

Medium Term Planning - Year 2 Curriculum

YEAR 2		The Great Fire of London What is life like in London and how has it changed since the great Fire?	Island Life How does the island that we live on compare to another?	Our Animal World Why are animals different?
		AUTUMN	SPRING	SUMMER
LITERACY COVERAGE		<u>Narrative</u> The Paperbag Princess	<u>Narrative</u> <u>Traditional Tale</u> -The Elves and the Shoemaker	<u>Narrative</u> <u>Traditional Tale</u> – Little Red Riding Hood Mr Wolf’s Pancakes
		<u>Non-Fiction</u> <u>Newspaper report</u> - Great Fire of London	<u>Non-Fiction</u> <u>Recount</u> - Brittany Ferries <u>Persuasive adverts</u> - island advert	<u>Non-Fiction</u> <u>Non- Chronological Reports</u> - Animals <u>Explanation text</u> - Animal Adaptation
		<u>Poetry</u> Mayflower Anthology- beyond the Horizon	<u>Poetry</u> PAFC- Diversity	<u>Poetry</u> Silly/Nonsense Poems & Riddles
		<u>Big Writes</u> Paperbag Princess ending Balanceability	<u>Big Writes</u> The Elves and the Shoemaker Recount Brittany Ferry trip	<u>Big Writes</u> Little Red Riding Hood
<u>Transcription</u>	Grammar	<p><u>Objective: To punctuate accurately</u></p> <ul style="list-style-type: none"> • Leave spaces between words. • Use the word ‘and’ to join words and sentences. • Begin to punctuate using a capital letter for the name of people, places, the days of the week and I. • Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks and question marks. • Use sentences with different forms: statement, question, exclamation and command. • Use extended noun phrases to describe and specify (e.g. the blue butterfly). • Use some features of standard written English. • Use the past tenses correctly. <p>Terminology for pupils: noun, noun phrase, statement, question, exclamation, compound, suffix, adjective, adverb, verb tense, (past),</p>	<p><u>Objective: To punctuate accurately</u></p> <ul style="list-style-type: none"> • Leave spaces between words. • Use the word ‘and’ to join words and sentences. • Begin to punctuate using a capital letter for the name of people, places, the days of the week and I. • Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, and commas for lists. • Use sentences with different forms: statement, question, exclamation and command. • Use extended noun phrases to describe and specify (e.g. the blue butterfly). • Use subordination (when, if, that or because). • Use coordination (or, and, but). • Use some features of standard written English. • Use the present and past tenses correctly, including the progressive form. <p>Terminology for pupils: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense, (past, present), comma.</p>	<p><u>Objective: To punctuate accurately</u></p> <ul style="list-style-type: none"> • Leave spaces between words. • Use the word ‘and’ to join words and sentences. • Begin to punctuate using a capital letter for the name of people, places, the days of the week and I. • Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms. • Use sentences with different forms: statement, question, exclamation and command. • Use extended noun phrases to describe and specify (e.g. the blue butterfly). • Use subordination (when, if, that or because). • Use coordination (or, and, but). • Use some features of standard written English. • Use the present and past tenses correctly, including the progressive form. <p>Terminology for pupils: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense, (past, present) apostrophe, comma.</p>

Spelling (See NC Spelling List)	<p>Objective: To spell correctly</p> <p>Year 1 Revision</p> <ul style="list-style-type: none"> • Spell words containing 40+ learned phonemes. • Spell common exception words (<i>the, said, one, two and the days of the week</i>). • Name letters of the alphabet in order. • Use letter names to describe spellings of words. • Add prefixes and suffixes, learning the rule for adding <i>s</i> and <i>es</i> as a plural marker for nouns, and the third person singular marker for verbs (<i>I drink - he drinks</i>). • Use the prefix <i>un</i>. • Use suffixes where no change to the spelling of the root word is needed: <i>helping, helped, helper, eating, quicker, quickest</i>. • Use spellings rules. • Write simple sentences dictated by the teacher. <p>Year 2</p> <ul style="list-style-type: none"> • Spell by segmenting words into phonemes and represent them with the correct graphemes. • Learn some new ways to represent phonemes. • Spell common exception words correctly. • Spell contraction words correctly (<i>can't, don't</i>). 	<p>Objective: To spell correctly .</p> <ul style="list-style-type: none"> • Spell by segmenting words into phonemes and represent them with the correct graphemes. • Learn some new ways to represent phonemes. • Spell common exception words correctly. • Spell contraction words correctly (<i>can't, don't</i>). • Add suffixes to spell longer words (<i>-ment, -ness, -ful and -less</i>). • Distinguish between homophones and near-homophones. 	<p>Objective: To spell correctly</p> <ul style="list-style-type: none"> • Spell by segmenting words into phonemes and represent them with the correct graphemes. • Learn some new ways to represent phonemes. • Spell common exception words correctly. • Spell contraction words correctly (<i>can't, don't</i>). • Add suffixes to spell longer words (<i>-ment, -ness, -ful and -less</i>). • Use the possessive apostrophe. (singular) (for example, <i>the girl's book</i>) • Distinguish between homophones and near-homophones.
	Presentation	<p>Objective: To present neatly.</p> <ul style="list-style-type: none"> • Sit correctly and hold a pencil correctly. • Begin to form lower-case letters correctly. • Form capital letters. • Form digits 0-9. • Understand letters that are formed in similar ways. • Form lower-case letters of a consistent size. • Begin to join some letters. • Write capital letters and digits of consistent size. • Use spacing between words that reflects the size of the letters. 	<p>Objective: To present neatly.</p> <ul style="list-style-type: none"> • Sit correctly and hold a pencil correctly. • Begin to form lower-case letters correctly. • Form capital letters. • Form digits 0-9. • Understand letters that are formed in similar ways. • Form lower-case letters of a consistent size. • Begin to join some letters. • Write capital letters and digits of consistent size. • Use spacing between words that reflects the size of the letters.

