Satellite View - Concepts and Skills - Year 2

Year 2
Geography
Land Ahoy!
Concepts
NC - Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
A. To name and locate the world's continents and oceans (NC)
B. To name and identify key physical features, such as: beach, coast, forest, hill, mountain, ocean, river, vegetation (NC)
C. To know and use simple 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 (NC)
Skills
Ge12 Recognise, observe, describe and record physical human features
Ge15 Locate key features on globes, maps and plans
Ge18 Communicate in different ways using appropriate geographical vocabulary, e.g. locational and directional language
Ge21 Make simple maps and plans
Paddington's Passport
Concepts
A. To know and use simple 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 (NC)
B. To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (NC)
C. To name and locate the world's seven continents and five oceans (NC)
D. To know, understand and apply basic geographical vocabulary to refer to key physical features, including valley and coast (NC)
E. To know, understand and apply basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm (NC)
F. To know how to recognise landmarks and basic physical features from aerial photos and plans (NC)
G. To know where in the world some foods come from
Skills
Ge10 Ask and respond to geographical questions about people, places and environments
Ge12 Recognise, observe, describe and record physical and human features
Ge13 Identify links between their locality and other places in the UK and beyond
Ge15 Locate key features on globes, maps and plans
Ge16 Make simple comparisons between features of different places and say how these features influence life there
Ge17 Use simple compass directions
Ge18 Communicate in different ways using appropriate geographical vocabulary e.g. locational and directional language Ge20 Use aerial photographs and plan perspectives to identify landmarks and features
Ge21 Make simple maps and plans
Four Seasons Project
Concepts
• Identify seasonal and daily weather patterns in the United Kingdom
• Use basic geographical vocabulary to refer to key physical features
• Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
Skills
Ge11 Investigate, measure and record changes in the weather
Ge13 Identify links between their locality and other places in the world
Ge14 Discuss how the weather affects our lives
Ge16 Make simple comparisons between features of different places and say how these features influence life there
Ge18 Communicate in different ways using appropriate geographical vocabulary e.g. locational and directional language

Year 2
Science
Land Ahoy!
Concepts
A.   To compare how different things move (LKS2 - NC)
B.   To notice and describe how things are moving, using simple comparisons such as faster and slower
C.   To understand that there are many kinds of sound and sources of sound
D.   To know that sounds get fainter as the distance from the sound source increases (LKS2 - NC)
Skills
Sc6 Explore and observe in order to collect data and describe and compare findings
Sc7 With help, suggest some ideas and questions and predict what might happen
Sc8 Use first-hand observation, own experience and simple information sources to make comparisons and answer questions
Sc9 Observe closely using simple equipment
Sc10 Recognise ways in which evidence can be collected
Sc11 Use simple scientific language
Sc12 Perform simple tests
Sc13 Record findings in various formats using standard units, drawings, diagrams, photographs, simple prepared formats such as tables and charts, tally charts, and displays
Sc14 Say whether what happened was what was expected and draw simple conclusions to help answer questions
Zero to Hero
Concepts
A.   To observe and name a variety of sources of light, including electric lights, flames and the sun
B.   To know that fire has been used throughout history for heat and light
C.   To know about simple circuits involving batteries, wires, bulbs and other components
D.   To know how a switch can be used to break a circuit
Skills
Sc6 Explore and observe in order to collect data and describe and compare findings
Sc7 With help, suggest some ideas and questions and predict what might happen
Sc8 Use first-hand observation, own experience and simple information sources to make comparisons and answer questions
Sc9 Observe closely using simple equipment
Sc11 Use simple scientific language
Sc12 Perform simple tests
Sc13 Record findings in various formats using standard units, drawings, diagrams, photographs, simple prepared formats such as tables and charts, tally charts, and displays
Sc14 Say whether what happened was what was expected and draw simple conclusions to help answer questions
Light Up The World
Concepts
A.   To recognise that we need light in order to see things and that dark is the absence of light (LKS2- NC)
B.   To know, name and observe a variety of sources of light, including electric lights, flames and the sun
C.   To recognise that light from the sun can be dangerous and that there are ways to protect their eyes (LKS2- NC)
D.   To understand that the sun provides energy, and that solar power is a sustainable energy source
E.   To be aware of simple ways to save electricity
F.   To know that shadows are formed when the light from a light source is blocked by a solid object (LKS2 - NC)
G.   To understand the term 'nocturnal' and learn about nocturnal animals
Skills
Sc6 Explore and observe in order to collect data and describe and compare findings
Sc7 With help, suggest some ideas and questions and predict what might happen
Sc8 Use first-hand observation, own experience and simple information sources to make comparisons and answer questions
Sc9 Observe closely using simple equipment
Sc10 Recognise ways in which evidence can be collected
Sc11 Use simple scientific language
Sc12 Perform simple tests
Sc13 Record findings in various formats using standard units, drawings, diagrams, photographs, simple prepared formats such as tables and charts, tally charts, and displays
Sc14 Say whether what happened was what was expected and draw simple conclusions to help answer questions

