
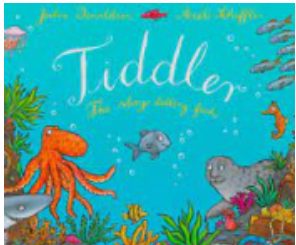
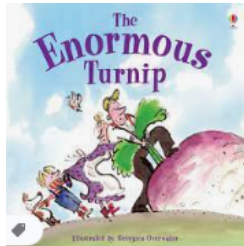



JYS Year 2 Curriculum Overview						
	Term 1 Geography Focus	Term 2 Geography Focus	Term 3 Science Focus	Term 4 History Focus	Term 5 Science	Term 6 Geography Focus
School Values / British Values						
Year group Theme	Coastlines and Fossils	Island Life	London Bridge is Falling Down	Get Moving!	Seeds of Change	It's a Bug's Life!
Driving Subject	Geography	Geography	Science/ History	History	Science	Geography/ Science
Key Knowledge to take away	<ul style="list-style-type: none"> To be able to name and locate the four countries and capitals of the UK To be able to use geographical vocabulary to describe human and physical features To be able to add details to a pre-drawn sketch map and construct a key To know about Mary Anning and why she became famous 	<ul style="list-style-type: none"> To be able to name and locate the 7 continents and five oceans To know the location of hot and cold areas of the world in relation to the equator To be able to locate places on a map using co-ordinates and compass directions To be able to ask questions and interpret evidence from artefacts (Smuggler's box and contents) To know about Grace Darling and why she became famous 	<p>To know that London Bridge has been rebuilt many times in order for it to adapt to the lives of everyday people over time.</p> <p>To know the names and properties of common materials</p> <p>To know that some materials can be changed by squashing, bending, twisting and stretching</p>	<p>Know the key changes in the development of the bicycle over time</p> <p>Know the key changes in the development of the motor car over time</p> <p>Know the impact of the changes in the bicycle and the motor on the lives of everyday people</p>	<p>To know how bulbs and seeds grow into mature plants,</p> <p>To know the term germination</p> <p>To know what bulb, seeds and plants need to grow healthy</p> <p>To know the importance of fair testing when carrying out an investigation</p>	<p>To be able to carry out a small survey and use a proforma and collect data about the habitats and minibeasts around the school grounds</p> <p>To know the names of some micro- habitats, their conditions and why the animals that choose to live there</p> <p>To be able to say if an object is living, dead and never been alive</p> <p>To know that living things in a habitat depend of each other and be able to describe a simple food chain</p>
Core Vocab	human features house, shop, office, factory, farm, village, town, city, port, harbour, physical features beach, cliff, coast, sea, ocean, forest, hill, mountain, valley, river, soil, vegetation, aerial photograph, sketch map, key, UK countries and capital cities, landmarks	compass directions, co-ordinates, continents and ocean names, equator, ,	names of materials, wood, metal, plastic, glass, brick, rock, paper, cardboard, properties of materials, opaque, transparent, translucent, reflective, non-reflective, flexible, rigid, shape, push, pull, twist, squash, bend, stretch	short, long term timescales, identity, characteristics, contrast	light, shade, sun, warm, cool, water, grow, healthy, germination, seed, survival	living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, habitat

Published Outcomes	<ul style="list-style-type: none"> Trip writing about Dell Quay including coastlines painting for class display Clay shells Life of Mary Anning 	Story of Grace Darling plus sea painting with silhouettes for class display	Information page about London Bridge Oil painting of Tudor building for bridge class display Weaving looms	Recount of Trip to Beaulieu Vehicle printing tile repeated print for class display	Painting of flower and wax and watercolour leaf design for class display Tie dying material with minibeast print	Minibeast sculptures for class display Matisse, sticky paper picture for display Minibeast poem with large class caterpillar with boots for display
Learning Launch / Enrichment (Hook, Trips, Visits)	Visit to Dell Quay - Coastlines	Smugglers and Pirates Paul Ullson	History of Building materials Paul Ullson	Visit to Beaulieu Motor Museum	Outdoor learning and planting of seeds	Outdoor learning jaws and Claws visit
