where is the world's water?**	**Y2 - What is it like to live on the coast?**
See EYS PSHE Skills and Progression Document	Lesson 1 - UNIT-SETTING GROUND RULES FOR PSHE & RSE **Objective**: To create and agree on rules for RSE & PSHE lessons. **Knowledge/skill**: I can explore what PSHE is and why it is important. I can suggest rules that can help everyone feel safe in PSHE lessons. I can work with my class to create a PSHE agreement. **Vocab**: agree, agreement, PSHE, rule, safe **Adaptive teaching:** Watch the Pupil video: What is PSHE? KS1 version and the Pupil video: KS1 Creating a PSHE agreement in advance of the lesson to pre-teach key vocabulary and ideas about why PSHE is important. Provide a focused prompt when suggesting rules, for example, 'Can you think of one rule that would help everyone feel safe?' or 'Can you think of one rule that would help you feel confident to share your ideas?'. Verbally rehearse their rule with a partner before sharing it with the class, using a scaffold such as 'Our rule is… because it helps us to…'. **Assessment**: **Exp** - Understand how rules protect everyone, agree on a set of rules and follow the rules during discussion with some whole-class reminders. **GD** - Group similar suggestions together and use positive reframing unprompted. **My Healthy Self: How can we look after our emotions?** Lesson 2 – What emotions can we recognise? **Objective:** To name and recognise the six emotions**.** **Knowledge/skill:**	Lesson 1 - UNIT-SETTING GROUND RULES FOR PSHE & RSE **Objective**: To create and agree on rules for RSE & PSHE lessons. **Knowledge/skill**: I can explore what PSHE is and why it is important. I can suggest rules that can help everyone feel safe in PSHE lessons. I can work with my class to create a PSHE agreement. **Vocab**: agree, agreement, PSHE, rule, safe **Adaptive teaching:** Watch the Pupil video: What is PSHE? KS1 version and the Pupil video: KS1 Creating a PSHE agreement in advance of the lesson to pre-teach key vocabulary and ideas about why PSHE is important. Provide a focused prompt when suggesting rules, for example, 'Can you think of one rule that would help everyone feel safe?' or 'Can you think of one rule that would help you feel confident to share your ideas?'. Verbally rehearse their rule with a partner before sharing it with the class, using a scaffold such as 'Our rule is… because it helps us to…'. **Assessment**: **Exp** - Understand how rules protect everyone, agree on a set of rules and follow the rules during discussion with some whole-class reminders. **GD** - Group similar suggestions together and use positive reframing unprompted. **Staying safe: How can I make safe choices in different places?** Lesson 2 - What makes my body special?

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	I can name the six basic emotions. I can begin to recognise what these emotions look and feel like I can begin to use face and body clues to recognise emotions. **Vocab:** anger, disgust, emotions, fear, happiness, sadness, surprise, body clues, face clues **Adaptive teaching:** Use the Knowledge organiser to recall emotions vocabulary by referring to it during the activity. Focus on recognising two or three emotions rather than all six during the main activity. Watch an adult model a facial expression and body clue, then copy and practise this before working with a partner. Use a sentence starter such as 'This is ... because the face/body is ...' to support their responses. **Assessment:** **Exp -** Name the six basic emotions, recognise what each emotion can look like on a person's face or in their body and use facial expressions and body language clues to identify different emotions. **GD** - Describe more than one facial or body clue for each emotion and explain how they know which emotion is being shown using simple reasoning. Lesson 3 - When and why do people show different emotions? **Objective:** To recognise that people may show different emotions in a situation and understand why. **Knowledge/skill:** I can talk about times when people might show happiness, sadness, anger, surprise, fear or disgust. I can give reasons why someone might show these emotions. I can recognise that someone may show different emotions about the same situation.	**Objective**: To understand that my body is special and belongs to me. **Knowledge/skill**: I can give reasons why my body is special. I can say why it is important to look after myself. I can suggest ways to look after myself. **Vocab**: body, clean, healthy, safe, trusted adult, unsafe **Adaptive teaching:** Pre-teach key vocabulary using visuals and actions, for example, safe and unsafe. Record ideas verbally using an audio device during the Main event. Use the Activity: My special body: support and cut and stick the ways they keep themselves clean, healthy and safe onto the Activity: My special body. **Assessment:** **Exp -** Recognise that their body belongs to them and give reasons why their body is special. Explain why it is important to look after themselves and suggest simple ways to look after themselves and stay clean, safe and healthy. **GD -** Give a range of reasons why their body is special. Explain how looking after themselves helps them stay healthy, safe and happy. Suggest different ways to look after themselves and explain why these are important. NB – How can I keep my body safe lesson will be taught at another time. Lesson 3 - How can I make safe choices at home? **Objective**: To understand how to stay safe at home. **Knowledge/skill**: I can identify some things that can be dangerous in the home. I can explain how some things could cause harm.