Year 2
History
Inter-Nation Media Station
Concepts **NC -** Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements **NC -** Pupils should be taught about events beyond living memory that are significant nationally or globally A.   To learn about how news was shared in the past B.   To know about the ways in which news is shared today, compared with in the past C.   To learn about the development of the television D.   To learn about the development of radio broadcasting and how radios were used in World War II
Skills Hi7 Ask and answer questions about the past Hi10 Identify differences between past and present and show how ways of life at different times were different to their own
Zero to Hero
Concepts **NC -** Pupils should be taught about events beyond living memory that are significant nationally or globally A.   To realise that setbacks do not have to be a barrier to achievement - Michael Jordan B.   To learn that perseverance is vital to achievement - Thomas Edison C.   To understand that circumstances do not have to be a barrier to achievement - Malala Yousafazi D.   To learn to overcome rejection in order to go on to succeed - Walt Disney E.   To understand how showing respect for individuals leads to gaining respect - Mother Teresa
Skills Hi7 Ask and answer questions about the past Hi9 Recognise why people did things and why events happened Hi12 Observe and handle a range of sources of information to find out about the past Hi14 Use a wide vocabulary of everyday historical terms
The Visionary
Concepts **NC** - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements **NC** - Pupils should be taught about events beyond living memory that are significant nationally or globally •   To know and be able to retell the life story of Ada Lovelace •   To know what the main achievements of Ada Lovelace were •   To understand the contribution Ada Lovelace made to computer programming •   To understand the way in which the past impacts on the present
Skills Hi7 Ask and answer questions about the past Hi8 Explore places and investigate artefacts Hi9 Recognise why people did things and why events happened Hi10 Identify differences between past and present and show how ways of life at different times were different to their own Hi11 Identify different ways in which the past is represented Hi12 Observe and handle a range of sources of information to find out about the past Hi13 Place events and objects in chronological order Hi14 Use a wide vocabulary of everyday historical terms
The Wordsmith
Concepts **NC** - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements •   To know and be able to retell the life story of Ignatius Sancho •   To know what Ignatius Sancho was famous for •   To understand the contribution Ignatius Sancho made to cross-cultural relationships •   To understand what makes Ignatius Sancho an inspirational figure
Skills Hi7 Ask and answer questions about the past Hi8 Explore places and investigate artefacts Hi9 Recognise why people did things and why events happened Hi10 Identify differences between past and present and show how ways of life at different times were different to their own Hi11 Identify different ways in which the past is represented Hi13 Place events and objects in chronological order Hi14 Use a wide vocabulary of everyday historical terms
The General
Concepts **NC** - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements •   To know and be able to retell the life story of Flora Drummond •   To know what the main achievements of Flora Drummond were •   To understand the contribution Flora Drummond made to the suffragette movement •   To understand the way in which the past impacts on the present
Skills Hi7 Ask and answer questions about the past Hi8 Explore places and investigate artefacts Hi9 Recognise why people did things and why events happened Hi10 Identify differences between past and present and show how ways of life at different times were different to their own Hi11 Identify different ways in which the past is represented Hi12 Observe and handle a range of sources of information to find out about the past

Hi13 Place events and objects in chronological order
Hi14 Use a wide vocabulary of everyday historical terms

Jurassic Hunter

Concepts

NC - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements

- To know and be able to retell the life story of Mary Anning
- To know what the main achievements of Mary Anning were
- To understand the contribution Mary Anning made to the study of fossils
- To understand the way in which the past impacts on the present

