

Braywood CE First School
Curriculum map for Year 2 Introductory Work in Term 1

INTENT – I’m a Great Explorer (transport including aeroplanes, trains and cars)

Be Safe

Wow – factor - Forest Experience

Trip to Braywick Nature Reserve, Including team building, cooking and resilience.

RSE

Computer Safety – ‘thinkuknow’ top tips
 1D Brushing Teeth
 1D Health Eating

Cookery

Skills and Preparation
 Healthy eating- Fresh Fruit salad
 International link – Tropical Fruits

Enjoy and Achieve

Literacy

Read Write Inc.
 Big Write - Stories, Non-Fiction and poems – Holidays
 Writing about the children’s holidays, how to help a visitor see Windsor and non-fiction instructions.

Maths

Calculations, Shape, Data & Time

Topic Assignment



Holidays – Great Explorers

Holidays in the present and in the past
 Look at transport now and in the past

Art & DT

Famous artist Andy Goldsworthy work on plants and the natural world to create a 3D picture.
 Famous artist Antonio Gaudi work on designing buildings and freestanding forms to create a holiday home of the future.

Computing

SMART learners
 Rising Stars – I am a Photographer!

Be Healthy

Physical Education

Gymnastics – Parts high/parts low

Additional Activities: Football/Rugby/Games
 Whole School PE tournament and Pupil Parliament Days

Science

Feeding and Exercise

Achieve Economic Well-being

Citizenship

Harvest Festival

Money Management

My money – Looking at the ISA
 What is charity & class budget turning a little into a lot. How much money have we saved?

Induction Meeting for whole school
 Mums and Dads into School Curriculum Day
 Whole School lunch together

Make a Positive Contribution

PSHE

New Beginnings (SEAL)
 PSHE Week for transition

Religious Education

What do Christians believe God is like?
 (Understanding Christianity KS1, Unit 1.1. God – digging deeper

Music

Music unit - Exploring sounds and instruments- Long and short exploring duration

Holidays 'Great Explorers'			Year 2
	Literacy and Mathematics	Science	Computing
	<ul style="list-style-type: none"> • Big Write – Planning a day out • S & L talks on recent visit and holidays across world. 	<ul style="list-style-type: none"> • Feeding and Exercise Healthy eating plate – Draw healthy food plate and sort foods into groups. Record personal Food diary and the importance of personal and food hygiene.	<ul style="list-style-type: none"> • Use technology safely (SMART) and respectfully • We are Photographers!

IMPLIMENTATION - Subject Objective	IMPACT - Assessment		
History	Beginning	Secure	Mastery
Holidays past and present – <ul style="list-style-type: none"> • Compare two versions of a past event • Compare pictures or photographs of people or events of the past. • Discuss reliability of evidence e.g. photographs, accounts, stories. • Recognise why people do things, why events happen & what happens as a result. • Identify difference between ways of life at different times. 	Children can identify some differences between a past and present event using pictures. Children can discuss differences between ways of life at different times.	Children can use pictures, accounts and stories to recall, interpret, explain and compare the differences of a past event to a similar event in the present day.	Children can research, compare and analyse and evaluate pictures, stories and accounts from the past- Children also make connections with different technologies and continents.
Geography			
<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of the UK and small area of contrasting non-European country concentrating on islands and seaside. Draw from children's holidays. • Use basic geographical vocabulary to refer to key physical features such as beach, cliff, coast, and key human features such as city, town, village, harbour, and shop. • Name and locate the world's seven continents and five oceans and use maps, atlases, globes and digital mapping to locate countries and describe features. 	Children can identify using pictures some Human and Physical features of the seaside. They can explain how an Island is surrounded by water.	Children can identify and write using basic geographical vocabulary about the similarities and differences of Human and Physical features of the seaside. They can talk about how some counties in Europe have land or sea borders using an atlas.	Children can use sophisticated geographical language to describe the differences and similarities of Britain to countries in Europe and how forms of transport have help us to travel there. They can use maps to plot and name the Equator and begin to locate and name the 7 continents and 5 oceans of the world.
Creativity (Art, Music and DT)			
<ul style="list-style-type: none"> • Music – use their voices expressively and creatively by singing songs, play tuned and unturned instruments and listen with concentration to a wide range of high-quality music. Experiment with create, select and combine sounds using inter-related dimensions of music. Design technology – to design products that are purposeful and look good. <ul style="list-style-type: none"> • to think of an original idea and explain it in different ways, by drawing and talking and writing about them 	Pupils respond to ideas. Pupils experiment with tools and surfaces.	Begin to mix colours and experiment with them and be creative.	Pupils begin to draw a way to express experiences and feelings. Pupils can begin to discuss what they think and feel of other people's work and what they have done in their own work.
Personal (RE and PSHE)			
<ul style="list-style-type: none"> • P4C differences between rich and poor? How should we try to change this? • 1 Decision – staying healthy. 	Pupils begin to understand the basic rules and skills for	Pupils have learnt about themselves, building on their own experiences to aid social,	Pupils have learnt and show understanding of their own or other peoples' feelings, becoming aware of

