
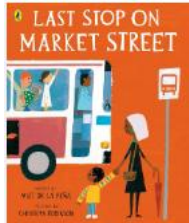

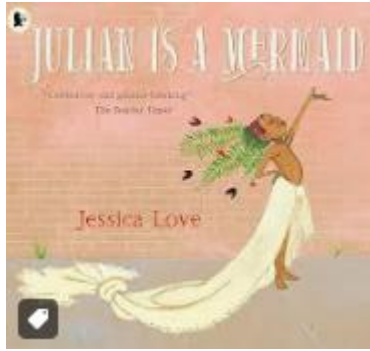

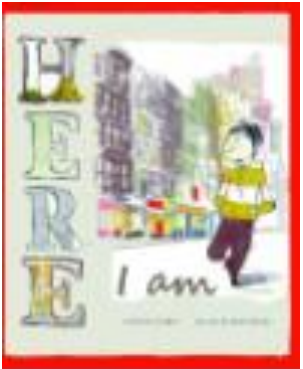





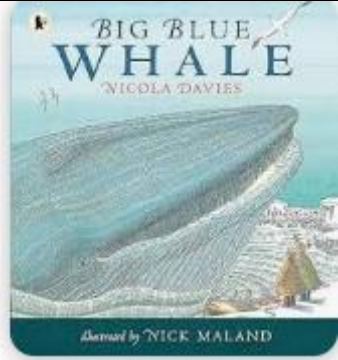
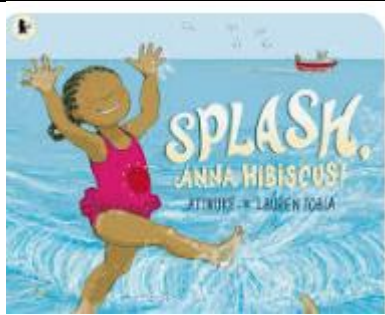

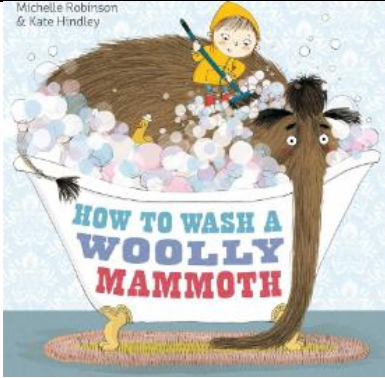
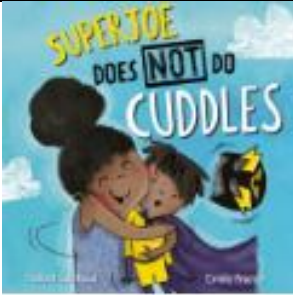
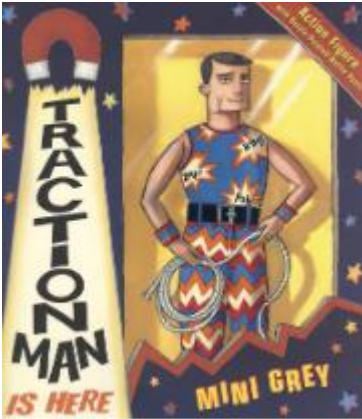