Skills

Hi7 Ask and answer questions about the past
Hi8 Explore places and investigate artefacts
Hi9 Recognise why people did things and why events happened
Hi10 Identify differences between past and present and show how ways of life at different times were different to their own
Hi11 Identify different ways in which the past is represented
Hi12 Observe and handle a range of sources of information to find out about the past
Hi13 Place events and objects in chronological order
Hi14 Use a wide vocabulary of everyday historical terms

Record Breaker

Concepts

NC - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements

NC - Pupils should be taught about events beyond living memory that are significant nationally or globally

- To know and be able to retell the life story of Ranulph Fiennes
- To know what Ranulph Fiennes was famous for
- To understand what make Ranulph Fiennes an inspirational historical figure

Skills

Hi7 Ask and answer questions about the past
Hi8 Explore places and investigate artefacts
Hi9 Recognise why people did things and why events happened
Hi11 Identify different ways in which the past is represented
Hi13 Place events and objects in chronological order
Hi14 Use a wide vocabulary of everyday historical terms

Year 2
Art
Inter-Nation Media Station
Photography / Drawing / Painting **Concepts** **NC -** To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To recognise and understand the difference between colour and black and white images • To know that splashes of colour on a monochrome background are called 'colour pops'
Skills Ar15 *Drawing* Experiment with the visual elements of line, shape, pattern and colour Ar17 *Painting* Experiment with a variety of tools and techniques, including mixing a range of secondary colours, shades and tones
Zero to Hero
Painting **Concepts** **NC -** To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work • To know that Christy Brown was a famous artist who could only use his left foot to draw and paint with • To develop empathy, by understanding some of the challenges that Christy Brown must have faced
Skills Ar17 *Painting* Experiment with a variety of tools and techniques, including mixing a range of secondary colours, shades and tones Ar23 Observe the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
Land Ahoy!
Painting **Skills Development** • To develop colour mixing skills through mixing primary colours • To develop colour mixing by adding white **Concepts** **NC -** To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work **NC -** To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To learn about various techniques used for creating an image / canvas using different media • To learn about the French artist, Claude Monet, and some of his paintings
Skills Ar14 Explore ideas Ar17 *Painting* Experiment with a variety of tools and techniques, including mixing a range of secondary colours, shades and tones Ar25 *Painting* Work on a range of scales e.g. large brush on large paper etc.
Light Up The World
Drawing **Skills Development** • To know how to create light and dark effects by exploring the use of different drawing implements **Concepts** **NC -** To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To learn about colour sequences and be able to order colours, from lightest to the darkest • To understand that depending on how much pressure is applied, different media e.g. coloured pencils, can produce different tones and shades
Skills Ar14 Explore ideas Ar15 *Drawing* Experiment with the visual elements of line, shape, pattern and colour Ar16 *Drawing* Work out ideas for drawings in a sketchbook Ar21 Observe and comment on differences in their own and others' work Ar22 *Drawing* Draw for a sustained period of time using real objects, including single and grouped objects Ar24 *Drawing* Layer different media e.g. crayons, pastels, felt tips, charcoal and ballpoint