<ul style="list-style-type: none"> • Cookery - To understand where food comes from and use the basic principles of a healthy and varied diet to prepare dishes 	<p>keeping themselves healthy, safe and behaving well.</p>	<p>personal and emotional development, beginning to take responsibility for themselves, others and the environment.</p>	<p>the views, needs/rights of others. Also, as members of the school community model the social skills of, sharing, turn taking and begin to resolve simple misunderstandings.</p>
<p>RE – What do different Christians think God is like? (Understanding Christianity KS1 Unit 1.1. God – digging deeper)</p>	<p>All retell the story of Jonah Christians believe in God, and that they find out about God in the Bible.</p>	<p>Most... retell the story of Jonah Christians believe in God, and that they find out about God in the Bible. Also they will be able to discuss how Christians believe God is loving, kind, fair and forgiving, and also Lord and King.</p>	<p>Some Give an example of a way in which Christians use the story of Jonah to guide their beliefs about God, for example, seeing God as Lord, i.e. in control of events and being fair: God wants to save the people of Nineveh.</p>

Braywood CE First School
Curriculum map for Year 2 Term 2

INTENT - Celebrations 'It's great to be alive'

Be Safe

PSHE

Bullying (SEAL)
 Getting on and falling out (SEAL)

RSE

1D Relationships
 1D Friendships -Feelings and Emotions

Wow Factor – RE

Visit Bray Church and Maidenhead Synagogue

Enjoy and Achieve

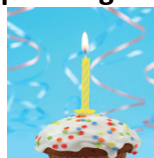
Literacy

Read Write Inc.
 Big Write - Stories, Non-Fiction and poems generated
 by the Religious Education theme
 Religious stories and practices
 Visit Windsor Arts Theatre to see a show

Maths

Calculations, Shape, Measurements

Topic Assignment



Celebrations 'It's great to be alive'

Recognise and give simple accounts of the core beliefs
 of Jews and Christians and explore other faiths through
 discussion, using actual accounts from parents and
 children

Art / DT

Draw religious symbols and explore patterns
 Clay modeling of different religious artifacts including a
 wooden cross.

Computing

Rising stars-We are researchers!

Use technology purposely to create, organize, store,
 manipulate and retrieve digital content.

Be Healthy

Physical Education

Games – dribbling, hitting and kicking

Science

Living Things.
 Lifecycles

Additional Activities: Football/Rugby/Dance
 Whole School PE tournament and Pupil Parliament Days

Achieve Economic Well-being

Cookery

Skills and Preparation for healthy lifestyle
 Christmas Party

Money Management and Citizenship

Revenue from Christmas Fair and
 Christmas Concert

Parents Evening

Make a Positive Contribution

Religious Education- Do religious symbols mean the
 same to everyone?
 (ODBE Year 2 unit 2) (Judaism, and Christianity)

RE – Trips - Visit to Bray Church with Nativity and to
 listen to Revd Ainsley

Music

Exploring sounds and instruments – Rhythm and Pulse
 Listen to organ at St. Michael's Church

Celebrations 'It's Great to be Alive'			Year 2
	Literacy and Mathematics	Science	Computing
	<ul style="list-style-type: none"> • Big Write – Religious texts (use of film to inspire writing) Informal letter & poems • Talk about other pupil's religions 	<ul style="list-style-type: none"> • Animals including humans - Notice how animals have offspring which grows into adults. Find out about basic needs of animals / humans for survival and describe the importance of exercise, eating well, sleep and hygiene. 	<ul style="list-style-type: none"> • We are researchers! • Use technology purposely to create, organize, store, manipulate and retrieve digital content.