THE HOLY FAMILY SCHOOL Yearly Overview

Year: 2

Teacher: Miss Parmley

	AUTUMN		SPRING		SUMMER	
RE RECD	Branch 1 – Creation and Covenant God makes a covenant with Noah to save all living Things. Understand the term ‘stewardship’. The Sacrament of Baptism.	Branch 2 – Prophecy and Promise The Annunciation to Mary. Advent. The Birth of John the Baptist. The birth of Jesus.	Branch 3- Galilee to Jerusalem John the Baptist prepares the Way. The Baptism of Jesus. Temptation in the Wilderness. Jesus and His Apostles.	Branch 4 – Desert to Garden Lent and Reconciliation. Holy Week.	Branch 5 – To the Ends of the Earth Jesus ascends into heaven. Pentecost. The fruits of the Holy Spirit. Conversion of Saul.	Branch 6 – Dialogue and Encounter The Christian family works locally and globally to serve others. Jewish religious laws, beliefs, worship and life.
Catholic Social Teaching <u>ROOTED IN LOVE</u>	Care for Creation The world was made by God, so we take care of God’s creation.	Preferential Option for the Poor The ‘preferential option’ means allowing someone to have the first choice.	Solidarity and Peace God calls us to be peacemakers in the world – to stand in solidarity with those in need.	Community and Participation As humans, we are made to live in community with one another. This means being active members of the world we live in. We are meant to look out for each other and build each other up. This is how God wants us to live.	Dignity of Workers Work is fundamental to the dignity of a person	Human Dignity Treating someone with dignity means treating them with love, kindness and respect. Everyone should be treated with dignity because we are made in the image and likeness of God.
English HFL Essentials writing British Values: -Individual liberty. -Mutual respect. -Tolerance	Whole school Unit of work – The Oak Tree – HFL UNIT OF WORK Written outcome – Narrative Key text – Frog and the stranger by Max Velthuijs  Written outcome - Instructions Key text – How to make friends with a ghost by Rebecca Green	Written Outcome – Narrative Key text – Last stop on Market street written by Matt De Le Pana and Christian Robinson  Written Outcome – Letters and postcards Key text- Dragon post by Emma Yarlett	Written outcome – Narrative Key text- Rapunzel by Beth Woolvin  Written outcome – Non chronological report Key Text – Big Blue Whale by Nicola Davies and Nick Maland.	Written outcome – Narrative Key text- Julian is a mermaid by Jessica Love.  Written outcome- Narrative Key text – Splash Anna Hibiscus by Atinuke	Written outcome – Narrative Key text- The Lost Homework by Richard O’Neil and Kirsti Beautyman  Written outcome – Instructions Key text = How to wash a wolly Mammoth by Michelle Robinson and Kate Hindley	Written outcome – Recount Key text – Here I am by Patti Kim and Sonia Sanchez  Written outcome = Narrative Key texts – Super Joe Does Not do cuddles by Michael Catchpool and Emma Proctor and Traction Man by Mini Grey

	 <p>Written Outcome- List poems</p> <p>Key text – The puffin book of fantastic poems written by June Crebbin</p> 			 <p>Written outcome – poetry free verse and simile</p> <p>Key text – The Puffin book of fantastic poems by June Crebbin</p> 		  <p>Written outcome – Take One Poetry</p> <p>Key text – Belonging Street by Mandy Coe</p> 
Phonics/spelling Little Wandle	<p>Phase 5 review of: ai , ee,igh , oa , oo, air, ur , ow , or , zh , ch , sh , j , s, u , e, i , o , u , oo, schwa , ie , y , ea, a.</p> <p>Tricky words People , eye , whole</p>	<p>Bridge to spelling What do I need to know to think about spelling?</p> <p>How do I use the Complete the code chart to help me to spell?</p> <p>Why do I double letters at the end of words?</p> <p>Why do I double letters in some longer words ending in -er?</p>	<p>Spelling units Week 1 and 2</p> <p>Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?</p> <p>Prickly spellings – once , two Homophones – knight/night</p> <p>Week 3 and 4</p>	<p>Spelling units Week 1 and 2</p> <p>The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?</p> <p>Prickly spellings – who, whole Homophones – our, hour</p> <p>Week 3</p>	<p>Spelling Units Week 1</p> <p>Why does 'c' make the sound /s/ in some words?</p> <p>Prickly spellings – beautiful , laugh Homophones – here/hear</p> <p>Week 2</p>	<p>Spelling units Week 1 and 2</p> <p>Why do some longer words have the spelling 'ti' for /sh/?</p> <p>Prickly spellings – eye , shoe Homophones – sun/son</p> <p>Week 3</p>