Year 2
Design Technology
Land Ahoy!
Concepts
NC - Design purposeful, functional, appealing products for themselves and other users based on design criteria
NC - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
NC - Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)
NC - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
NC - Understand the important of exploring and evaluating a range of existing products
NC - Evaluate their ideas and products against design criteria
• Design and make a prototype of a bag suitable for the client (Pirate) to carry things in
Skills
Dt9 Explore a range of existing products
Dt11 Identify a purpose for what they intend to design and make
Dt12 Identify simple design criteria then plan what to do next, using a variety of methods
Dt13 Observe and take account of properties of materials when deciding how to cut, shape, combine and join them
Dt14 Identify what they could have done differently or how they could improve their work in the future
Dt15 Evaluate a range of existing products
Dt16 Communicate their ideas using a variety of methods e.g. drawing, making mock-ups, ICT
Dt17 Measure, mark, cut out and shape a range of materials
Dt19 Use simple finishing techniques
Dt20 Talk about their ideas, saying what they like and dislike, and evaluate against their design criteria
Light Up the World - Mechanisms - Sliders and Levers 2
Concepts
NC - Design purposeful, functional, appealing products for themselves and other users based on design criteria
NC - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
NC - Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)
• Design and make a pop-up leaflet to help explain the importance of sun safety
Skills
Dt2 Explore ways to construct models
Dt5 Generate and talk about their own ideas
Dt6 Follow safe procedures
Dt7 Take account of simple properties of materials when deciding how to cut, shape, combine and join them
Dt8 Use tools and materials with help
Zero to Hero - The Gift Project
Concepts
NC - Design purposeful, functional, appealing products for themselves and other users based on design criteria
NC - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
NC - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
• Design and make a useful gift for one of the famous people in the Zero to Hero unit
Skills
Dt11 Identify a purpose for what they intend to design and make
Dt12 Identify simple design criteria then plan what to do next, using a variety of methods
Dt20 Talk about their ideas, saying what they like and dislike, and evaluate against their design criteria
Inter-Nation Media Station - Nan's Outfit - Additional Textiles
Concepts
NC - Design purposeful, functional, appealing products for themselves and other users based on design criteria
NC - Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)
NC - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
• Design and make a T-shirt or top for Nan to wear on her big day out
Skills
Dt11 Identify a purpose for what they intend to design and make
Dt13 Observe and take account of properties of materials when deciding how to cut, shape, combine and join them
Dt16 Communicate their ideas using a variety of methods e.g. drawing, making, mock-ups, ICT
Dt17 Measure, mark, cut out and shape a range of materials

Year 2
Music
Inter-Nation Media Station
Skills Development
• To learn what 'structure' means in the context of music
• To order sounds to create a structured piece of music
Concepts
NC - Experiment with, create, select and combine sounds using the inter-related dimensions of music
• To know the meaning of timbre
• To know what lyrics are in a song
• To know what a jingle is and understand its purpose
• To know what sound effects are and how they are used
Skills
Mu11 Select and order sounds within simple structures and sounds in response to given starting points
Mu13 Represent sounds with symbols
Mu15 Identify the beat and join in getting faster and slower together
Mu16 Recognise and explore how sounds can be organised
Mu17 Begin to sing in tune with expression and control
Zero to Hero
Skills Development
• To mark the beat of a listening piece by tapping or clapping and recognising tempo as well as change in tempo
• To identify the beat groupings in familiar music that they listen to
Concepts
NC - Use their voices expressively and creatively by singing songs and speaking chants and rhymes
• To know what cheerleading is and learn about the history of cheerleading
• To understand the importance of listening to others when performing in a group
Skills
Mu30 Explore and extend the ways sounds can be combined and used expressively to convey mood and emotion
Mu35 Listen carefully, recognise and use repeated patterns and increase aural memory
Mu37 Perform with awareness of different parts that others are playing or singing
Land Ahoy!
Skills Development
• To identify the difference between loud and quiet sounds
• To play copycat rhythms, copying a leader, and invent rhythms for others to copy with an awareness of dynamics, on tuned percussion
Concepts
NC - Play tuned and untuned instruments musically
• To know what lyrics are in a song
• To name and know how to play a range of musical instruments
• To understand the role of a conductor
• To understand what beat is and the importance of keeping the beat
Skills
Mu11 Select and order sounds within simple structures and sounds in response to given starting points
Mu12 Experiment with, create, select and combine sounds using inter-related musical dimensions e.g. tempo, pitch
Mu13 Represent sounds with symbols
Mu14 Play musical instruments with expression and control, listening and observing carefully
Mu15 Identify the beat and join in getting faster and slower together
Mu16 Recognise and explore how sounds can be organised
Mu17 Begin to sing in tune with expression and control
Light Up The World
Skills Development
• To know and understand the meaning of structure
• To order sounds to create a structured piece of music
Concepts
NC - Listen with concentration and understanding to a range of high-quality live and recorded music
• To know how to create and follow a graphic score
• To understand the meaning of timbre
• To know the importance of structure in a piece of music
Skills
Mu11 Select and order sounds within simple structures and sounds in response to given starting points
Mu13 Represent sounds with symbols
Mu14 Play musical instruments with expression and control, listening and observing carefully
Mu15 Identify the beat and join in getting faster and slower together
Mu16 Recognise and explore how sounds can be organised