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	I can recognise that someone may show different emotions when the same situation happens again. **Vocab:** comfortable, emotions, reaction, uncomfortable **Adaptive teaching:** Complete the emotion station activity in a small group with an adult, discussing each scenario before choosing an emotion image. Give a choice of two emotion images for each scenario rather than all six. Listen to an adult model a response before each scenario, for example, "I might show ___ because ___," and practise saying their answer aloud before sharing. **Assessment:** **Exp -** Talk about times when people might show happiness, sadness, anger, surprise, fear or disgust. Give a simple reason why someone might show a particular emotion and recognise that the same situation can cause different people to show different emotions. **GD** - Explain their reasons clearly using because. Suggest more than one possible emotion for a situation and explain why. Compare different responses to the same situation and explain why they may differ. Lesson 4 - How can emotions change? **Objective:** To describe emotions and how they change. **Knowledge/skill**: I can describe emotions as comfortable or uncomfortable. I can describe how emotions and feelings can grow or change. I can describe how strong feelings linked to emotions are using words such as 'a little bit' or 'very big.' I can give examples of when someone might have a small feeling or a big feeling.	I can recall the two safety rules: 'Stop. Do not touch. Tell an adult' and 'Ask a grown-up before using something.' **Vocab**: burn, chemicals, cut, danger, harm, medicine, poisonous, rule, safe, unsafe. **Adaptive teaching:** Rehearse sentence starters when explaining their responses in the Main event (for example, I think this is unsafe because/I think this is safe because). Use the Activity: Can you help Ray stay safe? (support) which includes a checklist of the things they are looking for during the Main event. Use an enlarged copy of the Activity: Can you help Ray stay safe? (support) to work with a group. **Assessment:** **Exp -** Identify some things that can be dangerous in the home and explain how some hazards could cause harm. Recall the stop, do not touch, tell and ask rules. **GD -** Explain more than one way a hazard could cause harm. Apply the stop, do not touch, tell and ask rules to different situations and explain their choices. Explain why safety rules help to keep people safe. **Lesson 4 -** How can I stay safe in different places? **Objective:** To identify how to stay safe in different places. **Knowledge/skill:** I can notice dangers in different places. I can identify how these dangers could cause harm. I can recall simple safety rules to help keep me safe. **Vocab:** danger, rule, safe, unsafe **Adaptive teaching:** **R**ehearse sentence starters before sharing ideas using the Resource: Sentence starters.

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	Vocab: emotions **Adaptive teaching:** Focus on one emotion at a time (e.g. sadness or happiness) when using the feelings scale. Complete the floor scale activity in a small group with an adult, discussing each scenario before choosing a position. Use the Resource: Emotions scale in pairs instead of moving around the space if needed for mobility support. Listen to an adult model a response, for example, "I feel a little bit annoyed because I want to colour this blue. I can use another colour, but I still feel annoyed" and rehearse this before sharing. **Assessment:** **Exp -** Describe emotions as comfortable or uncomfortable. Describe how emotions and feelings can grow or change. Describe how strong a feeling is using words such as 'a little bit' or 'very big.' Give examples of when someone might have a small or a big feeling. **GD** - Explain how or why an emotion changes using 'because.' Describe how the strength of a feeling changes over time within a situation. Lesson 5 – What helps us feel calm or excited? **Objective:** To explore what makes me and others feel excited and calm. **Knowledge/skill**: I can talk about things that make me feel calm or excited. I can explain why it is important to rest. I can explain why it is important to do things I enjoy. **Vocab:** calm, cheerful, enjoy, excited, relax, relaxed, rest **Adaptive teaching:**	Go through the Presentation: Spot the dangers before the lesson. Circle their choice on the Activity: How can I make safe choices in different places? rather than verbally saying which option they think is safest. **Assessment:** **Exp -** Notice dangers in different places and identify how dangers could cause harm. Recall simple safety rules such as stop, look, listen and think for roads; stop and do not touch unfamiliar objects. **GD -** Explain why a danger could be harmful and what might happen if a safety rule is not followed. Compare different situations and explain why different safety rules may be needed in different places. Apply safety rules to new situations and justify their choices. **Lesson 5 -** What can I do if I cannot find my trusted adult? **Objective:** To understand what to do if I cannot find my trusted adult. **Knowledge/skill:** I can recall the 'stop, stay, ask' rule. I can role-play how to ask for help if I cannot find my trusted adult. I can tell a safe adult my name and who I am looking for. **Vocab:** safe adult **Adaptive teaching:** Refer to the Resource: Stop, stay and ask throughout the lesson to recall the rules. Use the sentence starters in the Resource: Asking for help during the role play. Refer to the Resource: Emotions and feelings poster to help them identify how Arjun is feeling in the Attention grabber.