		<p>Why do some words end in 'k' or 'ck'?</p> <p>Why do some words end in 'ch' or 'tch'?</p> <p>When do I add the suffix -es/-s to words?</p> <p>Why do I double the final letter in some words when I add the suffix -ing?</p> <p>Why do I swap the 'y' for an 'i' when I add the suffix -ed?</p> <p>Why do I drop the 'e' when I add the suffix -ing?</p>	<p>Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?</p> <p>Prickly spellings – any, many Homophones – one/won</p> <p>Week 5</p> <p>Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?</p> <p>Prickly spellings – review Homophones – where/wear</p>	<p>Why do I swap the 'y' for an 'i' when I add the suffix -es?</p> <p>Prickly spellings – people , friend Homophones – quite, quiet</p> <p>Week 4</p> <p>Why do some words have the spelling 'ey' for the sound /ee/?</p> <p>Prickly spellings – move , improve Homophones – see , sea</p> <p>Week 5</p> <p>Why do some words end -le, -al, -il or -el?</p> <p>Prickly spellings – review Homophones- to, too , two</p>	<p>How can I spell the sound /zh/?</p> <p>Prickly spellings – busy , pretty Homophones – be/bee</p> <p>Week 3 and 4</p> <p>What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?</p> <p>Prickly spellings – parents , because Homophones – bare/bear</p> <p>Week 5</p> <p>How can I show missing letters in a word?</p> <p>Prickly spellings – review Homophones -there , their , they're</p>	<p>How do I use the possessive apostrophe (singular possession)?</p> <p>Prickly spellings – thought , though Homophones – whole/hole</p> <p>Week 4 and 5</p> <p>When do I swap, drop or double? (-ing, -er, -est, -y, -ed)</p> <p>Prickly spellings – review Homophones – blue/blew</p>
Maths HFL Essential Version 2	<p>2LS1 Securing Fluency to Twenty</p> <p>2LS2 Place Value – Making Tens and Some More</p> <p>2LS3 Place Value and Regrouping Two-Digit Numbers</p> <p>2LS 4Counting On and Back in Ones and Tens from any Number</p> <p>2LS5 Representing, Ordering and Comparing Numbers to 100 and Quantities for Measures</p> <p>2LS6 Estimation and Magnitude</p> <p>2LS7 Numbers to 20 – Mental Addition and Subtraction</p>	<p>2LS8 Finding Complements of 10 and 100 Including Measures</p> <p>2LS9 Add and Subtract Numbers Mentally Using 1- and 2-Digit Numbers</p> <p>2LS10 Finding Part or Whole Unknown</p> <p>2LS11 Money – Making Combinations and Finding Change</p> <p>2LS 12 Comparison (difference, more, less, fewer)</p> <p>2LS13 Measures – Estimation and Measure Using Different Scales</p>	<p>2LS14 Statistics – Totalling and Comparing Amounts in Block Graphs, Pictograms, Tables and Tally Charts</p> <p>2LS15 Written Addition Method</p> <p>2LS16 Commutativity in Addition but not in Subtraction</p> <p>2LS17 Written Subtraction Method</p> <p>2LS18 Problem Solving with Addition and Subtraction in a Range of Contexts</p> <p>2LS19 Time – Telling the Time: O'clock, Half Past, Quarter Past and Quarter To Time</p> <p>2LS20 Estimating, Ordering and Comparing Time</p>	<p>2LS21 Double and Halve One and Two-digit Numbers and Amounts of Money</p> <p>2LS22 Times Tables – 2s, 5s and 10s. Patterns and Strategy (counting in 3s)</p> <p>2LS23 Multiplication – Multiples and Repeated Addition</p> <p>2LS24 Multiplication – Number of Groups, Group Size and Product</p> <p>2LS25 Multiplication Problem Solving</p> <p>2LS26 Division – Sharing and Grouping Division</p> <p>2LS27 Sharing and Grouping Problems including Remainders</p>	<p>2LS28 Fractions – Finding Halves, Quarters and Thirds of Amounts</p> <p>2LS29 Fractions – Finding Halves, Quarters and Thirds of Shapes</p> <p>2LS30 Fractions – Finding Three-quarters of Shapes and</p> <p>2LS31 Fractions – Equivalence</p> <p>2LS32 Fractions – of Continuous amounts.</p> <p>2LS33Time – Telling the Time to the Nearest 5 Minutes</p> <p>2LS34- Problem solving for all 4 operations(including fractions)</p> <p>2LS35 – Multiplication and Division- Equality and Division – Equality and Balance.</p>	<p>2LS36- Geometry – Properties of 2-D and 3-D Shape, Classifying and Sorting</p> <p>2LS37 Geometry – Symmetry</p> <p>2LS38 Mental Calculation Review</p> <p>2LS39 Geometry – Sequencing</p> <p>2LS40 Geometry – Rotation and Right Angles</p> <p>2LS41 Place Value and Written Calculation Review</p>