Retrieved Learning / Knowledge	•					
Reading Core Text	 <p>Sharing a Shell by Julia Donaldson</p>  <p>A House for a hermit crab by Eric Carl</p>	 <p>Non-Fiction</p> 		 <p>The Sound Collector Poem Roger Mc Gough</p>	 <p>The Boy who grew dragons by Andy Shephard</p>  <p>Can I be you dog? by Troy Cummings</p>	  <p>Poem Caterpillar Shoes Literacy Shed</p>

	 <p>Tiddler By Julia Donaldson</p>					
Additional Text	 <p>Great Food Bank Heist by Onjali Q Rauf</p>	An Island Home				
Writing Focus	<p><u>Description of a Character Tiddler and other story characters</u> Writing to entertain</p> <p>Use capital letters, full stops, question marks and exclamation marks with finger spaces between words (Y1 revision)</p> <p>Sequence sentences in order to form longer writing (Y1)</p> <p><u>Description of an object (melon and pineapple)</u></p>	<p><u>Story (Grace Darling and The Missing Muffins!)</u> Writing to entertain</p> <p>Recognise past tense and progressive tense</p> <p>Recognise verbs</p> <p>use progressive form for verbs</p> <p><u>Description of a setting (Island?)</u> Writing to entertain</p>	<p><u>Description of a person (Juggler, Beefeater, marching band from Walk Around London)</u> Writing to entertain Use of contraction</p> <p>Use exclamation sentences and exclamation marks</p> <p><u>Instruction (finger puppet, planting bulbs)</u> Writing to inform</p> <p>Recognise and use an instruction structure</p>	<p><u>The Sound Collector Poem</u> (Traffic Noises - alliteration and onomatopoeia)</p> <p><u>Recount (trip to Beaulieu)</u> Writing to inform</p> <p>Recognise and use recount structure</p> <p>use commas in a list</p>	<p><u>Letter Writing (Letter to Arfy)</u> Writing to inform</p> <p>Recognise and use a letter structure</p> <p>Use apostrophes for omission</p> <p><u>Description of a person(James and the Giant Peach and The Boy who Grew Dragons))</u> Writing to entertain</p>	<p><u>Story (story with a twist Caterpillar Shoes)</u> Writing to entertain</p> <p>Collection of key objectives from the year</p> <p>use capital letters, full stop, question marks and exclamation marks with finger spaces between words</p> <p>Sequence sentences in order to form longer writing</p> <p><u>Poem (Ladybird Ladybird)</u></p>

	<p>Writing to entertain</p> <p>Recognise nouns and adjectives</p> <p>Use noun phrases</p> <p><u>Recount</u> Learning from Coastline trip to Dell Quay</p>	<p>proof read work to find missing punctuation use coordinating and subordinating conjunctions</p> <p><u>Information text (Island Home/ lighthouses))</u> Writing to inform Recognise and use information text structure</p> <p>use statement sentences</p> <p>use question sentences with question marks</p>	<p>Use command sentences</p> <p>use imperative verbs</p> <p><u>Poem</u> - Don't be Absurd! (linked to materials)</p> <p><u>Information text (history London bridge)</u> Writing to inform</p> <p>Recognise and use information text structure</p> <p>use statement sentences</p> <p>use question sentences with question marks</p>		<p>Use of apostrophes for possession</p> <p>Proof-read work to find missing punctuation</p> <p><u>Story (story with a twist - Enormous turnip)</u> Writing to entertain</p> <p>use inverted commas to show speech</p> <p>Recognise and use adverbs</p>	Recognise and use adverbs
Word Reading Focus - Phonics/ spelling	Level 5 Week 25 'tch' saying /ch/ Week 26 adding ing and er Week 27 'are' and 'ear' week 28 unspoken 'e' week 29 'ore' saying /or/ week 30 adding prefix un	Level 6 week 1 'y' saying /igh/ week 2 'dge' and 'ge' saying /j/ week 3 adding es to words week 4 'gn' saying /n/ week 5 'kn' saying /h/ week 6 adding ing and ed to words ending in 'y'	week 7 'wr' saying /r/ week 8 'le' saying /l/ week 9 adding er and est to words ending in 'y' week 10 'el' saying /l/ week 11 'al' and 'il' saying /l/ week 12 adding ed and er to words ending in e	week 13 'eer' saying /ear/ week 14 'ture' saying /cher/ week 15 adding est and y to words ending in e week 16 'mb' saying /m/ week 17 'al' saying /or/ week 18 adding ing and ed to CVC and CCVC words	week 19 'o' saying /u/ week 20 'ey' saying /ee/ week 21 adding er and est and y to CVCC and CVC words week 22 contractions week 23 'war' saying /wor/ and 'wor' saying /wur/ week 24 adding suffixes ment and ness to words	week 25 's' saying /zh/ week 26 'wa' saying /wo/qua saying /quo/ week 27 'tion' saying /shun/ week 28 adding the suffixes ful, less and ly to words week 29 homophones week 30 adding the prefix dis
