

Draft Year 2: Relationships - Half Term 1

Block	Topic	Learning Outcomes	Activity ideas and Resources
1	Assessment/ Introduction	<ul style="list-style-type: none"> To be aware of the Relationships topic To discuss why we have different feelings and how we might deal with them 	Unit Assessment Activities: Hold an assembly for years 1 and 2 introducing the topic. Read the feeling books eg. I am sad. Children to feedback different emotions eg using photos of feelings. Highlight the main focus emotions. Create a vocab list of feelings. Begin to create a central Relationship display for all children to access
2	Self awareness	<ul style="list-style-type: none"> Know my strengths and what I am good at Know how to set a personal goal 	SEAL: New beginnings – Self-awareness; Going for Goals – Knowing myself and Setting our goals
3	Managing feelings	<ul style="list-style-type: none"> Identify and talk about our feelings Know some ways to calm ourselves down Know some ways to help others calm down 	http://www.gogivers.org/teachers/lessons/ks-1/theme/feelings/ - <i>Mitali Loses his Cool</i> activities and powerpoint Book: Marvin gets Mad! by Joseph Theobald SEAL: Good to be me – Anxiety and worrying; Going for goals – Persistence
4	Resolving arguments and working with others	<ul style="list-style-type: none"> Know how to make up with a friend when we have fallen out Understand how to solve problems peacefully 	SEAL: Getting on and falling out – Friendship, getting angry and falling out
5	Habits and obstacles to change	<ul style="list-style-type: none"> Explain what a habit is and that it can take time to change one Know that we can choose to change our behaviour 	http://www.gogivers.org/teachers/lessons/ks-1/theme/friendship-and-care/ - <i>Please Help Mitali</i> lesson and powerpoint SEAL: Changes – Changing our behavior
6	End of unit assessment	To reflect on what has been learnt about feelings and how they affect our relationships	Review Unit Assessment Activities: Invite children to make additions to the vocab list of feelings; Complete the central Relationships display for all children to access. Children complete a questionnaire/class evaluation with scenarios about how children will approach situations in the future going through the thinking processes. Use SEAL poster; LA: concept cartoons; HA: write a poem about the topic e.g. managing feelings.
7	End of half term assembly		Sharing assembly: HA children to read poems to the year group

Draft Year 2: Relationships - Half Term 2

Block	Topic	Learning Outcomes	Activity ideas and Resources
1	Assessment/ Introduction	<ul style="list-style-type: none"> To recap unit topics from HT 1 To introduce the Relationships topics to be covered in this half term unit 	Unit Assessment Activities: Have an assembly to introduce the topics children will be looking at this half term ie being cared for, bereavement, bullying. Focusing on how we handle feelings – always OK to be angry and sad. Use scenarios, a questionnaire, or concept cartoons to establish how children would seek help in a range of situations
2	Being cared for	<ul style="list-style-type: none"> Identify our special people and why they are important to us 	SEAL: Relationships – People who are important to us; Understanding our feelings - loved, cared for
3	Loss of things you care about and bereavement	<ul style="list-style-type: none"> Understand how we might be affected by change and loss Know who we can go to for help and support 	British Heart Foundation film animation: http://www.bhf.org.uk/publications/bereaved-young-children.aspx <ul style="list-style-type: none"> Watch video and discuss key points. Children to then watch video again but at different points where the creature's emotion changes, children paint in response, or class teacher plays music to reflect each emotion change. Winstons Wish: charity for bereaved children, which you could signpost affected families to: http://www.winstonswish.org.uk
4	Effects of bullying	<ul style="list-style-type: none"> Know what bullying is and be able to give examples Understand how it feels to be bullied Know what to do if bullying happens at school 	SEAL: Say no to bullying Year 2 resources Anti-bullying week: http://www.bbc.co.uk/cbbc/topics/anti-bullying-week http://www.anti-bullyingalliance.org.uk/aba-week.aspx Invite a company such as Anti-Bullying Alliance to come to school and discuss AB Week/put on a performance
5	Choices and consequences	<ul style="list-style-type: none"> Understand that choices we make can have consequences Know that we can learn from our experiences 	Stories with morals/consequences e.g. Aesop's Fables, traditional tales from different cultures SEAL: Going for Goals – Knowing how I learn best
6	End of unit assessment	To reflect what pupils have learnt from the Relationships unit	Review Unit Assessment Activity: Children complete the scenarios, questionnaire, or concept cartoons again to evaluate whether they would now respond differently
7	End of topic assembly		Anti-Bullying assembly – perform to Year 1s