Year 2
Computing
Zero to Hero – Research / Multimedia (Word Processing)
Concepts **NC –** Understand how to use technology purposefully to create, organise, store, manipulate and retrieve digital content **NC – K**now and recognise common uses of information technology beyond school **NC – K**now how to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. • To know how to use the internet to research and find information • To know how to use word processing and editing skills to create an information document
Skills Mm1 Use technology purposefully to create, capture, organise, store, manipulate, retrieve and present digital content Mm2 Try alternatives using a range of tools and techniques to alter text, images and sounds Mm3 Combine written text with graphics, tables., sounds and images and present work appropriately Mm4 Use ICT to communicate with unknown audiences Mm5 Plan, discuss and review work developed using ICT in order to improve it
Inter-nation Media Station – Multimedia (Recording)
Concepts **NC –** Understand how to use technology purposefully to create, organise, store, manipulate and retrieve digital content **NC –** Know and recognise common uses of information technology beyond school • To know how to create a podcast or radio-style broadcast
Skills Mm1 Use technology purposefully to create, capture, organise, store, manipulate, retrieve and present digital content Mm2 Try alternatives using a range of tools and techniques to alter text, images and sounds Mm3 Combine written text with graphics, tables., sounds and images and present work appropriately Mm4 Use ICT to communicate with unknown audiences Mm5 Plan, discuss and review work developed using ICT in order to improve it
Land Ahoy! – Computer Science
Concepts **NC –** Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions **NC –** Know how to create and debug simple programs **NC –** Know how to use logical reasoning to predict the behaviour of simple programs • To understand how to sequence within algorithms and programs • To understand and use repetition or loops within block-based programming • To begin to understand how to use events when programming
Skills CS1 Recognise and understand that algorithms are implemented as programs on digital devices, executing by following precise and unambiguous instructions CS2 Create and debug simple programs CS3 Use logical reasoning to predict the behaviour of simple programs
Light Up the World – Data
Concepts After learning about fireworks and the British Musical Firework Championships pupils will discuss their likes and dislikes about fireworks. They will collect data about their favourite fireworks. They will then use this to produce pictograms and graphs using either data handling software or via an online program. **Concepts** **NC –** Understand how to use technology purposefully to create, organise, store, manipulate and retrieve digital content **NC –** Know and recognise common uses of information technology beyond school • To know how to collect data in a chart • To know how to use digital software to create a pictograms and graphs
Skills D1 Collect, sort, record and represent information to inform investigations and designs D2 Draw conclusions from data collected

Year 2
PSHE - Theme
Inter-Nation Media Station
Concepts

- Understand that it is important to share their opinions and to be able to explain their views confidently
- Learn to listen to other people and play and work co-operatively
- To take part in a simple debate about topical issues
- Communicate their feelings to others
- Share opinions and explain their views
- Listen to other people and work cooperatively
- Learn about the importance of using the internet safely

Skills

PW7 Recognise, name and manage their feelings in a positive way
PW14 reflect on the similarities and differences between people
PW18 Recognise that there are people who care for and look after them
PW20 Seek help from an appropriate adult when necessary
HW13 Listen to and show consideration for other people's views
HW14 Identify and talk about their own and others' strengths and weaknesses and how to improve
HW15 Listen to, reflect on and respect other people's views and feelings
HW19 Use strategies to stay safe when using ICT and the internet
HW20 Work independently and in groups, taking on different roles and collaborating towards common goals
HS28 Respond to challenges, including recognising, taking and managing risk
Ci6 Take turns and share as appropriate

Zero to Hero

Concepts

- To recognise what they are good at
- To value their own achievements
- To learn how to set simple goals and targets for themselves
- To recognise how they can use their strengths to contribute to different groups
- To identify and respect similarities and differences between boys and girls
- To recognise and respect similarities and differences between people

Skills

PW6 Recognise what they are good at
PW10 Make positive real-life choices
PW14 Reflect on the similarities and differences between people
HW4 Recognise and respect similarities and differences between people
HW20 Work independently and in groups, taking on different roles and collaborating towards common goals
HW23 Set goals, prioritise and manage time and resources

Land Ahoy!