Composition	Purpose	<p>Objective: To write with purpose</p> <ul style="list-style-type: none"> Say first and then write to tell others about ideas. Write for a variety of purposes. Plan by talking about ideas and writing notes. Use some of the characteristic features of the type of writing used. Write, review and improve. 	<p>Objective: To write with purpose</p> <ul style="list-style-type: none"> Say first and then write to tell others about ideas. Write for a variety of purposes. Plan by talking about ideas and writing notes. Use some of the characteristic features of the type of writing used. Write, review and improve. 	<p>Objective: To write with purpose</p> <ul style="list-style-type: none"> Say first and then write to tell others about ideas. Write for a variety of purposes. Plan by talking about ideas and writing notes. Use some of the characteristic features of the type of writing used. Write, review and improve.
	Imaginative Description	<p>Objective: To use imaginative description</p> <ul style="list-style-type: none"> Use adjectives to add detail. Use names of people, places and things. Use well-chosen adjectives. Use nouns and pronouns for variety. 	<p>Objective: To use imaginative description</p> <ul style="list-style-type: none"> Use adjectives to add detail. Use names of people, places and things. Use well-chosen adjectives. Use nouns and pronouns for variety. Use adverbs for extra detail. 	<p>Objective: To use imaginative description</p> <ul style="list-style-type: none"> Use adjectives to add detail. Use names of people, places and things. Use well-chosen adjectives. Use nouns and pronouns for variety. Use adverbs for extra detail.
	Organisation	<p>Objective: To organise writing appropriately and use paragraphs</p> <ul style="list-style-type: none"> Re-read writing to check it makes sense. Use the correct tenses. Organise writing in line with its purpose. Write about more than one idea. Group related information. 	<p>Objective: To organise writing appropriately and use paragraphs</p> <ul style="list-style-type: none"> Re-read writing to check it makes sense. Use the correct tenses. Organise writing in line with its purpose. Write about more than one idea. Group related information. 	<p>Objective: To organise writing appropriately and use paragraphs</p> <ul style="list-style-type: none"> Re-read writing to check it makes sense. Use the correct tenses. Organise writing in line with its purpose. Write about more than one idea. Group related information.
	Sentence Construction	<p>Objective: To use sentences appropriately</p> <ul style="list-style-type: none"> Write so that other people can understand the meaning of sentences. Sequence sentences to form a short narrative. Convey ideas sentence by sentence. Join sentences with conjunctions and connectives. 	<p>Objective: To use sentences appropriately</p> <ul style="list-style-type: none"> Write so that other people can understand the meaning of sentences. Sequence sentences to form a short narrative. Convey ideas sentence by sentence. Join sentences with conjunctions and connectives. Vary the way sentences begin. 	<p>Objective: To use sentences appropriately</p> <ul style="list-style-type: none"> Write so that other people can understand the meaning of sentences. Sequence sentences to form a short narrative. Convey ideas sentence by sentence. Join sentences with conjunctions and connectives. Vary the way sentences begin.
Analyse and Presentation	Analysis	<p>Objective: To analyse writing</p> <ul style="list-style-type: none"> Discuss writing with the teacher and other pupils. Use and understand grammatical terminology in discussing writing: word, sentence, letter, capital letter, full stop, punctuation, question mark, exclamation mark. Use and understand grammatical terminology in discussing writing: verb, tense (past, present), adjective, nouns. 	<p>Objective: To analyse writing</p> <ul style="list-style-type: none"> Discuss writing with the teacher and other pupils. Use and understand grammatical terminology in discussing writing: word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. Use and understand grammatical terminology in discussing writing: verb, tense (past, present), adjective, noun, suffix, apostrophe, comma. 	<p>Objective: To analyse writing</p> <ul style="list-style-type: none"> Discuss writing with the teacher and other pupils. Use and understand grammatical terminology in discussing writing: word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. Use and understand grammatical terminology in discussing writing: verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.

	Presentati on	<p><u>Objective: To present writing</u></p> <ul style="list-style-type: none"> • Read aloud writing clearly enough to be heard by peers and the teacher. • Read aloud writing with some intonation 	<p><u>Objective: To present writing</u></p> <ul style="list-style-type: none"> • Read aloud writing clearly enough to be heard by peers and the teacher. • Read aloud writing with some intonation 	<p><u>Objective: To present writing</u></p> <ul style="list-style-type: none"> • Read aloud writing clearly enough to be heard by peers and the teacher. • Read aloud writing with some intonation
<u>Reading</u>	<p><u>Essential Opportunities</u></p> <ul style="list-style-type: none"> • Listen to traditional tales. • Listen to a range of texts. • Learn some poems by heart. • Become familiar with a wide range of texts of different lengths. • Discuss books. • Listen to short novels over time. • Use the class and school libraries. • Build up a repertoire of poems to recite. 			

Objective: To read words accurately**Year 1 Revision**

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and *-s, -es, -ing, -ed, -er* and *-est* endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions (for example, *I'm, I'll, we'll*) and understand that the apostrophe represents the omitted letter(s).
- Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.
- Re-read these books to build up fluency and confidence in word reading.