IMPLIMENTATION - Subject Objective	IMPACT - Assessment		
RE	Beginning	Secure	Mastery
<ul style="list-style-type: none"> • Recognise and give simple accounts of the core beliefs of Christianity and Judaism. Recall the main religious story linked to the Jewish celebration of Hanukkah and the main religious story linked to the Christian celebration of Christmas. Begin to describe these festivals, celebrations and practices and say how they reflect the core beliefs. Recognise the roles of religious leaders and begin to recognise their Holy books. Also how each faith learns about their God through sacred texts. 	Children can recall/identify using pictures some of the key facts about Judaism and Christianity. Children can identify some religious symbols.	Children can recall a key Jewish and Christian religious story and explain how they relate to core beliefs and practices. Children can identify key religious symbols.	Children can recall, compare and evaluate Jewish and Christian stories comparing similarities and differences of their key values.
Humanities			
<ul style="list-style-type: none"> • Sequence artefacts closer together in time – Create a Time line of the class Birthdays. Identify difference between ways of life at different times. Reflect on how Jews and Christians might have lived over 2000 years ago. • Sequence photographs of symbols together to retell how Christians and Jews celebrate. Describe memories of key events in their own life and in the lives of others. Recognise why people do things, why events happen, what happens as a result. • Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features devise a simple map and see and construct basic symbols in a key. 	Children can order/sequence key events from their life e.g. birth- using photos. Children can identify changes in ways of life through religious stories.	Children using a timeline can order/sequence key own life events and describe in detail key events. Also, children can draw a simple map.	Children can design a timeline and order/sequence key life events and also in the lives of others. Also, children can draw a simple map creating a key with symbols.
Creativity (Art, Music and DT)			
<ul style="list-style-type: none"> • To use drawing, painting & sculpture to develop / share, ideas, experiences, imagination. • Design purposeful, functional, appealing products based upon design criteria, develop and communicate their ideas through talking, drawing or communication technology. Select a range of tools to perform practical tasks and use a wide variety of materials or components. Evaluate the product against design criteria. 	Pupils respond to ideas. Use a range of tools and surfaces.	Reflect on what they have learned about God. To create images of God, Love using a range of mediums.	Darken colours without using black. Reflect on own work.
Personal (PSHE and Learning Skills) R.E			
<ul style="list-style-type: none"> • P4C – How could the world be a better place where there was no fighting? • PSHE - Relationships – Friendships, feelings and emotions. Friendship tokens 	Pupils begin to understand the basic rules and skills for keeping themselves	Pupils continue to, build personal, social and emotional development and take responsibility for	Pupils show understanding of their own and other people's feelings. As part of school community model, the social

<ul style="list-style-type: none"> SEAL - Bullying and Getting on and Falling out. Apply both these themes to the core Christian and Religious values of this topic. 	<p>healthy, safe and behaving well.</p>	<p>themselves, others and the environment.</p>	<p>skills and begin to resolve simple misunderstandings.</p>
<p>R.E - Do religious symbols mean the same to everyone? (ODBE Year 2 unit 2)</p>	<p>All Recognise some symbols and their meanings including for the main Christian and Jewish rites of passage</p>	<p>Most will evaluate which symbols are well known to non- believers of each faith. Recognise the colours of the church calendar. They will identify symbols specifically connected to Christmas and compare the way they are understood by Christians and non-Christians.</p>	<p>Some will ... Recognise and be able to describe a wide range of symbols and what they are used for. They will be able to say why symbols are used and compare and contrast symbols for effectiveness of communication.</p>

Braywood CE First School
Curriculum map for Year 2 Term 3 & 4

INTENT – Time Detectives - The Magic Toymaker including Victorians

Be Safe

Safety

Make a toy car; use ramps and discuss road safety.

ICT Safety Day & RSE

1D Image Sharing

1D Online Bullying

Lee and Kim's Big Adventure @ thinkuknow.co.uk

Cookery – Term 3-

Classic Victoria sandwich cake

(for class afternoon tea)

Term 4 – making bread (using yeast to change shape)

Achieve Economic Well-being

Citizenship

Easter Musical Concert in St Michaels' Church Bray

Wow factor

Visit to Reading Toy museum

Visit to Legoland to investigate gears and pulleys

Whole School Events

Literacy Day

Maths Day

Entrepreneurial Day & ICT Day

Money Management

Class budget, class stalls and our savings

My money – what is the difference between need and want?

Enjoy and Achieve

Literacy

BWA- Jack visits Cloudland – non-fiction writing; a Newspaper report; Story writing using and adapting traditional stories.