Science Kapow	<u>Living things - Habitats</u>	Living things - Microhabitats	<u>Everyday Materials</u>	<u>Lifecycles and Health</u>	<u>Plant Growth</u>	<u>Plant Based Materials</u>
	<ul style="list-style-type: none"> To identify some of the characteristics of living things. To recognise the difference between things that are alive, were once alive or have never been alive. Working scientifically: To classify objects into groups. To identify plants and animals in different habitats. To identify how a habitat provides animals and plants with what they need to survive. Working scientifically – To carry out research to find answers to questions. To recognise how animals and plants depend on each other. To recall how animals get their food from plants and other animals. 	<ul style="list-style-type: none"> Working scientifically: To classify a variety of minibeasts. Working scientifically – To recognise how scientists answer questions. To recognise that living things live in habitats to which they are suited. Working scientifically – To gather and record data to answer a question. Working scientifically – To ask questions and plan how to carry out an experiment. Working scientifically – To carry out an experiment and record data in a table. To identify a variety of flowering plants. Science in action – To understand the role of a Botanist. 	<ul style="list-style-type: none"> To recognise that objects are made from materials that suit their uses. Working scientifically – To recognise that objects can be grouped. To recognise that objects are made from materials that suit their uses. To recognise that the shape of some solid objects can be changed. Working scientifically – To record data in a table. To compare the suitability of materials for particular uses. Working scientifically – To gather data and use it to answer a question. To recognise that the strength of materials can be changed. Working scientifically – To record data in a block graph. To compare the suitability of materials for particular uses. Science in action – To recognise that some materials are harmful to the environment. 	<ul style="list-style-type: none"> To identify different stages of the human life cycle. To know which offspring come from which parent animal. To observe and measure growth in humans. To use simple measuring equipment. To identify and list the basic needs for survival for humans and animals. To use secondary sources to research. To recognise the importance of exercise and personal hygiene. Working scientifically. To make observations over time. To identify how to have a balanced diet. Working scientifically- To interpret collected results. 	<ul style="list-style-type: none"> Knowledge -To recognise that seeds need certain conditions for growth. Working scientifically To plan comparative tests. Knowledge-To recognise that seeds and bulbs contain what they need to grow into a plant. Working scientifically To measure with a ruler. Knowledge- To describe what seeds need to germinate. Working scientifically To record data in a table. Knowledge- To describe the effect of light on plant growth. Working scientifically To observe using a magnifying glass. Knowledge To identify stages of a plant's life cycle. 	<ul style="list-style-type: none"> Knowledge – To describe how materials can be reused. Science in action – To understand how the 3R'S contribute to sustainable products. Knowledge- To identify human-made and natural materials. Working Scientifically – To group based on characteristics. Knowledge – To identify suitable materials based on their properties. Working scientifically – To perform a test and gather data. Knowledge- To identify a material to help plant growth. Working scientifically – To use observations to answer a simple question. Knowledge – To choose materials to create a suitable plant pot. Working scientifically – to identify and classify living things.

					<ul style="list-style-type: none"> Working scientifically To draw and label diagrams. Knowledge -To recognise what plants need for healthy growth. Science in action To recognise that humans have a responsibility to care for plants. 	
Geography Kapow	<p>Would you prefer to live in a hot or cold place?</p> <p>To name and locate the seven continents.</p> <p>To locate the North and South Poles.</p> <p>To locate the Equator on a world map.</p> <p>To compare the UK and Kenya.</p> <p>To investigate local weather conditions.</p> <p>To identify key features of hot and cold places.</p>	History	History	History	Why is our world wonderful? <p>To identify geographical characteristics of the UK.</p> <p>To locate some of the world's most amazing places.</p> <p>To know the names of the five oceans and locate them on a map.</p> <p>To understand how to draw human and physical features on a sketch map.</p> <p>To investigate local habitats and record findings.</p> <p>To understand how to present findings in a bar chart.</p>	What is it like to live by the coast? <p>To locate the seas and oceans surrounding the UK.</p> <p>To explain what the coast is.</p> <p>To identify the physical features of the coast.</p> <p>To identify human features on the coast.</p> <p>To investigate how people use the local coast.</p> <p>To present findings on how people use the local coast.</p>
History Kapow	<u>Geography</u>	<u>How was school different in the past?</u>	<u>How did we fly?</u> To find out about the Wright brothers.	<u>What is a monarch?</u> To describe what a monarch is.	Geography	Geography