Year 2

- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read books to build up fluency and

Objective: To read words accurately

- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read words containing common suffixes.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read books to build up fluency and confidence in word reading.

Objective: To read words accurately

- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read words containing common suffixes.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read books to build up fluency and confidence in word reading.

Communication	Understanding Texts	<p><u>Objective: To understand texts</u></p> <ul style="list-style-type: none"> • Discuss events. • Predict events. • Link reading to own experience. • Join in with stories or poems. • Check that reading makes sense and self-correct. • Infer what characters are like from actions. • Ask and answer questions about texts. • Discuss favourite words and phrases. • Listen to and discuss a wide range of texts. • Recognise and join in with (including role-play) recurring language. • Explain and discuss understanding of texts. • Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done. 	<p><u>Objective: To understand texts</u></p> <ul style="list-style-type: none"> • Discuss events. • Predict events. • Link reading to own experience. • Join in with stories or poems. • Check that reading makes sense and self-correct. • Infer what characters are like from actions. • Ask and answer questions about texts. • Discuss favourite words and phrases. • Listen to and discuss a wide range of texts. • Recognise and join in with (including role-play) recurring language. • Explain and discuss understanding of texts. • Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done. 	<p><u>Objective: To understand texts</u></p> <ul style="list-style-type: none"> • Discuss events. • Predict events. • Link reading to own experience. • Join in with stories or poems. • Check that reading makes sense and self-correct. • Infer what characters are like from actions. • Ask and answer questions about texts. • Discuss favourite words and phrases. • Listen to and discuss a wide range of texts. • Recognise and join in with (including role-play) recurring language. • Explain and discuss understanding of texts. • Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done.
	Listening	<p><u>Objective: To listen carefully and understand</u></p> <ul style="list-style-type: none"> • Sift information and focus on the important points. • Seek clarification when a message is not clear. • Understand instructions with more than one point. 	<p><u>Objective: To listen carefully and understand</u></p> <ul style="list-style-type: none"> • Sift information and focus on the important points. • Seek clarification when a message is not clear. • Understand instructions with more than one point. 	<p><u>Objective: To listen carefully and understand</u></p> <ul style="list-style-type: none"> • Sift information and focus on the important points. • Seek clarification when a message is not clear. • Understand instructions with more than one point.
	Developing vocabulary	<p><u>Objective: To develop a wide and interesting vocabulary</u></p> <ul style="list-style-type: none"> • Use subject specific vocabulary to explain and describe. • Suggest words or phrases appropriate to the topic being discussed. • Identify homophones 	<p><u>Objective: To develop a wide and interesting vocabulary</u></p> <ul style="list-style-type: none"> • Use subject specific vocabulary to explain and describe. • Suggest words or phrases appropriate to the topic being discussed. • Identify homophones 	<p><u>Objective: To develop a wide and interesting vocabulary</u></p> <ul style="list-style-type: none"> • Use subject specific vocabulary to explain and describe. • Suggest words or phrases appropriate to the topic being discussed. • Identify homophones
	Speaking	<p><u>Objective: To speak with clarity</u></p> <ul style="list-style-type: none"> • Speak in a way that is clear and easy to understand. • Demonstrate good phonic knowledge by clearly pronouncing the sounds within words. • Identify syllables within words. 	<p><u>Objective: To speak with clarity</u></p> <ul style="list-style-type: none"> • Speak in a way that is clear and easy to understand. • Demonstrate good phonic knowledge by clearly pronouncing the sounds within words. • Identify syllables within words. 	<p><u>Objective: To speak with clarity</u></p> <ul style="list-style-type: none"> • Speak in a way that is clear and easy to understand. • Demonstrate good phonic knowledge by clearly pronouncing the sounds within words. • Identify syllables within words.

	Story Telling	<p><u>Objective: To tell stories with structure</u></p> <ul style="list-style-type: none"> • Ensure stories have a setting, plot and a sequence of events. • Recount experiences with interesting detail. • Predict events in a story. • Give just enough detail to keep the audience engaged. 	<p><u>Objective: To tell stories with structure</u></p> <ul style="list-style-type: none"> • Ensure stories have a setting, plot and a sequence of events. • Recount experiences with interesting detail. • Predict events in a story. • Give just enough detail to keep the audience engaged. 	<p><u>Objective: To tell stories with structure</u></p> <ul style="list-style-type: none"> • Ensure stories have a setting, plot and a sequence of events. • Recount experiences with interesting detail. • Predict events in a story. • Give just enough detail to keep the audience engaged.
	Conversation	<p><u>Objective: To hold conversations and debates</u></p> <ul style="list-style-type: none"> • Take turns to talk, listening carefully to the contributions of others. • Vary language between formal and informal according to the situation. • Add humour to a discussion or debate where appropriate. 	<p><u>Objective: To hold conversations and debates</u></p> <ul style="list-style-type: none"> • Take turns to talk, listening carefully to the contributions of others. • Vary language between formal and informal according to the situation. • Add humour to a discussion or debate where appropriate. 	<p><u>Objective: To hold conversations and debates</u></p> <ul style="list-style-type: none"> • Take turns to talk, listening carefully to the contributions of others. • Vary language between formal and informal according to the situation. • Add humour to a discussion or debate where appropriate.