Concepts

- Learn to take responsibility for their own actions
- Learn to be responsible for another living thing
- Understand the reason why we have rules
- Learn about rules as expectations
- Understand to agree and follow rules for their group and classroom
- Recognise why rules and expectations are important
- Understand why we have rules /expectations
- Learn about how they can contribute to the life of the class
- Understanding the importance of sharing
- Know that everyone has a responsibility to consider the needs of others

Skills

PW20 Recognise how their behaviour affects other people
HW2 Recognise right and wrong, what is fair and unfair and explain why
HW11 Recognise how their behaviour and that of others may influence people both positively and negatively
HW13 Listen to and show consideration for other people's views
HW15 Listen to, reflect on and respect other people's views and feelings
Ci1 Recognise the difference between good and bad choices
Ci2 Recognise the difference between right and wrong and what is fair and unfair
Ci3 Consider ways of looking after the school or community and how to care for the local environment
Ci4 Identify the importance of rules and be able to say why rules applying to them are necessary
Ci5 Express views and take part in decision-making activities to improve their immediate environment or community
Ci6 Take turns and share as appropriate
Ci7 Suggest rules that would improve things for the common good

Light Up The World

Concepts

- Learn about a range of different feelings and emotions
- Understand that it is acceptable to feel a range of emotions
- Recognise, name, manage and express feelings in a positive way
- Understand and be aware of the different ways to show sadness
- Understand about coping with change and loss
- Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- To understand the importance of sun safety
- To know how to keep safe in the sun
- Learn about making positive choices and how they can lead to happiness

Skills
PW7 Recognise, name and manage their feelings in a positive way
PW20 Recognise how their behaviour affects other people
HW11 Recognise how their behaviour and that of others may influence people both positively and negatively
HW15 Listen to, reflect on and respect other people's views and feelings

Year 2
PSHE - Discrete
Autumn 1

Concepts
Core 2 Unit 3 Lesson 1: Fair and Unfair – It's Not Fair
Concepts
- Recognise what is fair and unfair
- Learn to take part in discussions with the whole class

Core 2 Unit 3 Lesson 4: Right and Wrong – In The Right
Concepts
- Understand the difference between right and wrong

Core 1 Unit 5 Lesson 7: Staying Safe – I Don't Know You
Concepts
- Know how to respond safely and appropriately to adults that may encounter (in all contexts, including online) whom they do not know

Core 1 Unit 5 Lesson 3: Drug Safety – Magic Medicines
Concepts
- Learn about the importance of medicine safety
- Know that all household products, including medicines, can be harmful if not used properly

Skills
PW12 Recognise that some substances can help or harm the body
PW14 Reflect on the similarities and differences between people
PW20 Recognise how their behaviour affects other people
PW22 Seek help from an appropriate adult when necessary
HW1 Know how to keep safe and how and where to get help
HW2 Recognise right and wrong, what is fair and unfair and explain why
HW6 Recognise and manage risk in everyday activities
HW11 Recognise how their behaviour and that of others may influence people both positively and negatively
HW17 Self-assess, understanding how this will help with future actions
HW25 Manage risk in everyday activities
HW26 Take responsibility for their own safety and the safety of others and be able to seek help in an emergency
Ci2 Recognise the difference between right and wrong and what is fair and unfair

Autumn 2

Core 1 Unit 4 Lesson 5: Consequences – Good vs Bad
Concepts
- Understand that all actions have consequences
- To take responsibility for our actions
- Learn from experiences
- Recognise what is right and wrong and how behaviour affects other people

Core 2 Unit 1 Lesson 4: Co-operation - Negotiation
Concepts
- Recognise the importance of listening to other people
- Understand the importance of being to work cooperatively
- Understand the concept of negotiation

Core 2 Unit 1 Lesson 5: Co-operation – Want to Play?
Concepts
- Recognise the importance of listening to other people
- Understand the importance of being to work cooperatively

Skills
PW7 Recognise, name and manage their feelings in a positive way
PW9 Share their opinions on things that matter to them
PW14 Reflect on the similarities and differences between people
PW20 Recognise how their behaviour affects other people
HW11 Recognise how their behaviour and that of others may influence people both positively and negatively
HW13 Listen to and show consideration for other people's views
HW14 Identify and talk about their own and others' strengths and weaknesses and how to improve
HW15 Listen to, reflect on and respect other people's views and feelings
HW16 Negotiate and present their own views
HW18 Work and play independently and in groups, showing sensitivity to
HW20 Work independently and in groups, taking on different roles and collaborating towards common goals