Handwriting	<p><u>Autumn term</u></p> <p>To form lower-case letters of the correct size relative to one another</p> <p>To start using some of the diagonal and horizontal strokes needed to join letters</p> <p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>To use spacing between words that reflects the size of the letters</p>					
Word Reading Focus	<p><u>Continuous throughout the year:</u></p> <p>To apply phonic knowledge and skills to decode words.</p> <p>To read words containing suffixes</p> <p>To read most words quickly and accurately, without overt sounding and blending</p> <p>To read further CEW</p> <p>To read aloud books closely matched to phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>To read age-appropriate book out loud, as well as re-reading these books to build fluency</p>					
Reading Focus	<p><u>Continuous throughout the year:</u></p> <p>To discuss the sequence of events in books and how items of information are related</p> <p>To observe different non-fiction books and the different structures these use</p> <p>To recognise simple recurring literary language in stories and poetry</p> <p>To discuss and clarify the meaning of words, linking new meanings to known vocab.</p> <p>To discuss effective words and phrases</p> <p>To make simple inferences on the basis of what has been read so far</p>					

	To participate in discussions about what is read.					
Maths	Place Value week 1-4 Addition and subtraction week 5-9	Addition and subtraction Shape week 10 - 12	Measurement Money week 1-2 Multiplication and Division week 3-7	Multiplication and Division Measurement Length and Height week 8-9 measurement Mass, capacity and temperature week 10-12	Number Fractions week 1-3 Measurement Time week 4-6 Statistics week 7-8	Statistics Geometry Position and Direction week 9-10 Consolidation week 10-12
Science	<p><u>Animals Including Humans</u></p> <p>To notice that animals including humans have offspring which grow into adults.</p> <p>To find out about and describe the basic needs of animals, including humans, for survival (water, food, air)</p> <p><u>Working Scientifically</u> To know that we can test questions to see if they are true.</p>	<p><u>Animals Including Humans</u></p> <p>To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>To observe and measure how different animals grow and what they need to survive.</p>	<p><u>Everyday Materials</u></p> <p>Names and properties of materials (as for y1 plus opaque, transparent and translucent, reflective, non-reflective, flexible, rigid, shape, push/pull, pull/pulling, twist/ twisting, squash/squashing, bend/bending, stretch/stretching</p> <p>To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p><u>Working Scientifically</u> To know that objects can be identified or sorted into groups based on their observable properties.</p>	<p><u>Everyday Materials</u></p> <p>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><u>Working Scientifically</u> To know that objects can be identified or sorted into groups based on their observable properties.</p>	<p><u>Plants</u></p> <p>To observe and describe how seeds and bulbs grow into mature plants</p> <p>To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>To describe the best conditions for the growth of plants and their germination</p> <p>To set up different tests to see the effect water and light have on growth.</p> <p><u>Working Scientifically</u> To know that we can test questions to see if they are true.</p>	<p><u>Living things and their habitats</u></p> <p>Names of local habitats, eg pond, woodland Names of micro-habitats eg under logs, in bushes.</p> <p>To explore and compare differences between things that are living, dead, and things that have never been alive . MRS GREN</p> <p>To 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.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>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.</p> <p><u>Working Scientifically.</u></p>

						To know that we can use magnifying glasses to observe objects closely.