Maths
(Strands from Active Learn – Abacus)

Autumn Term 1

NPV.18 Estimate a set of objects (≤ 100) and count in 5s or 10s to check
 NPV.19 Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions
 NPV.20 Order and compare 2-digit numbers and say a number between. Use language: equal to, more than, less/fewer than, most, least
 MAS.02 Find addition pairs to 6 and subitise to 6
 MAS.03 Find addition pairs to 7 and subitise to 7
 MAS.06 Find addition pairs to 8 and subitise to 8
 MAS.11 Find addition pairs to 9 and subitise to 9
 MAS.12 Find number bonds to 10 and subitise to 10
 MAS.34 Know the multiple of 10 bonds to 100 and use to derive the multiple of 5 bonds to 100
 MAS.19 Recall number facts to 20; number pairs (4 to 20) and bonds to 10 and 20
 MMD.21 Double numbers to 20, including partitioning teen numbers, and find related halves
 MAS.19 Recall number facts to 20; number pairs (4 to 20) and bonds to 10 and 20
 MAS.23 Add 1-digit to 2-digit numbers, bridging 10 and using known facts
 MAS.36 Know number bonds to 100
 MAS.24 Subtract 1-digit from 2-digit numbers, bridging 10 and using known facts
 GPS.14 Sort 2D shapes into Venn diagrams using properties incl. symmetry
 GPS.16 Begin to identify right angles in pictures and shapes
 GPS.17 Sort 2D shapes by number of sides and corners (incl. right angles) using Venn diagrams
 GPS.05 Recognise, name and describe squares, rectangles, circles and triangles
 GPS.20 Recognise and name several 2D shapes and discover which tessellate
 GPS.18 Sort shapes according to their properties using a 2-way Carroll diagram
 STA.12 Sort objects on to a Carroll diagram (two by two)

Spring Term 1

NPV.19 Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions
 NPV.20 Order and compare 2-digit numbers and say a number between. Use language: equal to, more than, less/fewer than, most, least
 MAS.20 Add or subtract 10 from 2-digit numbers
 MAS.26 Add and subtract 9 and 11 to and from 2-digit numbers
 MAS.12 Find number bonds to 10 and subitise to 10
 MAS.23 Add 1-digit to 2-digit numbers, bridging 10 and using known facts
 MAS.19 Recall number facts to 20; number pairs (4 to 20) and bonds to 10 and 20
 MAS.29 Add 1-digit to 2-digit numbers to reach the next multiple of 10
 MAS.33 Subtract 2-digit from 2-digit numbers by counting up
 MAS.29 Add 1-digit to 2-digit numbers to reach the next multiple of 10
 MAS.33 Subtract 2-digit from 2-digit numbers by counting up
 MAS.12 Find number bonds to 10 and subitise to 10
 MAS.19 Recall number facts to 20; number pairs (4 to 20) and bonds to 10 and 20
 MAS.21 Find change from 10p and 20p by counting up
 MAS.27 Find change from 20p and 50p by counting up
 MAS.28 Add/subtract 2-digit numbers to/from 2-digit numbers by counting on/back
 MEA.36 Give change using appropriate coins and calculating the amount to be given
 GPS.08 Recognise, name and describe cubes, spheres, cones, cuboids, pyramids
 GPS.28 Identify 2D shapes on the faces of 3D shapes, e.g. circle on a cone and triangle on a tetrahedron
 GPS.27 Make cubes, cuboids and pyramids using modelling materials
 GPS.38 Make cuboids, cubes, tetrahedra and pyramids from nets

Summer Term 1

NPV.19 Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions
 NPV.20 Order and compare 2-digit numbers and say a number between. Use language: equal to, more than, less/fewer than, most, least
 NPV.29 Count in 1s beyond 100
 NPV.30 Recognise and read numbers above 100
 MAS.28 Add/subtract 2-digit numbers to/from 2-digit numbers by counting on/back
 MAS.18 Add several 1-digit numbers
 MAS.15 Use number facts to 10 to solve problems including word problems
 MAS.19 Recall number facts to 20; number pairs (4 to 20) and bonds to 10 and 20
 MAS.29 Add 1-digit to 2-digit numbers to reach the next multiple of 10
 MAS.33 Subtract 2-digit from 2-digit numbers by counting up
 MAS.24 Subtract 1-digit from 2-digit numbers, bridging 10 and using known facts
 MAS.28 Add/subtract 2-digit numbers to/from 2-digit numbers by counting on/back
 MAS.30 Add pairs of 2-digit numbers using partitioning (totals < 100)
 MAS.31 Add pairs of 2-digit numbers with a total ≤ 198
 MEA.11 Compare and measure weights using non-standard uniform units
 MEA.30 Choose and use appropriate standard units to measure weights (mass)
 MEA.37 Read relevant scales to the nearest numbered unit
 MEA.18 Compare and measure the capacities of containers using uniform non-standard units
 MEA.31 Choose and use appropriate standard units to measure capacities
 STA.35 Interpret and complete block graphs where 1 block represents 2 items

NPV.19 Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions
NPV.20 Order and compare 2-digit numbers and say a number between. Use language: equal to, more than, less/fewer than, most, least
MAS.17 Subtract 1-digit from 2-digit numbers including 2-digit multiples of 10 by counting back
MAS.20 Add or subtract 10 from 2-digit numbers

GPD.12 Describe positions using 3D shapes
MEA.28 Tell the time to the nearest quarter of an hour using digital and analogue clocks
NPV.20 Order and compare 2-digit numbers and say a number between. Use language: equal to, more than, less/fewer than, most, least
NPV.19 Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line
NPV.24 Round 2-digit numbers up or down to the nearest 10
NPV.18 Estimate a set of objects (≤ 100) and count in 5s or 10s to check and solving place value additions and subtractions