Draft Year 2: Health and wellbeing - Half Term 3

Block	Topic	Learning Outcomes	Activity ideas and Resources
1	Assessment / Introduction	<ul style="list-style-type: none"> To be aware of the Health & Wellbeing topic To provide an insight into each topic within this unit 	Year 1 and 2 Introductory Assembly Use the Tell Me About You powerpoint from the Changing Faces website (see Block 5 below)
2	Differences: boys & girls	<ul style="list-style-type: none"> Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies 	cwpresourcess.co.uk Teaching SRE with Confidence: year 2, lesson 1
3	Differences: males & females	<ul style="list-style-type: none"> Describe some differences between male and female animals Understand that making a new life needs a male and a female 	cwpresourcess.co.uk Teaching SRE with Confidence: year 2, lesson 2
4	Naming body parts	<ul style="list-style-type: none"> Describe the physical differences between males and females Name the male and female body parts 	cwpresourcess.co.uk Teaching SRE with Confidence: year 2, lesson 3
5	Body image	<ul style="list-style-type: none"> Be able to listen and learn about each other Consider some of the feelings people might have about their appearance 	Books: Cinderella's Bum, Nicholas Allan; Shapesville, Andy Mills. Changing Faces: free downloadable teaching resources: https://www.changingfaces.org.uk/education/teaching-resources/primary - activities, lesson plans, powerpoints; try Tell Me About You or Meeting New People.
6	Exercise and fitness	<ul style="list-style-type: none"> Explain why physical activity is healthy Describe some foods which are good for our bodies and some which can harm our bodies 	Sorting food types – healthy/ unhealthy http://www.nhs.uk/change4life/Pages/change-for-life.aspx Link to PE – discussion of muscles and diet
7	End of unit assessment	To reflect on what has been learnt about positive body image the importance of taking exercise	Make a healthy food menu: what meals and snacks should we have in school? Debate/ design list for the tuck trolley. Design a fitness routine for pupils to do in class.

Draft Year 2: Health and wellbeing - Half Term 4

Block	Topic	Learning Outcomes	Activity ideas and Resources
1	Assessment/Introduction Risk	To review why it's important to look after our own health and wellbeing <ul style="list-style-type: none"> • Know what is safe and unsafe • Know when something is too risky 	Unit Assessment Activity: The activities in this first lesson on Risk can be used for assessment of this unit: cwpresources.co.uk Teaching Drug & Alcohol Education with Confidence: year 2, lesson 1
2	Hazardous Substances	<ul style="list-style-type: none"> • Know that some things we put into our bodies can harm us • Know some rules about keeping safe 	cwpresources.co.uk Teaching Drug & Alcohol Education with Confidence: year 1, lesson 2 Link to Science – looking at other hazardous symbols found inside/outside school, eg electricity, water, substances
3	Safety Rules	<ul style="list-style-type: none"> • Be able to follow safety instructions and rules at home and at school 	cwpresources.co.uk Teaching Drug & Alcohol Education with Confidence: year 1, lesson 3
4	Emergency services – when and how they can help us	<ul style="list-style-type: none"> • Understand what constitutes an emergency and when to call the emergency services • Know the role of each emergency service and how they can help us 	Sort classrooms out into emergency scenarios e.g. collapsed adult, stranger, fire, child going missing, bicycle theft (whole year group in hall)- lead by school police officer to teach children how to resolve given problems. Matching Emergency Cards activity: make up a set of photos/picture cards of emergency situations and ask pupils to allocate them to the correct emergency service.
5	Being a good neighbour	<ul style="list-style-type: none"> • Understand what makes a person a good neighbour • Understand our responsibilities towards our community 	Go Givers: Good Neighbours Assembly plan and/or powerpoint http://www.gogivers.org/teachers/lessons/ks-1/theme/keeping-safe/ - this activity can be used as a case study for pupils to practice what they have learned in Session 4 Circle time go-round: 'I can be a good neighbor if I.....'
6	End of unit assessment	To reflect on what pupils have learnt about how to keep themselves safe and help others	Review Unit Assessment Activity: Revisit the Risks mindmap and/or the Safe/Unsafe situations cards. Use photo evidence from Session 4.