History	<u>Range and Depth of knowledge</u> To find out about people and events other times - Mary Anning	<u>Range and Depth of knowledge</u> To find out about people and events in other times - Grace Darling <u>Historical Enquiry</u> Smuggler's box - link with smuggling in Chichester - To use a source to find out why, what, who, how, where? To ask questions and find answers To discuss the effectiveness of sources	<u>Chronological Understanding</u> To use a timeline to place events in order (London Bridge designs) To compare pictures and photographs of London Bridge in the past	<u>Chronological Understanding</u> To use a timeline to place important events in order - bicycles, motor cars <u>Range and Depth of knowledge</u> To find out about people and events in other times. (Henry Ford, Dunlop) To use collections of artefacts to describe similarities and differences To recognise what people did things, why events happened and what happened as a result To recount events from a significant time in history <u>Historical enquiry</u> To sequence a collection of artefacts and to understand the use of timelines. To discuss the effectiveness of sources. <u>Organisation and Communication</u> To communicate knowledge and understanding in a variety of ways		
Geography	To use maps to name and locate the four countries and capital cities of the UK and its surrounding seas To identify characteristics of the four countries and capital cities of the UK	To name and locate on a map of the world and globe the world's seven continents and five oceans, as well as the position of the UK To identify the hot and cold areas of the world in relation to the Equator, and the North and south Poles.	To use photos and video footage to identify features and to provide useful evidence			<u>Our School and its Grounds</u> To carry out a small survey of the local area surrounding school To use a proforma to collect data To begin to create plans and draw simple features found in the local environment

	<p>To be able to use geographical vocabulary to describe human and physical features</p> <p>To use simple observational skills</p> <p>To be able to add details to a pre-drawn sketch map or photograph and construct a key,</p> <p>To begin to consider how photos provide useful evidence</p> <p>To use aerial photo to recognise landmarks</p>	<p>To use letter/ number co-ordinates to identify features on a map</p> <p>To confidently use simple compass directions (N,S,E,W)</p> <p>To draw maps of real or imaginary places, using appropriate symbols to represent places/ features</p>				<p>To add labels to a map and construct a basic key</p> <p>To use a camera in the field to record what is seen</p>
Computing	<p><u>Computing systems and networks – IT around us</u></p> <p>WALT recognise the uses and features of information technology.</p>	<p><u>Creating Media - Digital Photography</u></p> <p>WALT use a digital device to take a photograph.</p>	<p><u>Programme A - Robot Algorithms</u></p> <p>WALT describe a series of instructions as a sequence</p>	<p><u>Data and Information - Pictograms</u></p> <p>WALT explain that we can present information using a computer</p>	<p><u>Creating Media - Digital Music</u></p> <p>WALT use a computer to create a musical pattern.</p>	<p><u>Programming B - Programming Quizzes</u></p> <p>WALT create a program using a given design.</p>
Music						
Art	<p><u>Art and Evaluating</u></p> <p>To work with different materials - Clay shell</p> <p>Record and explore ideas from first hand observation, experience and imagination (Dell Quay trip/ coastline picture)</p> <p><u>Drawing</u></p> <p>To understand the basic use of the sketchbook and work our ideas for drawing (used across the year to explore and practise ideas)</p>	<p><u>Drawing</u></p> <p>To experiment with visual elements, line, shape, pattern and colour (sea scape Grace picture)</p> <p><u>Painting</u></p> <p>To create different shades of colour by changing the tone adding light and dark colours (sea scape picture)</p> <p>To experiment with visual elements , line, shape, pattern(fossils)</p>	<p><u>Art Creating and Evaluating</u></p> <p>To work with different materials</p> <p>To begin to think what materials best suit the task (weaving)</p> <p><u>Collage</u></p> <p>To weave with wool</p> <p>Clay dragon</p>	<p><u>Printmaking (tone, light, dark)</u></p> <p>To use roller and ink printing (vehicle motif polystyrene tile)</p> <p>To use simple block shapes formed by children</p> <p><u>Drawing</u></p> <p>To draw for a sustained period of time real objects (bicycle)</p>	<p><u>Painting</u></p> <p>To mix a range of secondary colours (flower - Van Goff)</p> <p>To work on a range of scales</p> <p><u>Collage</u></p> <p>To dye fabrics using tea, red cabbage, beetroot, onion, spinach</p>	<p><u>Collage</u></p> <p>To develop tearing, cutting and layering paper to create different effects (Matisse minibeast pictures)</p> <p><u>Painting (tone, light , dark)</u></p> <p>To work on a range of scales (caterpillar)</p> <p><u>Sculpture</u></p> <p>To begin to form 3D shape pieces</p>