Spring Term 2

MMD.19 Double numbers to 12 and find related halves
MMD.21 Double numbers to 20, including partitioning teen numbers, and find related halves
MMD.36 Double and halve numbers to 100, including partitioning 2-digit numbers
FRP.20 Find $\frac{1}{2}$ of odd numbers
FRP.12 Understand that a fraction is an equal part of a whole; $\frac{1}{2}$ s and $\frac{1}{4}$ s of shapes
FRP.23 Understand the concept of a unit fraction; $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{8}$
FRP.27 Place $\frac{1}{2}$ s and $\frac{1}{4}$ s on a number line
FRP.19 Count in halves beyond 1 to 10
FRP.21 Count in $\frac{1}{4}$ s beyond 1, not saying equivalent fractions
MMD.14 Count in 2s to 20
MMD.17 Count in 10s to 100
MMD.18 Count in 5s to 50
MMD.20 Recall multiplication and division facts for the $\times 10$ table
MMD.26 Count in 2s and recall multiplication and division facts for the $\times 2$ table
MMD.27 Count in 5s and recall multiplication and division facts for the $\times 5$ table
MMD.35 Understand multiplication as repeated addition and as scaling
MMD.23 Multiply using arrays and friendly numbers
MEA.28 Tell the time to the nearest quarter of an hour using digital and analogue clocks
MEA.23 Recognise and use language relating to date, including days, weeks, months and years

MMD.32 Double multiples of 5 and 10 to 50 and find related halves
MMD.36 Double and halve numbers to 100, including partitioning 2-digit numbers
MMD.28 Begin to relate division to fractions using sharing
FRP.13 Understand that a fraction is an equal part of a whole; $\frac{1}{2}$ s and $\frac{1}{4}$ s of lengths and numbers
FRP.18 Find $\frac{1}{2}$ and $\frac{1}{4}$ of multiples of 2 and 4 up to 20
FRP.25 Use fraction strips to find fractions of amounts
FRP.26 Find unit fractions of small numbers

Summer Term 2

MAS.28 Add/subtract 2-digit numbers to/from 2-digit numbers by counting on/back
MAS.58 Understand addition and subtraction as inverses of each other and use this to find relationships
MAS.18 Add several 1-digit numbers
MAS.21 Find change from 10p and 20p by counting up
NPV.26 Begin to write amounts of money as pounds and pence, with no placeholder 0 in the 10s
MEA.38 Recognise and use symbols for pounds and pence. Record amounts using $\pounds.p$ notation
MMD.29 Count in 3s
MMD.30 Recall multiplication and division facts for the $\times 3$ table
MMD.23 Multiply using arrays and friendly numbers
MMD.31 Understand that multiplication is commutative and use it in mental calculations
MMD.24 Understand the link between multiplication and grouping
MMD.37 Understand division as the inverse of multiplication
MMD.20 Recall multiplication and division facts for the $\times 10$ table
MMD.26 Count in 2s and recall multiplication and division facts for the $\times 2$ table
MMD.27 Count in 5s and recall multiplication and division facts for the $\times 5$ table
MEA.29 Choose and use appropriate standard units to measure lengths and heights in any direction
MEA.37 Read relevant scales to the nearest numbered unit
MEA.40 Tell the time to the nearest five minutes using digital and analogue clocks
MEA.41 Begin to say the time ten minutes, or twenty minutes, later or earlier

Autumn Term 2

NPV.09 Say ordinal numbers (≤ 20)

NPV.19 Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions

NPV.13 Understand place value in teen numbers

MEA.22 Recognise and know the value of 1p, 2p, 5p, 10p, 20p, 50p and £1 coins

MAS.20 Add or subtract 10 from 2-digit numbers

MAS.25 Add and subtract multiples of 10 to and from a 2-digit number

MAS.16 Add 1-digit to 2-digit numbers and add to next multiple of 10, by counting on

MAS.17 Subtract 1-digit from 2-digit numbers including 2-digit multiples of 10 by counting back

MAS.29 Add 1-digit to 2-digit numbers to reach the next multiple of 10

NPV.17 Count on and back in 10s from any number up to 100

GPD.09 Describe position, direction and movements including half turns, using common words

MEA.29 Choose and use appropriate standard units to measure lengths and heights in any direction

MAS.28 Add/subtract 2-digit numbers to/from 2-digit numbers by counting on/back

MAS.18 Add several 1-digit numbers

MAS.19 Recall number facts to 20; number pairs (4 to 20) and bonds to 10 and 20

MMD.15 Double numbers to 10 and find related halves

MMD.14 Count in 2s to 20

MMD.17 Count in 10s to 100

MMD.18 Count in 5s to 50

MEA.33 Combine amounts to make particular values; match different combinations of coins to make equal amounts of money

MEA.26 Identify appropriate units of time to measure a duration (minutes, hours, days, weeks, months, years) represents 1 item

STA.24 Begin to read and construct tally charts

STA.28 Interpret and complete pictograms where 1 symbol

STA.29 Interpret and complete block graphs where 1 block represents 1 item

STA.47 Interpret and present data using bar charts where one division represents one unit

STA.23 Read and enter data in tables

STA.34 Interpret and complete pictograms where 1 symbol represents 2 items

MMD.20 Recall multiplication and division facts for the $\times 10$ table

MMD.23 Multiply using arrays and friendly numbers

MMD.26 Count in 2s and recall multiplication and division facts for the $\times 2$ table

MMD.27 Count in 5s and recall multiplication and division facts for the $\times 5$ table

MMD.29 Count in 3s

MMD.33 Count on and back in 4s

MMD.24 Understand the link between multiplication and grouping

MMD.25 Begin to understand division as 'how many groups of..?'