		<p>To find out how schools have changed over time.</p> <p>To investigate what school was like in the past.</p> <p>To investigate what schools were like in the 1900s.</p> <p>To compare a modern classroom with a classroom 100 years ago.</p> <p>To compare three periods of time.</p> <p>To express a personal response to history.</p>	<p>To develop an understanding of historical significance.</p> <p>To investigate why Bessie Coleman is significant.</p> <p>To develop an understanding of primary sources.</p> <p>To investigate why we remember the Moon landing.</p> <p>To place events on a timeline.</p>	<p>To explain why coronations take place.</p> <p>To explain how William the Conqueror became King of England.</p> <p>To identify how William the Conqueror built castles while ruling England.</p> <p>To identify features of a castle that would be effective when defending against attacks.</p> <p>To suggest what a monarch was like in the past.</p>		
LOTG AND SCHOOL TRIPS	<p>Autumn treasure hunt. Leaf and bark rubbings. Sketching of trees and plants. Collage with natural materials making a house Autumn poem – use of senses. Making and comparing 1 and 2 digit numbers. Making leaf monsters and describing leaves.</p>	<p>USING OUTDOOR CURRICULM HANDBOOK KS1</p> <p>Retelling a story after visiting a scene and retelling it own words.</p> <p>Retelling a story using story frames to help with the structure.</p> <p>Using props to retell the story.</p> <p>Recounting a story using props that have been made.</p> <p>Putting together a story using different ways of planning.</p> <p>Performing a story to an audience.</p> <p>VICTORIAN SCHOOOLS WORKSHOP THOSE HISTORY PEOPLE</p>	<p>Fire poems. Dangers and hazards. Natural and man -made materials Exploring the sense of hearing through sounds in the outdoors. Exploring the sense of taste through making Gruffalo recipes and use of potato peelers. Making fire sticks using leaves. Testing waterproof materials on stick houses.</p>	<p>Photo Orienteering Fieldwork – where on the map Fieldwork – symbols on a map. Fieldwork – String trail. Fieldwork – Recognising symbols. Fieldwork – Making arrows trail map of an outdoor area.</p> <p>VISIT TO PIZZA EXPRESS LINKED TO COOKING AND NUTRITION</p>	<p>Look for patterns and symmetry in nature.</p> <p>Photograph natural objects.</p> <p>Identifying plants and food grown from plants (science link)</p> <p>Identifying and sketching parts of the plant.</p> <p>Exploring sense of smell through collecting natural objects and making a fire.</p>	<p>Maths problems using natural object.</p> <p>Using the storm kettle.</p> <p>Using Saws</p> <p>Shapes outside – Making charms and journey sticks and sorting interestingly shaped objects and items.</p> <p>Shape trails</p> <p>TRIP TO SEASIDE</p>
Computing Purple Mash	<p>Introduction to Purple Mash</p> <p>To login to Purple Mash. To know how to start, save and complete 2Dos. To open a program from the Tools area. To save work. To find work in the Work area.</p> <p>Route Explorers</p> <p>To use the direction keys in 2Go to move the turtle along a route.</p>	<p>The Internet</p> <p>To understand how the internet, the World Wide Web and a browser work together.</p> <p>To understand the different types of hardware used to access the internet and their functions.</p> <p>To understand the difference between a website and a webpage and use a school website to find information.</p> <p>To understand the difference between a browser and a search</p>	<p>Creating Pictures</p> <p>To create a digital art piece that is in the style of Piet Mondrian's work.</p> <p>To create digital art patterns in the style of the Arts and Crafts movement.</p> <p>To create a portfolio of digital art.</p> <p>Spreadsheets</p>	<p>Spreadsheets</p> <p>NEED TO ADD AS NOT YET ON PURPLE MASH</p> <p>Questioning – need to add as not yet on Purple Mash</p>	<p>Coding – need to add as not yet on purple mash</p>	<p>Presenting ideas and making music – need to add as not yet available on Purple Mash</p>