	<p>To layer different media, crayons, felt tips, watercolour (coastline strip, crayon and watercolour shell picture)</p> <p><u>Painting</u> To create different shades of colour by changing the tone adding light and dark colours (coastline strip)</p>	To work with different materials sketching pencils - fossil				<p>To consider covering these with papier-mache</p> <p>To look at sculptures by known artists as starting points for own work</p>
DT	<p><u>Cooking and Nutrition</u> (blackberry and apple turnovers) To know that food has been farmed/ grown elsewhere or caught To know how to name and sort foods into five groups in 'The Eatwell Plate' To know how to use the techniques such as cutting, peeling</p>		<p><u>Textiles - Weaving</u> <u>Designing</u> To model ideas by exploring materials and by making templates and mock-ups (paper weave - loom) <u>Making</u> To use a range of materials, textiles <u>Evaluating</u> To make simple judgements about their weave against design criteria To suggest how their weave might be improved <u>Technical Knowledge</u> To know the correct technical vocabulary - loom, weave, warp, weft, tight, flexible</p>		<p><u>Mechanism</u> (wheels and axles) <u>Designing</u> (wheelbarrow) To say who their product is for and how they will work To say how they will make their product suitable to the use To generate ideas based on their own experiences <u>Making</u> To select from a range of tools and materials To measure, mark out and shape materials To use finishing techniques <u>Evaluating</u> To make simple judgements about their wheelbarrow against design criteria To suggest bow their wheelbarrow might be improved To know what a wheelbarrow is used for, how it works and the materials used to make it <u>Technical Knowledge</u> To know the correct technical vocabulary - axle, wheel, load, box, fixed, move,</p>	
RE	<u>Signs and Symbols</u>	<p><u>Gifts and Giving</u> Christianity and Islam</p> <p>WALT understand why gifts are given during religious</p>	<p><u>Ceremonies</u> Christianity, Hinduism, Judaism, Sikhism, Islam</p>	<p><u>Easter</u> Christianity</p> <p>WALT explain why Easter is a significant time for Christians</p>	<p><u>The Parables of Jesus</u> Christianity</p>	<p><u>Daily Lives</u> Christianity, Judaism, Hinduism, Sikhism, Islam and Buddhism</p>

	<p>Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism</p> <p>WALT describe the six main faith symbols and explain why they are each significant to their religion:</p> <ul style="list-style-type: none"> • Cross – Christianity; • Wheel of Life – Buddhism; • Om – Hinduism; • Star and Crescent – Islam; • Star of David/Menorah – Judaism; • Khanda – Sikhism. <p>(order RE Today ‘Symbols of Faith’ resource book?)</p> <p>Theme: Core Beliefs, Ideas and Symbols 5</p>	<p>festivals such as Christmas and Eid al-Fitr.</p> <p>Theme: Expression of Faith 3</p>	<p>WALT understand what a ceremony is and describe significant events in different religious ceremonies:</p> <ul style="list-style-type: none"> • Wedding - Christianity and Hinduism; • Bar/Bat Mitzvah – Judaism; • Dastar Bandi – Sikhism; • Aqiqah – Islam. <p>Theme: Identity – Daily Life 3</p>	<p>and talk about the different ways that Easter is celebrated by Christians.</p> <p>WALT describe the key events of the Easter story and identify if these were happy or sad times.</p> <p>Theme: Core Beliefs, Ideas and Symbols 1 & 3</p> <p>Theme: Expression of Faith 3</p>	<p>WALT retell and suggest meanings of some religious and moral stories.</p> <p>Theme: Core Beliefs, Ideas and Symbols 3</p> <p>Theme: Ask big questions and make connections 1 & 2</p>	<p>WALT understand how people of different religions express their belief and faith in their daily lives.</p> <p>(buy in books to support this theme, if not in school library)</p> <p>Theme: Expression of Faith 1 & 2</p> <p>Theme: Identity – Daily Life 1 & 2</p>
PE	<p><u>Gymnastics</u> To land with control after jumping To teach a sequence to a partner and perform it together</p> <p><u>Games skills</u> To participate in team games, developing simple tactics for attacking and defending Hockey To grip the stick correctly and move with the ball</p>	<p><u>Games Skills</u> To participate in team games, developing simple tactics for attacking and defending Master movements of throwing and catching netball/ basketball type games/ skills</p> <p><u>Dance</u> To develop control of movement using actions, space, relationships and dynamics To move with rhythm To interact with a partner</p>	<p><u>Goal ball</u> To develop simple tactics for attacking To participate in team games, developing simple tactics for attacking and defending Master movements of throwing and