MEA.22 Recognise and know the value of 1p, 2p, 5p, 10p, 20p, 50p and £1 coins

MEA.24 Recognise and know the value of £2 coins and £5, £10, £20, £50 notes

MEA.33 Combine amounts to make particular values; match different combinations of coins to make equal amounts of money

MEA.38 Recognise and use symbols for pounds and pence. Record amounts using £.p notation

MEA.34 Add and subtract money of the same unit; solving money problems in a practical context

NPV.26 Begin to write amounts of money as pounds and pence, with no placeholder 0 in the 10s

NPV.35 Write amounts of money as pounds and pence, including placeholder 0 in the 10s

MAS.28 Add/subtract 2-digit numbers to/from 2-digit numbers by counting on/back

MAS.30 Add pairs of 2-digit numbers using partitioning (totals < 100)

MMD.27 Count in 5s and recall multiplication and division facts for the $\times 5$ table

MAS.33 Subtract 2-digit from 2-digit numbers by counting up

MMD.26 Count in 2s and recall multiplication and division facts for the $\times 2$ table

MMD.30 Recall multiplication and division facts for the $\times 3$ table

MMD.34 Recall multiplication and division facts for the $\times 4$ table

MMD.35 Understand multiplication as repeated addition and as scaling

MMD.24 Understand the link between multiplication and grouping

MMD.25 Begin to understand division as 'how many groups of..?'

MMD.37 Understand division as the inverse of multiplication

NPV.20 Order and compare 2-digit numbers and say a number between. Use language: equal to, more than, less/fewer than, most, least

NPV.19 Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions

NPV.33 Understand place value in 3-digit numbers by creating 3-digit numbers, placing them on a number line and solving place value additions and subtractions

MAS.36 Know number bonds to 100

MAS.47 Quickly work out or recall bonds to 100 and to the next 100

Key vocab: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather, city, town, village, factory, farm, house, office and shop, north, south, east west, near, far, long time ago, recently, when my parents were children..., years, decades & centuries to describe time, past, present, older & newer. United Kingdom, England, Scotland, Wales, Ireland, The world.

Life on Islands in different parts of the world

Objective: To investigate places

- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
- Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
- Use basic geographical vocabulary to refer to physical and human features
- Identify seasonal and daily weather patterns across the world
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Name and locate the world's continents and ocean
- Use simple compass directions and locational directional language to describe the location of features and routes on a map.
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.

To investigate patterns

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.

Our Animal World

Objective: To investigate places

- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.

To communicate geographically

- Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.
- Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1)

Great Fire of London

Key vocab: plague, contagious, epidemic, doctor, rats, fleas, death, fever, bacteria, Samuel Pepys, Florence Nightingale

Objective: To investigate and interpret the past

- Observe or handle evidence to ask questions and find answers to questions about the past.
- Ask questions such as: What was it like for people? What happened? How long ago?
- Use artefacts, pictures, stories, online sources and databases to find out about the past.
- Identify some of the different ways the past has been represented.
- Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace

Objective: To build an overview of world history

- Describe historical events.
- Recognise that there are reasons why people in the past acted as they did.
- Describe significant people from the past.
- Show an understanding of the concept of nation and a nation's history

Objective: To understand chronology

- Place events and artefacts in order on a time line.
- Label time lines with words or phrases such as: past, present, older and newer.
- Use dates where appropriate.

Objective: To communicate historically

- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
- Show an awareness of the past knowing where people and events fit in.

Use of Everyday Materials

Objective: To work scientifically

- Ask simple questions.
- Observe closely, using simple equipment.
- Perform simple tests.
- Identify and classify.
- Use observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions

Objective: To investigate materials

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Plants and Trees

Objective: To work scientifically

- Ask simple questions.
- Observe closely, using simple equipment.
- Perform simple tests.
- Identify and classify.
- Use observations and ideas to suggest answers to questions.
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Objective: To understand plants

- Observe and describe how seeds and bulbs grow into mature plants.
- Gather and record data to help in answering questions
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Living Things in their Habitats (including humans)

Objective: To work scientifically

- Ask simple questions.
- Observe closely, using simple equipment.
- Perform simple tests.
- Identify and classify.
- Use observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions
- Explore and compare the differences between things that are living, that are dead and 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.

Objective: To understand animals and humans

- Notice animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

Unit 1.6 Who is a Muslim and how do they live?**Part 1**

- Recognise the words of the Shahadah
- Identify some key Muslim beliefs
- Know stories about the Prophet Muhammad
- Give examples of how Muslims use Shahadah and stories about the Prophet to guide their ideas and beliefs
- Know examples of how Muslims put their beliefs about prayer into action
- Think, talk about and ask questions about Muslims beliefs
- Talk about what they think is good for Muslims about prayer
- Understand reasons for the ideas about whether prayer, respect, celebration and self-control have something to say to them too.

Unit 1.3 Why does Christmas matter to Christians?

- Recognise the stories of Jesus' life
- Understand the story of Jesus' birth
- Understand the story of the Nativity
- Know ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas
- Children to decide what they should be thankful for

Unit 1.6 Who is a Muslim and how do they live? Pt 2

- Recognise the words of the Shahadah
- Identify some key Muslim beliefs
- Know stories about the Prophet Muhammad
- Give examples of how Muslims use Shahadah and stories about the Prophet to guide their ideas and beliefs
- Know examples of how Muslims put their beliefs about prayer into action
- Think, talk about and ask questions about Muslims beliefs
- Talk about what they think is good for Muslims about prayer
- Understand reasons for the ideas about whether prayer, respect, celebration and self-control have something to say to them too.