	<p>To use units of distance along with the direction keys in 2Go to move along a route.</p> <p>To write instructions to complete more than one step of a route at once.</p> <p>To build up instructions for a longer route.</p>	<p>engine, and to practise searching for information safely.</p> <p>Creating Pictures</p> <p>To create a digital art piece in an Impressionist style.</p> <p>To create a digital art piece in a Pointillism style.</p>	<p>NEED TO ADD AS NOT YET ON PURPLE MASH</p>			
<p>Music</p> <p>Kapow</p>	<p>Call and Response- Animals</p> <p>To create short sounds with varied dynamics that represent an animal.</p> <p>To copy a short sound pattern.</p> <p>To explore call and response using instruments.</p> <p>To create sound patterns based on call and response.</p> <p>To perform different sound patterns with contrasting dynamics.</p>	<p>Musical Me</p> <p>To sing and play an instrument at the same time.</p> <p>To choose and play appropriate dynamics and timbres for piece of music.</p> <p>To use musical notation to play melodies.</p> <p>To use notation to write my own melody.</p> <p>To use timbre and dynamics in musical composition.</p>	<p>Dynamics timbre , tempo and motifs(space)</p> <p>To create simple soundscape for effect.</p> <p>To listen for and recognise some basic elements of music.</p> <p>To compare to pieces of music by Gustav Holst.</p> <p>To create a music motif to represent a planet.</p> <p>To create short sequences of sound and perform with accuracy.</p>	<p>On This Island- British songs and sounds</p> <p>To learn about the British Isles through folk music and use music to create seaside sounds.</p> <p>To identify sounds specific for the countryside and create a related soundscape.</p> <p>To engage with city themes through song, soundscape creation and music analysis.</p> <p>To create and perform music compositions inspired by the seaside, countryside or city.</p> <p>To compose and perform a musical piece representing a journey through Britain.</p>	<p>Orchestral Instruments</p> <p>To listen to and analyse an orchestral version of Goldilocks and the three bears.</p> <p>To listen to and analyse a film musical version of a traditional story,</p> <p>To select appropriate sounds to match events, characters and feelings in a story.</p> <p>To write playscript and select appropriate musical sounds to accompany it.</p> <p>To perform a story script of Jack and the Beanstalk with accompanying music.</p>	<p>Myths and Legends</p> <p>To create a rhythm based on a phrase from a story.</p> <p>To show structure on a graphic score.</p> <p>To write a graphic score to show texture.</p> <p>To compose a piece of music with a given structure.</p> <p>To perform a group composition.</p>
<p>Art/DT</p> <p>Kapow</p>	<p>Sculpture and 3D- Clay houses</p> <p>To use my hands as a tool to shape clay.</p> <p>To shape a pinch pot and join clay shapes as decoration.</p> <p>To use impressing and joining techniques to decorate a clay tile.</p> <p>To use drawing to plan the features of a 3D model.</p> <p>To make a 3D clay tile from a drawn design.</p>	<p>Making Mechanisms – Fairground Wheel</p> <p>To explore wheel mechanisms and design a ferris wheel.</p> <p>To select appropriate materials.</p> <p>To build and test a moving wheel.</p> <p>To make and evaluate a structure with rotating wheel.</p>	<p>Baby Bears Chair</p> <p>To explore the concept and features of structures and the stability of different shapes.</p> <p>To understand that the shape of the structure affects its strength.</p> <p>To make a structure according to design criteria.</p> <p>To produce a finished structure and evaluate its strength , stiffness and stability.</p>	<p>Painting and mixed media- Life in colour</p> <p>To develop knowledge of colour mixing,</p> <p>To know how texture can be created with paint.</p> <p>To use paint to explore texture and pattern.</p> <p>To compose a collage, choosing and arranging materials for effect.</p> <p>To evaluate and improve artwork.</p>	<p>Craft and design = Map it out</p> <p>To investigate maps as a stimulus for drawing.</p> <p>To learn and apply the steps of the felt making process.</p> <p>To experiment with a craft technique to develop an idea.</p> <p>To develop ideas and apply craft skills when printmaking. To present artwork and evaluate it against a design brief.</p>	<p>DT – Cooking and Nutrition – Balanced Diet</p> <p>To recognise foods and their food groups.</p> <p>To identify the balance of food groups in a meal.</p> <p>To identify an appropriate piece of equipment to prepare a given food.</p> <p>To select a balanced combination of ingredients.</p> <p>To design based on criteria.</p> <p>To evaluate a dish based on design criteria.</p>