catching</p> <p><u>Gymnastics</u> To develop control in different rolls To be able to change balance and use core strength to take weight on hands / feet</p>	<p><u>Football</u> To control the ball with feet To participate in team games, developing simple tactics for attacking and defending</p> <p><u>Dance</u> To develop control of movement using actions, space, relationships and dynamics To sequence and remember a short dance</p>	<p><u>Tennis</u> To hit a tennis ball thrown to them</p> <p><u>Athletics</u> To describe different ways of running, jumping</p>	<p><u>Cricket/ rounders</u> To throw the ball with increasing accuracy</p> <p><u>Athletics</u> To throw into targets</p> <p><u>Outdoor Activities</u> Linked to geography/ school grounds map work</p>
MFL						
PSHE	<p>Citizenship: Rights, Rules and Responsibilities -How do rules make me feel happy and safe? -How do I take part in making rules?</p>	<p>Myself and My Relationships: - My Emotions - What am I good at and what is special about me? - How can I stand up for myself?</p>	<p>Citizenship: Working Together -What am I and other people good at? -What new skills would I like to develop?</p>	<p>Healthy and Safer Lifestyles: Managing Safety and Risk -What are risky situations and how do they make me feel?</p>	<p>Myself and My Relationships: Managing Change -How are my achievements, skills and responsibilities changing what else might change?</p>	<p>Healthy and Safer Lifestyles: Relationships and Sex Education -How do babies change and grow? -How have I changed since I was a baby?</p>

	<ul style="list-style-type: none"> -Who looks after me and what are their responsibilities? -What jobs and responsibilities do I have in school and at home? -Can I listen to other people, share my views and take turns? -Can I take part in discussions and decisions in class? 	<ul style="list-style-type: none"> - Can I name some different feelings? - Can I describe situations in which I might feel happy, sad, cross ect? - How do my feelings and actions affect others? - How do I manage some of my emotions and associated behaviours? - What are the different ways people might relax and what helps me to feel relaxed? - Who do I share my feelings with? - Anti-bullying - Why might people fall out with their friends? - Can I describe what bullying is? - Do I understand some of the reasons people bully others? - Why is bullying never acceptable or respectful? - How might people feel if they are being bullied? - Who can I talk to if I have worries about friendship difficulties or bullying? - How can I be assertive? - Do I know what to do if I think someone is being bullied? - How do people help me build positive and safe relationships? - What does my school do to stop bullying? 	<ul style="list-style-type: none"> -How can I listen well to other people? -How can I work well in a group? -Why is it important to take turns? -How can I negotiate to sort out disagreements? -What is a useful evaluation? <p>Healthy and Safer Lifestyles:</p> <p>Digital Lifestyles</p> <ul style="list-style-type: none"> -What are some examples of ways in which I use technology and the internet and what are the benefits? -What is meant by 'identity' and how might someone's identity on line mean something different from their identity in the physical world? -What are some examples of online content or contact which might mean I feel unsafe, worried or upset? -What sort of information might I choose to put online and what do I need to consider before I do so? -When might I need to report something and how would I do this? -What sort of rules can help to keep us safer and healthier when using technology? -Who can help me if I have questions or concerns about what I experience online or about others' online behaviour? 	<ul style="list-style-type: none"> -What is my name, address and phone number and when might I need to give them? -What is an emergency and who can help? -What makes a place or activity safe for me? -What are the benefits and risks for me in the sun and how can I stay safer? -What do I enjoy when I am near water and how can I stay safe? -What are the risks for me if I am lost and how can I get help? -How can I help to stop simple accidents from happening and how can I help if there is an accident? 	<ul style="list-style-type: none"> -How might people feel during times of loss and change? -How do friendships change? -What helps me feel calmer when I am experiencing strong emotions linked to loss and change? -How might people feel when they lose a special possession? -When can I make choices about changes? 	<ul style="list-style-type: none"> -What's growing in that bump? -What do babies and children need from their families? -Which stable, caring relationships are at the heart of families I know? -What are my responsibilities now that I'm growing up?
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