Unit 1.5 Why does Easter matter to Christians?

- Recognise that incarnation and Salvation are part of a 'Big story' of the Bible.
- Tell stories of Holy Week and Easter from the Bible
- Recognise that Jesus gives instructions on how to behave
- Know how Christians show their beliefs about Jesus
- Think, talk and ask questions about the Story of Easter.

Unit 1.4 What is the 'good news' Christians believe Jesus brings?

- Tell stories from the Bible linked to 'Good news'
- Give simple accounts of what Bible texts mean to Christians
- Know ways how Christians follow the teachings of Jesus about forgiveness and peace.
- Understand how Christians put these beliefs into practice in the church community and their own lives
- Think, talk and ask questions about Jesus' 'good news'.

Unit 1.8 What makes some places sacred to believers?

- *Recognise there are special places where people go to worship, and talk about what people do there
- *Identify objects in worship in two religions and describe how they are used.
- *Identify a belief about worship and a belief about God, connecting these beliefs to a place of worship.
- *Give examples of stories, objects, symbols and actions used in churches, mosques or synagogues
- *Know how people worship at a church, mosque or synagogue
- *Talk about why people like to belong to a sacred building or community
- *Think, talk and ask questions about what happens in a church, mosque or synagogue

Unit 2.1 Programming on screen)

We are astronauts (Switched on Computing 2.1

I have a clear understanding of algorithms as sequences of instructions, implemented on digital devices
 I can convert simple algorithms to programs
 I can use logical thinking to predict what a simple program will do
 I can spot and fix errors in my program
 I can create and debug simple programs
 I can understand what algorithms are
 I can program a digital device eg Beebots

Unit 2.2 Exploring how the computer games work

We are game testers (Switched on Computing 2.2)

I can describe what happens in computer games
 I can use logical thinking to make predictions of what a program will do
 I can test predictions
 I can think critically about computer games and their use
 I am aware of how to use games safely and in balance with other activities.
 I can use IT safely and respectfully and know where to go for help and support if I am worried about something on the internet

Unit 2.5 Collecting Clues

We are detectives (Switched on Computing 2.5)

I can recognise common uses of IT beyond school
 I can use IT purposefully to create, organise, store, manipulate and retrieve digital content
 I can understand that email can be used to communicate
 I can develop skills in opening, composing and sending emails
 I can gain skills in opening and listening to audio files on the computer
 I can use appropriate language in emails
 I can develop skills in editing and formatting text in emails
 I am aware of e-safety issues when using email
 I can use IT safely and respectfully and know where to go for help and support if I am worried about something on the internet

Unit 2.3 Taking better photos

We are photographers (Switched on Computing 2.3)

I can recognise common uses of IT beyond school
 I can consider technical and artistic merits of photographs
 I can use a digital camera/camera app
 I can take digital photographs
 I can review and reject or pick the images I take
 I can edit and enhance photographs
 I can select my best images to include in a shared portfolio.
 I can use IT safely and respectfully and know where to go for help and support if I am worried about something on the internet

PoaP Unit: Wheels and Axles (**Mechanisms**)**Key learning in design and technology****Prior learning**

- Assembled vehicles with moving wheels using construction kits.
- Explore moving vehicles through play.
- Gained some experience of designing, making and evaluating products for a specified user and purpose.
- Developed some cutting, joining and finishing skills with card.

Designing

- Generate initial ideas and simple design criteria through talking and using own experiences.
- Develop and communicate ideas through drawings and mock-ups.

Making

- Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing.
- Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.

Evaluating

- Explore and evaluate a range of products with wheels and axles.
- Evaluate their ideas throughout and their products against original criteria.

Technical knowledge and understanding

- Explore and use wheels, axles and axle holders.
- Distinguish between fixed and freely moving axles.
- Know and use technical vocabulary relevant to the project.

Objective: to master practical skills**Food Understand where food comes from**

- Understand where a range of breads come from e.g. farmed or grown at home.
- Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables.
- Cut, peel or grate ingredients safely
- Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely and hygienically.
- Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.
- Measure or weigh using measuring cups or electronic scales.
- Assemble or cook ingredients

Objective: to design, make evaluate and improve

- Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.
- Design appealing products for a particular user based on simple design criteria.
- Communicate these ideas through talk and drawings.
- Evaluate ideas and finished products against design criteria, including intended user and purpose.

Objective: to take inspiration from design throughout history

- Explore objects and designs to identify likes and dislikes of the designs.
- Suggest improvements to existing designs.
- Explore how products have been created.

PoaP Unit: Templates and Joining (**Textiles**)**Key learning in design and technology****Prior learning**

- Explored and used different fabrics.
- Cut and joined fabrics with simple techniques.
- Thought about the user and purpose of products.

Designing

- Design a functional and appealing product for a chosen user and purpose based on simple design criteria.
- Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology.

Making

- Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.
- Select from and use textiles according to their characteristics.

Evaluating

- Explore and evaluate a range of existing textile products relevant to the project being undertaken.
- Evaluate their ideas throughout and their final products against original design criteria.

Technical knowledge and understanding

- Understand how simple 3-D textile products are made, using a template to create two identical shapes.
- Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.
- Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.
- Know and use technical vocabulary relevant to the project.