Draft Year 2: Living in the wider world - Half Term 5

Block	Topic	Learning Outcomes	Activity ideas and Resources
1	Assessment/ Introduction	What is a community? What is in our local community?	Introductory Assembly where children discuss the meaning of community. Show images of local places of interest/ PPT – hospital, police station, fire station, supermarket, market, after school club – why are they there?
2	Community - rights and responsibilities	<ul style="list-style-type: none"> Describe the kinds of responsibilities they feel towards their community Understand the meaning of responsibility and how they can contribute 	<p>Go Givers: <i>free downloadable resources from The Citizenship Foundation</i> http://www.gogivers.org/teachers/lessons/ks-1/theme/rights-and-responsibilities/ - Go to 'Everybody, Somebody, Anybody, Nobody' to download the powerpoint and lesson activities. There are also other great choices in this theme. This lesson could also be used to review classroom rules.</p>
3	People who help us	<ul style="list-style-type: none"> Explore who helps us and how they are part of our community 	<p>http://www.bbc.co.uk/programmes/b03g6v9v <i>An audio presentation using movement and imagination. Visiting all the people who help us in a day. You will need a large space to do this.</i></p> <ul style="list-style-type: none"> Invite local community police officer, fire fighter, lollipop man/ woman, nurse, shop keeper, road sweeper Watch an episode of Fireman Sam or Postman Pat Make up a new episode
4	Gender and work	<ul style="list-style-type: none"> Discuss which careers are carried out by men and women in a class or group Talk about some of the assumptions made on the basis of gender 	<p>Link to SRE Unit on males and females. Sorting pictures of jobs/ workers – who can do a certain job? Does your gender affect the job you can do? Be sure to include pictures which challenge common stereotypes eg women playing football, men doing housework, female bus drivers, male nurses.</p>
5	Urban and rural environments	<ul style="list-style-type: none"> Compare urban and rural environments Explore different groups and communities 	<p>http://www.tes.co.uk/ResourceDetail.aspx?storyCode=3006484 <i>A PowerPoint examining the differences between urban and rural living. A useful starting point.</i></p> <ul style="list-style-type: none"> Read the book 'The Town mouse and The Country Mouse' Create a street in a town with characters Create a village in the country with characters Where do you live? In a rural or urban environment?
6	World environments	<ul style="list-style-type: none"> Understand about different groups and communities Exploring difference through food 	<p>www.cafod.org.uk <i>Lovely images of smiling young people from around the world. For example, 'Meet Gift from Zambia, Kabery from Bangladesh.' A good stimulus resource</i></p> <ul style="list-style-type: none"> Go to 'focus on food' power point – food stories from around the world Go to the 'focus on food' folder – it contains stories, facts and activities on the theme of food.

7	End of unit assessment	To reflect on what pupils have learnt about the importance of people working together to make a positive community	Using the images from the introductory assembly, ask pupils what new things they have learnt about each part of the community and record their responses.
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Draft Year 2: Living in the wider world - Half Term 6

Block	Topic	Learning Outcomes	Activity ideas and Resources
1	Assessment/ Introduction	To introduce the topic of money and discuss what will be covered in this unit	'Money Doesn't Grow on Trees' Assembly for Years 1 and 2. Discuss the meaning of this phrase. Debate as a class.
2	Understanding money	<ul style="list-style-type: none"> Understand some areas where they can be responsible for themselves Know the different forms that money takes Understand that people exchange money for goods and services 	<p>Personal Finance Education Group: <i>free registration to download resources. The toolkit has an overview of lessons and their related worksheets. It's a comprehensive financial education package for KS 1&2 with an interactive kit, using role-play, fairy stories to bring issues alive:</i></p> <p>http://www.pfeg.org/resources/details/my-money-primary-toolkit</p> <ul style="list-style-type: none"> Go to My Money Primary Toolkit, Foundation Unit 1: Understanding My Money – Year 2 Activity Sheets (contains worksheets, cards and other activity ideas) <p>Pocket money – buying things for themselves, tuck trolley at school. Class teacher to provide real-life receipts.</p>
3	Spend or save?	<ul style="list-style-type: none"> Have made choices between items they want to buy Be able to explain why they have made those choices Begin to understand that cost is an important factor in deciding what to buy 	<p>Barclays Bank Money Skills: free resources (lesson plans, scenarios, activity sheets, games): http://www.barclaysmoneyskills.com</p> <ul style="list-style-type: none"> Put in Google search: Barclays Money Skills Ages 4-7 Resource pack Go to Activity Four: Money Choices – lesson plan and lots of activities
4	Where money comes from	<ul style="list-style-type: none"> Know that money comes from different sources Understand a brief history of money Know that money can be used for different purposes 	<ul style="list-style-type: none"> Brainstorm: Where does money come from? Show YouTube – The Story of Money – A short animation made by young people looking at the simple history of money Go to: www.sparklebox.co.uk <i>Good printables for Key Stage 1 in 'Coins, money activities and Printables. Go to Toy Shop Bingo, money board games, etc.</i>
5	Rights and responsibilities	<ul style="list-style-type: none"> Explore a range of choices and consequences Develop their sense of moral values in relation to their wants and needs. 	<p>Values, Money and Me: <i>free teaching resources to download:</i></p> <p>http://www.valuesmoneyandme.com/teachers/the_right_thing.html</p> <ul style="list-style-type: none"> 'Do the right thing' - download storybook and teacher's notes. <p>www.pfeg.org</p> <ul style="list-style-type: none"> Go to PFEG poster 'Get Money Smart 3-7 years Five things to do before you are seven Good homework ideas for parent/carers and children to do together
6	End of unit	To reflect on what pupils have learnt about money	Budget Project –children to work in small groups: they are given a budget to

	assessment	and consider how to spend money carefully	spend on an activity e.g. shopping trip. Can you afford it? Why/ why not? How could you adjust your spending to suit the want/ need?
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