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	Use the click function on the Presentation: How do emotions and feelings look? to see examples of what a feeling or emotion may look like on our faces or bodies. Use the Activity: Feeling calm and excited pictures to select and stick images that represent calming and enjoyable activities, supporting them to talk about their ideas. Refer to slides 1 and 2 of the Presentation: Feeling good to identify one calming and one enjoyable activity before completing their sheet. Rehearse the sentence starter 'When I…, it makes me feel…' before explaining their picture to a partner. **Assessment:** **Exp –** Can identify what makes them feel calm and excited. Explain why it is important to rest. Explain why doing activities they enjoy helps them feel good. **GD -** Explain what makes them feel calm and excited and give reasons for their choices. Explain why rest and enjoyable activities support wellbeing. Suggest and explain what they can do if they are not feeling calm or excited. Lesson 6 – What might make us feel worried, annoyed or upset? **Objective:** To explore what makes us feel worried, annoyed or upset. **Knowledge/skill**: I can identify what can make someone feel worried, annoyed or upset. I can describe what makes me feel worried, annoyed or upset. I can give examples of things that can make people feel better. **Vocab:** annoyed, upset, worried **Adaptive teaching:**	**Assessment:** **Exp -** Recall the stop, stay, ask rule. Role-play how to ask for help if they cannot find their trusted adult. Tell a safe adult their name and who they are looking for. **GD -** Explain why each part of the stop, stay, ask rule is important. Identify different safe adults they could ask for help in a range of situations. Explain what they would do if they could not find their trusted adult using the correct sequence of actions. **Lesson 6 -** How can I stay safe around water? **Objective:** To recognise how to stay safe around water. **Knowledge/skill:** I can name different places where there is water. I can identify that water can be dangerous. I can recall simple rules to keep me safe around water. **Vocab:** algae, drowning, emergency, float, reeds, trusted adult, 999 **Adaptive teaching:** Pre-learn vocabulary. Watch the Pupil video: Water, water, everywhere! before the lesson to discuss the water environments they can see. Use the Resource: Water safety rules and place a counter on which rule they think the character needs to remember on the Presentation: Staying safe near water in the Main event. Refer to the Knowledge organiser throughout the lesson as a prompt. **Assessment:** **Exp -** Name different places where there is water. Identify that water can be dangerous. Recall simple rules to keep themselves safe around water. Know that if someone is in

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	Use the Resource: Feelings icons to select and name a feeling before explaining what might cause it. Share their ideas quietly with an adult or record them in the wonder box to enable participation without speaking publicly. Use a sentence stem such as 'I feel ___ when…' to help them describe their ideas. **Assessment:** **Exp -** Identify what can make themselves and others feel worried, annoyed or upset. Describe what makes them feel worried, annoyed or upset. Give examples of things that can help them feel better. **GD -** Use the terms 'worried', 'annoyed' and 'upset' accurately when describing feelings. Explain that different people may feel differently in the same situation. Suggest and explain more than one way to help someone feel better. Lesson 7 - What can we do when our feelings get tricky? **Objective:** To talk about how we can get help with our feelings. **Knowledge/skill**: I can say how I feel to someone else. I can give examples of things that help when feelings feel difficult. I can talk about how a trusted adult can help me when feelings feel difficult to manage. **Vocab:** trust, trusted adult, trust team **Adaptive teaching:** Use photographs or prompts to identify trusted adults and talk about who they could ask for help. Use a sentence starter such as 'I feel ___ and I need help' to support expressing their feelings. Rehearse help-seeking phrases such as 'Please can you help me because…' with an adult before sharing.	trouble in the water, this is an emergency and they must tell an adult straight away. **GD -** Explain why water can be dangerous in different places. Apply water safety rules to different situations and justify their choices. Explain why water safety rules are important.