Maths

Calculations, Problem solving, Shape, Data & Time

Science-

Term 3 -Everyday Materials and their properties
Properties of materials and how they are used in toys
Term 4 – Changing shape - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting stretching.
WOW - Visit Legoland workshop on Gears and Pulleys

Topic Assignment



The Magic Toymaker

How children lived in Victorian times and making comparisons between the toys from the past and our present-day toys.

Art / DT

Famous artist- Yayoi Kusama, inspired drawing of a toy

Making a toy car and exploring properties using wheels and axils personally decorated.

Computing

Term 3 -We are astronauts! (Scratch)

Term 4 - We are detectives! (sending emails)

Be Healthy

Physical Education

Term 3

Games - group games and inventing rules
Gymnastics – turning, twisting and sequence
Term 4 - Dance

Additional Activities: Football/Rugby/Dance
Whole School PE tournament and Pupil Parliament Days

Make a Positive Contribution

PSHE

Going for Goals (SEAL)

Feels good to be me (SEAL)

Religious Education

Term 3 - How should you spend the weekend?
(morning prayer/ Shabbat)
(ODBE Year 2 unit 6)

Term 4 - R.E Term 4 - Why does Easter matter to Christians?
(Understanding Christianity –digging deeper KS1 1.5 salvation)

Music

Mainly pitch - Instruments and Symbols – Mainly Pitch

Parent, Staff and Child consultations

Toys			Year 2
	Literacy and Mathematics	Science	computing
	<ul style="list-style-type: none"> • Big Write – Jack and the Beanstalk • Directions and 2D / 3D solid shapes 	<ul style="list-style-type: none"> • Everyday Materials – identify and compare the suitability of a variety of everyday materials. Explore the shapes of solid objects by bending, twisting etc. 	<ul style="list-style-type: none"> • We are astronauts! • (scratch) • Term 4 –We are detectives! (sending emails)

IMPLIMENTATION - Subject Objective		IMPACT - Assessment		
History		Beginning	Secure	Mastery
<ul style="list-style-type: none"> • Sequence artefacts closer together in time with reference to book e.g. parents, grandparents’ • Sequence photographs from different period of their life including toys. • Describe memories of key event in their lives. (receiving a toy as a gift as part of a personal celebration) • Recognise why people do things and why events happen and what happens as a result. • Identify difference between ways of life at different times. • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 		Children can identify some differences between a toy from the past and present using pictures/source. They can begin to talk about some differences for children in the 1800 to the present day using pictures and props.	Children can observe, research, identify compare, sources e.g. a toy or stories about Victorian children to recall, interpret, past events to similar events (Christmas) in the present day. They will begin to recognise that handmade toys take longer to make and therefore would be more expensive to buy. That childhood has changed from the Victorian era to the Present day.	Children can observe, research, identify compare differences using multiple sources e.g. 2 toys or 2 stories about Victorian children to recall, evaluate past events to similar events (Christmas) in the present day. Children will make connections between toys from the past being handmade and toys from the present being mass produced and made by machines in factories.
Geography – Toys from around the world.				
<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of the UK and small area of contrasting non-European country concentrating on islands and seaside. Draw from children’s holidays. • Use basic geographical vocabulary to refer to key physical features such as beach, cliff, coast, and key human features such as city, town, village, factory, farm, port, harbour, and shop. • Name and locate the world’s seven continents and five oceans. Use maps, atlases, globes and digital mapping to locate countries and describe features studied. • Toys around the World - Use simple compass directions (N, S, E, W) and directional language e.g. near, far, left, right) to describe the location of feature and routes on a map. 		Children can identify and name a toy (using pictures) made in the UK. Children can I. country. Children can point to U.K on a world map and the other country.	Children can identify toys found in the UK. Children can identify most popular toys in different countries and using an atlas begin to plot the locations on a world map.	Children can identify and describe in detail toys from the U.K and around the world. Children can find and plot the locations of the countries using a world map and globe. Children can begin to make links with materials, wealth, and culture.
Creativity, Art and DT				
<ul style="list-style-type: none"> • Investigate a range of toys (old and new) 				