PE British Values: - Democracy . The rule of law. - Individual liberty. - Mutual respect. - Tolerance	Target Games To consider how much power to apply when aiming for a target. To understand how to score using underarm and overarm throwing. To develop striking to a target. To develop hitting a moving target. To select and apply the appropriate skill to the target game. To show an improvement in my personal best.	Gymnastics In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance	Invasion To understand what being in possession means and support a teammate to do this. To understand that scoring goals is an attacking skill and to explore ways to do this. To understand that stopping goals is a defending skill and explore ways to do this. To explore how to gain possession. To mark an opponent and understand that this is a defending skill. To learn to apply simple tactics for attacking and defending.	Dance Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology Striking and Fielding To track a rolling ball and collect it. To develop accuracy in underarm throwing and catching to field a ball. To develop accuracy with overarm throwing to limit a batter's score. To develop hitting for distance to score more points. To develop decision making to get a batter out. To develop decision making when under pressure	Athletics To develop the sprinting action. To develop jumping for distance. To develop jumping for height. To develop throwing for distance. To develop throwing for accuracy. To select and apply knowledge and technique in an athletics carousel.	Sending and Receiving To roll a ball towards a target. To track and receive a rolling ball. To send and receive a ball with your feet. To develop catching skills. To develop throwing and catching skills. To send and receive a ball using a racket.
RHE Life to the full Ten Ten		Unit 1- Religious Understanding Unit Prayer & Assessment Activity	Unit 3- Emotional Well-Being Unit Prayer & Assessment Activity	Unit 1- Religious Understanding Unit Prayer & Assessment Activity Session 1: God Loves You	Unit 4- Keeping Safe Unit Prayer & Assessment Activity	Unit 1- Religious Understanding Unit Prayer & Assessment Activity Session 1: Three in One

		<p>Story Sessions: Let the Children Come</p> <p>Unit 2 Me, My Body, My Health</p> <p>Unit Prayer & Assessment</p> <p>Activity</p> <p>Session 1: I am Unique</p> <p>Session 2: Girls and Boys</p> <p>Session 3 & 4: Clean & Healthy (My Body)</p>	<p>Session 1: Feelings, Likes and Dislikes</p> <p>Session 2: Feeling Inside Out</p> <p>Session 3: Super Susie Gets Angry</p> <p>Unit 4- Life Cycles</p> <p>Unit Prayer & Assessment</p> <p>Activity</p> <p>Session 1: The Cycle of Life</p> <p>Session 2: Beginnings and Endings</p> <p>Session 3: Change is all around</p> <p>Classroom Shorts</p>	<p>Unit 2- Personal Relationships</p> <p>Unit Prayer & Assessment</p> <p>Activity</p> <p>Session 1: Special People</p> <p>Session 2: Treat Others Well...</p> <p>Session 3: ...And Say Sorry</p> <p>Unit 3- Life Online</p> <p>Unit Prayer & Assessment</p> <p>Activity</p> <p>Session 1: Real Life Online</p> <p>Session 2: Rules to help us</p>	<p>Session 1: Good and Bad secrets</p> <p>Session 2: Physical Contact</p> <p>Session 3: Harmful Substances</p> <p>Session 4: Can You Help Me? (Part 1)</p> <p>Session 5: Can You Help Me? (Part 2)</p>	<p>Session 2: Who Is My Neighbour?</p> <p>Unit 2- Living in the Wider World</p> <p>Unit Prayer & Assessment</p> <p>Activity</p> <p>Session 1: The Communities We Live In</p> <p>Session 2: Who will I be? Classroom Shorts</p> <p>Session 3: Needs and Wants</p> <p>Classroom Shorts</p>
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