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	Assessment: **Exp -** Say how they feel to another person using simple, clear language. Give examples of things that help when feelings are difficult. Talk about how a trusted adult can help them when they need support. **GD** - Explain why a strategy helps when feelings feel difficult. Explain how and why a trusted adult can help in different situations. Suggest ways they could support someone else to ask for help.	

Autumn 2 – Theme Shelter and Environment – World Kindness/Anti-bullying/1st Charity Event

EYS	**Y1 – What impact can we have on our school?**	**Y2 – What did we learn from the Great fire of London?**
	Citizenship: How can I help others and the environment? Lesson 1 – What do babies and toddlers need? **Objective**: To recognise some of the needs of babies and toddlers. **Knowledge/skill**: Can name some things that babies and toddlers need. Can explain some of the ways adults help to care for babies and toddlers. Can describe safe ways I could help with a baby or toddler. **Vocab**: baby, care (Y1/2), child, need (Y1/2), toddler **Adaptive teaching:** Give pre-cut pictures from the Resource: Resources for babies and children to stick these on to their sheet to show their needs. Record their ideas verbally. Sort the pictures from Resource: Resources for babies and children into the two groups, for example, baby and toddler, rather than draw or write. **Assessment:**	**The online world: How can we stay safe online?** Lesson 1 - **What can we do online and how can we do it safely?** **Objective**: To describe some things people can do online and how to use devices safely. **Knowledge/skill**: Can name devices that connect to the internet. Can give examples of things people do online. Can describe simple ways to stay safe when using a digital device. **Vocab**: digital device, internet, online, rule, trusted adult, safe **Adaptive teaching:** Use the Resource: Digital devices as a prompt in the Attention grabber. Listen to the scenarios on the Presentation: Staying safe online before the lesson. Recap prior learning about trusted adults and what rules are before the lesson.

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	Exp -Name some things that babies and younger children need, such as food, sleep, clothing, cleanliness and play. Explain that adults help to care for babies and younger children by providing things they need and keeping them safe. Describe safe ways they could help with a baby or younger child, such as playing with them, reading to them or helping them get dressed. **GD -** Explain why adults are responsible for meeting many of the needs of babies and younger children. Distinguish between ways adults care for babies and younger children and safe ways children can help. Explain why some tasks, such as preparing food, bathing a baby or changing a nappy, should only be carried out by an adult. Lesson 2 - What do animals need? **Objective**: To understand that animals have different needs and how to care for them. **Knowledge/skill**: Can name some needs that different animals have. Can give examples of how to look after some animals. Can recognise that humans can help look after different types of animals. **Vocab**: care, need, pet **Adaptive teaching:** Have a card from the Activity: Pet cards of a pet that they are familiar with. Use the Resource: Visual prompts to help them remember the key care points. Focus on identifying one need for the animal before discussing additional care needs. **Assessment:** **Exp -** Name some needs that different animals have.	Use the pictures on the Activity: Staying safe online as a prompt for where to place the counters in the Main event. **Assessment:** **Exp -** Name devices that connect to the internet. Give examples of things people do online. Follow simple rules to stay safe when using a digital device. **GD –** Suggest other times when the online safety rules would be helpful. Explain why simple online safety rules are important. Apply more than one rule to a situation and explain their choices. Lesson 2 - **Who can see information shared online?** **Objective**: To understand that sharing information online means it can be seen by many people. **Knowledge/skill**: Can say what sharing online means. Can recognise that many people might see something shared online. Can recognise that people we do not know might see something shared online. **Vocab**: information, sharing online, trusted adult **Adaptive teaching:** Use the cut-up cards from the Resource: Who can see? (support) to sort examples of people Asha knows and people Asha does not know before discussing the video. Use the cut-up cards from the Resource: Who can see? (support) to choose a person to draw in the Main event, focusing on the idea that information shared online can be seen by many different people, including people we know and people we do not know, rather than on remembering specific age or country details.