Tudor Houses and Flames

Objective: To develop ideas

- Respond to ideas and starting points
- Explore ideas and collect visual information.
- Explore different methods and materials as ideas develop.

Objective: To take inspiration from the greats (classic and modern)

- Describe the work of notable artists, artisans and designers.
- Use some of the ideas of artists studied to create pieces.

Georgia O'Keefe- Flower Art

Objective: To develop ideas

- Respond to ideas and starting points
- Explore ideas and collect visual information.
- Explore different methods and materials as ideas develop.

Objective: To master techniques

Drawing

- Draw lines of different sizes and thickness.
- Colour (own work) neatly following the lines.
- Show pattern and texture by adding dots and lines.
- Show different tones by using coloured pencils.

Painting

- Use thick and thin brushes.
- Mix primary colours to make secondary.
- Add white to colours to make tints and black to colours to make tones.
- Create colour wheels

Objective: To take inspiration from the greats (classic and modern)

- Describe the work of notable artists, artisans and designers.
- Use some of the ideas of artists studied to create pieces.

Animal Patterns

Objective: To develop ideas

- Respond to ideas and starting points
- Explore ideas and collect visual information.
- Explore different methods and materials as ideas develop.

Objective: To master techniques

Digital Media

- Use a wide range of tools to create different textures, lines, tones, colours and shapes.

Sculpture

- Use a combination of shapes
- Include lines and texture.
- Use rolled up paper, straws, paper, card and clay as materials
- Use techniques such as rolling, cutting, moulding and carving.

Objective: To take inspiration from the greats (classic and modern)

- Describe the work of notable artists, artisans and designers.
- Use some of the ideas of artists studied to create pieces.

Objective: To master techniques

Painting

- Use thick and thin brushes.
- Mix primary colours to make secondary.
- Add white to colours to make tints and black to colours to make tones.
- Create colour wheels.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Music</p>	<p>Charanga:</p> <p>Term 1: Hands, Feet, Heart Term 2: Ho Ho Ho</p> <p><u>Singing practice:</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p><u>Assembly:</u> Listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Charanga:</p> <p>Term 3: I Wanna Play In A Band Term 4: Zootime</p> <p><u>Singing practice:</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p><u>Assembly:</u> Listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Charanga:</p> <p>Term 5: Friendship Song Term 6: Reflect, Rewind, Replay</p> <p><u>Singing practice:</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p><u>Assembly:</u> Listen with concentration and understanding to a range of high-quality live and recorded music</p>
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PE	<p><u>Objective: To develop practical skills in order to participate, compete and lead a healthy lifestyle</u></p> <p><u>Term 1 (Health Related Exercise-Power of PE)</u> Lead healthy active lifestyles Master basic movements including running, jumping.</p> <p><u>Dance- Power of PE</u> Great Fire of London and 'Fire works' Perform dances using simple movement patterns</p> <ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea <p><u>REAL PE Unit 1 and 2</u></p>	<p><u>Objective: To develop practical skills in order to participate, compete and lead a healthy lifestyle</u></p> <p><u>Term 3 Argyle Coaching - Dribbling/Kicking/Hitting</u> Participate in team games and develop simple tactics for attacking and defending</p> <ul style="list-style-type: none"> • develop new skills relevant to specific games • know and apply basic tactics and strategies for attacking play • work co-operatively with other people in a team. • Remember, repeat and link skills in a game • Improve the co-ordination, control and consistency of others • Use simple and vary simple tactics • Observe, play and improve another persons games <p><u>Term 4</u> <u>Gymnastics</u></p> <ul style="list-style-type: none"> • Master basic movements including developing agility, balance and coordination (abc) • Begin to apply agility, balance and coordination to a range of activities. <p><u>REAL PE unit 3 and 4</u></p>	<p><u>Objective: To develop practical skills in order to participate, compete and lead a healthy lifestyle</u></p> <p><u>Term 5 Striking and Fielding Power of PE</u> Master basic movements including throwing and catching.</p> <ul style="list-style-type: none"> • Throw, catch and bounce in different ways • Choose and apply skills to make up games • Develop simple strategies for extending their skills • Describe their game and teach it to a partner. <p><u>Term 6 Athletics - Power of PE</u> Master basic movements including throwing and catching, running and jumping.</p> <p><u>REAL PE unit 5 and 6</u></p>
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Jigsaw

Being Me in My World

- *Hopes and fears for the year
- *Rights and responsibilities
- *Rewards and consequences
- *Safe and fair learning environment
- *Valuing contributions
- *Choices
- *Recognising feelings

Celebrating Differences

- *Assumptions and stereotypes about gender
- *Understanding bullying
- *Standing up for self and others
- *Making new friends
- *Gender diversity
- *Celebrating differences and remaining friends

Jigsaw

Dreams and Goals

- *Achieving realistic goals
- *Perseverance
- *Learning strengths
- *Learning with others
- *Group cooperation
- *Contributing to and sharing success

Healthy Me

- *Motivation
- *Healthy choices
- *Relaxation
- *Healthy eating and nutrition
- *Healthier snacks and sharing food

Jigsaw

Relationships

- *Different types of families
- *Physical contact boundaries
- *Friendship and conflict
- *Secrets
- *Trust and appreciation
- *Expressing appreciation for special relationships

Changing Me

- *Life cycles in nature
- *Growing from young to old
- *Increasing independence
- *Differences in female and male bodies (Correct terminology)
- *Assertiveness
- *Preparing for transition