<ul style="list-style-type: none"> Evaluate materials - Design purposeful, functional, appealing products based upon design criteria, develop and communicate their ideas through talking, drawing or communication technology. Select a range of tools to perform practical tasks and use a wide variety of materials or components. Evaluate the product against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms e.g. levers, sliders, wheels etc. Explore workshops to refine their knowledge. 	<p>Pupils respond to ideas. They explore a variety of materials and processes. Pupils plan and sketch their ideas.</p>	<p>They investigate the nature and qualities of different materials, exercising some control over those they use in their own work.</p>	<p>Pupils investigate a wide range of ideas / materials. They plan and select their tools exercising control over how they present their final piece. They can describe different characteristics and can also suggest ways to improve their work.</p>
Personal (RE and PSHE)			
<ul style="list-style-type: none"> PSHE – Online safety and how to share images safely. <p>RE – Term 3 How should you spend the weekend? (morning prayer/ Shabbat) (ODBE Year 2 unit 6)</p>	<p>All.. Will know some of the key rules surrounding Shabbat and know that they are different to the way that most people in England spend their weekend. They will recognise the key artefacts connected with Shabbat and know the role they play in the Friday night meal.</p>	<p>. Most will know the key rules for Shabbat and the rituals and practices. They will know there are many more rules for Jews to learn. They will be able to describe the key features of the Shabbat meal and its main artefacts. They will make links between Shabbat, the creation story and the Christian Sabbath, referring to the commandments and the creation story.</p>	<p>Some will be able to compare and contrast the Jewish Shabbat with the traditional western weekend. Also be able to evaluate the significance of the event for Jewish believers and the holiness of God. They will link artefacts to their meanings. They will understand that Shabbat is welcomed like a Queen.</p>
<p>R.E Term 4 - Why does Easter matter to Christians?</p> <ul style="list-style-type: none"> (Understanding Christianity –digging deeper KS1 1.5 salvation) 	<p>All.. will recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and begin to recognise a link with the idea of Salvation (Jesus rescuing people).</p>	<p>Most will be able to give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Easter is very important in the 'big story' of the Bible</p>	<p>Some will be able to discuss that Jesus showed that he was willing to forgive all people, even for putting him on the cross. • Christians believe Jesus builds a bridge between God and humans. • Christians believe Jesus rose again, giving people hope of a new life.</p>

Braywood CE First School
Curriculum map for Year 2 Term 5 & 6

INTENT – Our Wonderful World - Hidden Homes & Habitats

Be Safe

RSE

Relationships including:
 1D Hazard Watch (Term 5)
 1D Angry Staying Safe – Matches (Term 6)

Wow experience

Visit the Look out to explore mini beasties

Additional Activities: Orienteering/
 Football/Rugby/Dance
 Whole School PE tournament and Pupil Parliament
 Days

Enjoy and Achieve

Literacy

Stories, Non-Fiction and poems SATS

Maths

Calculations, Shape, Data & Time

Topic Assignment



Hidden Homes & Habitats

Locate and investigate local features including simple fieldwork.

Be Healthy

Physical Education

Tennis
 Athletics & Sports Day

Science

Term5 - Habitats – Identify that most living things live in habitats to which they are suited.

WOW Visit the Look Out to explore Habitats ‘Bugs and beasties’

Term 6 –Growing Plants- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Achieve Economic Well-being

Citizenship and Money Management

Summer Fair and check overall revenue

Sustainability

Gardening and protecting the environment
 Use wild area to investigate local habitats.
 Biodiversity, litter problems and the value of water

Cookery

Term 5 – Design and decorate mini beast biscuits
Term 6- design and prepare a healthy salad
(vegetables and dips)

Art / DT

Famous artist – John Constable

Still life drawing and exploring work from famous artists
 Artwork using textiles, printing, pattern and form

Computing

Term 5 - We are Zoologists- use technology to create, organise and retrieve digital content.

Term 6 - We are games testers!
 (Scratch)

Music

Timbre, tempo and symbols including exploring sounds and instruments linked to habitats

Make a Positive Contribution

PSHE

Relationships (SEAL)
 Changes (SEAL)

Religious Education

Term 5 - Who should you follow?
 (ODBE Year 2 unit 1)
 Term 6- How special is the relationship between Jews and God?(Discovery RE Summer2)

Habitats			Year 2
	Literacy and Mathematics	Science	Computing
	<ul style="list-style-type: none"> BWA- Term 5 - Ahoy There Term 6 – The silver box Story writing / descriptions/ Fact files 	<ul style="list-style-type: none"> Habitats – Identify habitats and how they provide needs for different animals. Term 6 –Growing Plants- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<ul style="list-style-type: none"> Term 5 - We are Zoologists- use technology to create, organise and retrieve digital content. Term 6 - We are games testers! (Scratch)