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	Give examples of how to look after some animals by meeting their needs. Recognise that humans can help look after different types of animals. **GD -** Explain why different animals need different types of care. Compare how people look after different animals. Explain why it is important for humans to meet animals' needs. Lesson 3 - **How can we look after our school environment?** **Objective**: To identify ways to look after the school environment. **Knowledge/skill**: Can identify parts of the school environment. Can describe things I like about the school environment. Can explain how I can help look after the school environment. **Vocab**: environment, responsibility **Adaptive teaching:** Use the Resource: Photographs of school environments to choose a place for the Main event activity. Work with an adult to take photographs of a favourite part of the school environment, explaining why they like it and how they help look after it. Verbally explain their ideas before writing on the Activity: Our school environment. **Assessment:** **Exp -** Identify parts of the school environment, such as the classroom, playground, hall, library or garden. Describe things they like about different parts of the school environment. Explain ways that they can help to look after the school environment.	Use the sentence starter "If something is shared online, it can be seen by…" to explain who can see something online in the Wrapping up. **Assessment:** **Exp -** Say what sharing online means. Suggest who might see something shared online. Recognise that many people, including people we do not know, might see things shared online. **GD –** Explain who might see something shared online, including people they do not know or people in different places. Describe what can happen to information once it is shared online. Explain that once something is shared online, it can be shared again with people you do not know. Lesson 3 - **What is private information?** **Objective**: To recognise that private information should not be shared online. **Knowledge/skill**: Can identify examples of private information. Understand that private information should not be shared online. Can recognise why private information should not be shared online. **Vocab**: private information, username, sharing online, trusted adult **Adaptive teaching:** Circle or highlight the clues on the Activity: Who am I? as they hear them. Use the sentence starters in the Wrapping up. **Assessment:** **Exp -** Identify examples of private information.

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	GD - Explain why looking after the school environment is important. Explain how looking after the school environment helps others. Suggest several different ways that children can help to look after different areas of the school environment. Lesson 4 **- How can I share my ideas respectfully?** **Objective:** To show respect when sharing ideas and opinions. **Knowledge/skill:** Can share ideas for improving an area of school. Can show respect when others share their ideas and opinions. Can give reasons for opinions respectfully. **Vocab:** improve, opinion, respect, vote **Adaptive teaching:** Rehearse contribution with a partner or adult before sharing it with their group or the class. Indicate where they would stand on the continuum without moving around the classroom. Explain their opinion to a partner during the continuum activity before sharing it with the wider group. Draw picture prompts in the Activity: Speech writing frame rather than finishing the sentence starter. **Assessment:** **Exp -**Share ideas for improving an area of the school. Show respect when others share their ideas and opinions. Give reasons for their opinions respectfully. **GD -**Justify their ideas for improving the school using clear reasons. Compare different ideas and explain why people may have different opinions. Explain why listening respectfully to different opinions helps groups make decisions.	Understand that private information should not be shared online. Give a simple reason why private information should not be shared online. **GD –** Explain more than one reason why private information should not be shared online. Explain that private information should only be shared with trusted adults in certain situations. Recognise that information shared online could be seen by people they do not know. Lesson 4 - **How do I know if private information has been shared online?** **Objective**: To identify when private information has been shared online. **Knowledge/skill**: Can recognise when someone has shared private information online. Can suggest why it is unsafe to share private information online. Can say what to do if private information is shared online. **Vocab**: private information, trusted adult **Adaptive teaching:** Use the Resource: Online detective checklist (support) and point to the private information as they hear it in the Main event. Use the Knowledge organiser to refer to the online rules throughout the lesson. Have one image at a time from the Activity: Online detectives to focus on in the Main event. **Assessment:** **Exp -** Recognise when someone has shared private information online.

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	Lesson 5 - **Who helps look after our local environment?** **Objective**: To recognise how people help look after the school and local environments. **Knowledge/skill**: I can name people who help look after our school and local environments. I can identify how people help look after the environment in different ways. I can recognise the importance of people who help look after the local environment. **Vocab**: job, volunteer, environment **Adaptive teaching:** Use picture prompts from Presentation: People who look after our environment to identify who they would like to thank and explain verbally how that person helps the environment before beginning their card. Use the sentence stems from Resource: Thank you card sentence starters to support creating the content of their card, e.g. Dear Mrs Patel. Thank you for being our lunchtime supervisor. You help us by serving us healthy food. From Sam. Create a video thank you message instead of a written thank you card. **Assessment:** **Exp -** Name people who help to look after the school and local environment. Identify how people help to look after the environment in different ways. Recognise the importance of people who help to look after the local environment. **GD -** Compare how different people help to look after the environment. Explain why different people have different roles in looking after the environment.	Understand that sharing private information online is unsafe. Say what to do if private information is shared online. **GD –** Explain why different types of information are private, including less obvious examples. Say why sharing private information online can be unsafe. Suggest what someone could share instead of private information. Lesson 5 - **Is everything we see online real?** **Objective**: To understand that not everything we see online is real. **Knowledge/skill**: Can explain that people can choose what to share online. Can spot if something online might not be real. Can say what to do if I see information that is not real or pretend online. **Vocab**: pretend, real, trusted adult **Adaptive teaching:** Look at the Activity: Real or not? photos before the lesson to discuss what they show. Use the sentence starters "I think this is real / not real because…" in the Main event. Have three separate areas, real, not real and both rather than overlapping hoops when sorting the images in the Main event. **Assessment:** **Exp -** Recognise that not everything seen online is real or shows the whole story. Give examples of things online that may not be real. Say what they should do if they see something online that may not be real. **GD -** Suggest examples of something they might see online that might not be real.