IMPLIMENTATION - Subject Objective	IMPACT - Assessment		
	Beginning	Secure	Mastery
History			
<ul style="list-style-type: none"> Children explore habitats for humans in the past studying their hometown Windsor to present day Windsor. How has the town changed? (Windsor castle) Sequence artefacts closer together in time. Sequence photographs from different period of their life. Describe memories of key event in their lives. Recognise why people do things and why events happen as a result. Identify difference between ways of life at different times. Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	Children can use pictures to sequence an event from the past. Children can use drawings to identify the differences in ways of life at different times.	Children can use a timeline to sequence an event from the past. Children can use drawings and words to identify the differences in ways of life at different times.	Children can research and evaluate using a source to answer questions about the past and make connections. Children can compare and contrast Windsor in the past to present day Windsor.
Geography			
<ul style="list-style-type: none"> Term 6 -Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technology. Term 5 - Use simple compass directions (N, S, E, W) and directional language e.g. near, far, left, right) to describe the location of feature and routes on a map. (Windsor castle) 	Children (using local farm visit) observe, name and sketch a map of the location naming some key physical features. Children can begin to use simple directional language to describe location of the nearest farm shops.	Children (using local farm visit) observe, name and sketch a map of the location, naming key physical features and plot on U.K map. Children can use directional language to describe location of the nearest farm shops.	Children (using local farm visit) observe, name and sketch a map of the location and plot on U.K map. Children can use directional language to describe location of nearest farm shops and create an algorithm of directions. Compare humans living in a farm to a town.
Creativity (Art, Music and DT)			

<ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, form, shape and space including work with pastels and chalk. Consider 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>Pupils respond to ideas. They explore a variety of materials and processes.</p> <p>Pupils plan and sketch their ideas.</p>	<p>They investigate the nature and qualities of different materials, exercising some control over those they use in their own work.</p>	<p>Pupils investigate a wide range of ideas and materials. They plan and select their tools exercising control over how they present their final piece. They can describe different characteristics of art, craft/ design. They suggest ways to improve their work.</p>
Personal (RE and PSHE)			
<ul style="list-style-type: none"> P4C- Looking after our environment and our impact. PSHE – Hazards around us and how we can stay safe. <p>RE – Term 5 - Who should you follow?</p> <ul style="list-style-type: none"> (ODBE Year 2 unit 1) 	<p>Pupils begin to understand the basic rules and skills for keeping themselves healthy, safe and behaving well.</p>	<p>Pupils have learnt about themselves, building on their own experiences to aid personal, social and emotional development, beginning to take responsibility for themselves, others and the environment.</p>	<p>Pupils have learnt and show understanding of their own and other people’s feelings, becoming aware of the views, needs and rights of others. Also, as members of the school community model the social skills of, sharing, turn taking and begin to resolve simple misunderstandings.</p>
<p>R.E – Term 5 - Who should you follow? (ODBE Year 2 unit 1)</p>	<p>All.. Will recognise that some people are leaders, and some are followers. They will identify some reasons why religious leaders are needed. They will identify a specific religious leader and know a key event in the life of that person.</p>	<p>Most will know the key leaders for Jews and Christians. They will be able to say what makes Moses and/or Joshua a good leader and recount some of the reasons and key events. Also refer back to Jesus as a leader. They will know that religious leaders believe they are led by God</p> <p>They will identify some features that characterise a good leader. They will know some current leaders and compare with historical leaders of the faith.</p>	<p>Some will know a wider range of stories connected with the leaders and be able to make links between faith leaders and other leaders and draw conclusions about the skills needed to be a good leader</p>
<p>R.E –Term 6- How special is the relationship between Jews and God? (Discovery RE Summer2)</p>	<p>All... Name some things that I have done at certain ages and say something that is important to me. I can name things, objects or rituals that are important to Jews. I can express an opinion about what might be important to Jews.</p>	<p>Most will be able to explain why they do things at certain ages. Say what they are most committed to in their lives. Talk about one of the ways Jews show commitment to God. Talk about a way that Jews show commitment to God and say why this might be important</p>	<p>Some.. Will be able to explain some ways Jews choose to show commitment to God and begin to understand that they may do this in different ways. They will be able to express an opinion on ways I think might be best for Jews to show their commitment to God and to start to give my reasons</p>