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	Explain how the work of people who care for the environment helps the school or local community. Lesson 6 - **How do rules help everyone?** **Objective**: To recognise how rules help people, animals and places. **Knowledge/skill**: I can identify what rules are. I can give examples of rules that help people, places and animals. I can say how rules help people, places and animals. **Vocab**: rule, safe **Adaptive teaching:** Complete an adapted version of the sorting activity using the Activity: Rules sorting (support version) to help match rules to 'helps people' or 'helps places'. Begin by sorting a smaller selection of rule cards with adult support, then sort the remaining cards independently. Use the question prompt of "Who or what does this rule help?" to support their thinking. **Assessment:** **Exp -** Identify what rules are. Give examples of rules that help people, places and animals. Explain how rules help people. **GD -** Explain how different rules help people, places and animals. Explain what might happen if rules were not followed. Compare rules used in different places and explain why they may be different.	Explain why someone might choose to share something that is not real or only shows part of the story online. Explain that it can be difficult to tell if something online is real and that we should not always trust what we see. Lesson 6 - **What should I do if something online worries me?** **Objective**: To explain what to do if something online worries me. **Knowledge/skill**: Can recognise when something online makes me feel worried or uncomfortable. Can remember simple rules to keep me safe online. Can describe what to do if I make a mistake online. **Vocab**: safe, trusted adult, uncomfortable **Adaptive teaching:** Remind the children of the online rules before the lesson. Use the Resource: Tell a trusted adult (support) as a prompt for the role play in the Main event. Point to the rules rather than moving to them in the Main event. **Assessment:** **Exp -** Recognise when something online might make them feel worried, uncomfortable or unsure. Recall simple rules to help them stay safe online. Describe what they should do if they make a mistake online. **GD -** Explain why it is important to tell a trusted adult if something online worries them. Suggest which safety rules would help in different situations and explain their choices. Recognise that they should still ask for help if they make a mistake online.

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Spring 1 – Theme Peace – Love thy neighbour Day/ World Religion Day/ Internet Safety Day/ 2nd Charity event

EYS	**Y1 – How am I making history, and what positive changes can I bring?**	**Y2 – Why do we remember Florence Nightingale and Mary Seacole?**
	Connecting with others: How can I help myself and others feel happy and safe? Lesson 1 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:** **Exp -** **GD -**	**Connecting with others: How can I build safe, kind and caring relationships with others?** Lesson 1 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:** **Exp -** **GD -**

Spring 2 – Theme Food and Health – Science week

EYS	**Y1 – Where does our food come from?**	**Y2 – What impact does the seasons and weather have on what we eat?**
	Health protection: How can I protect myself and others in daily life? Lesson 1 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:** **Exp -** **GD -**	**My healthy self: How can we look after our bodies?** Lesson 1 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:** **Exp -** **GD -**

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Summer 1 – Theme Leaders and Voice – National numeracy day/ Swimming lessons

EYS	Y1 – What is a Monarch?	Y2 – What did Clarice Cliff do for the Pottery Industry?
	The online world: How do we spend time online? Lesson 1 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:** **Exp -** **GD -**	**Citizenship: How do people belong to a community and earn money?** Lesson 1 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:** **Exp -** **GD -**

Summer 2 – Theme Travel and Education – Road and railway safety/ puberty sessions/ 3rd Charity Event

EYS	Y1 – How have explorers changed the world?	Y2 – Would you prefer to live in a hot or cold place?
	Staying safe: How can I stay safe? Lesson 1 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:** **Exp -** **GD -**	**Growing up: How can we look after and respect our bodies as we grow?** Lesson 1 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:** **Exp -** **GD -**