Spring 1

Concepts
Core 1 Unit 2 Lesson 5: Keeping Clean – Bath-Time
Concepts
- Learn about the importance of and reasons for bathing and showering
- Understand the importance of maintaining personal hygiene

Core 1 Unit 2 Lesson 6: Skin – Skinny tips
Concepts

- Learn about the importance of and reasons for bathing and showering
- Understand the importance of maintaining personal hygiene

Skills
PW16 Make simple choices that improve their health and wellbeing
PW17 Manage basic personal hygiene

Spring 2

Core 1 Unit 3 Lesson 3: Growing Up – All Grown Up
Concepts

- Learn about the physical changes in our bodies as we grow
- Understand emotional changes as we grow up
- Know that they have rights over their own bodies

Core 1 Unit 3 Lesson 4: Changing Needs – I Need
Concepts

- Learn about how our needs change and grow as we develop

Core 1 Unit 1 Lesson 5: Physical Activity – Mighty Muscles
Concepts

- Understand how muscles work
- Learn to make simple choices that improve their health and well-being

Core 2 Unit 3 Lesson 3: Behaviour – In My Shoes
Concepts

- Understand that family and friends should care for each other

Skills
PW10 Make positive real-life choices
PW11 Recognise why healthy eating and physical activity are beneficial
PW13 Recognise the simple physical changes to their bodies experienced since birth
PW14 Reflect on the similarities and differences between people
PW16 Make simple choices that improve their health and well-being
PW20 Recognise how their behaviour affects other people
HW2 Recognise right and wrong, what is fair and unfair and explain why
HW4 Recognise and respect similarities and differences between people
HW11 Recognise hoe their behaviour and that of others may influence people both positively and negatively
HW12 Recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health
HW15 Listen to, reflect on and respect other people's views and feelings

Summer 1

Concepts
Core 1 Unit 2 Lesson 1: Dental Hygiene – Brushing Up!
Concepts

- Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- Learn about the importance of effective teeth cleaning and good dental hygiene
- Know about the importance of a healthy lifestyle

Core 1 Unit 2 Lesson 2: Dental Hygiene – Bright White
Concepts

- Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- Learn how to take care of teeth, in addition to brushing

Core 1 Unit 2 Lesson 3: Dental Hygiene – Top Teeth
Concepts

- Know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
- Find out which foods are good for us
- Understand the importance of a healthy lifestyle including dental hygiene

Skills
PW16 Make simple choices that improve their health and well-being e.g. healthy eating
PW17 manage basic personal hygiene

Summer 2

Concepts
Core 3 Unit 3 Lesson 4: Money – Shopping List
Concepts

- Understand the importance of managing money carefully

Core 3 Unit 3 Lesson 5: Choices – This or That?
Concepts

- Understand the importance of choices and spending money wisely

Core 3 Unit 3 Lesson 6: Enterprise – Dragons' Den
Concepts

- Gain a basic understanding of enterprise

Skills
PW2 Recognise where money comes from and the choices people make to spend money on things they want and need
PW3 Understand that we cannot always afford the items we want to
PW4 Contribute to enterprise activities

PSHE – Safe Zone

Satellite View - Concepts and Skills - Year 2

Year 2
Computing
Lesson 1 – Self Image and Identity (Autumn 1)
Overview
In this lesson, children will begin to look at how people can present themselves online. They will analyse an email and try to build up a picture of the author's identity. They will establish that people can make themselves seem different online than they are in real-life and explore the issues this can cause.
Objectives
• I can explain how other people may look and act differently online and offline. • If something happens that makes me feel sad, worried, uncomfortable or frightened, I can give examples of when and how to speak to an adult I can trust and how they can help.
Key Vocabulary
honesty, kindness, identity, race, gender, online, offline, present, truthful, email
Lesson 2 – Online Relationships & Privacy and Security (Autumn 2)
Overview
In this lesson, as a class, children will link up with another school via email to explore the use of the internet to communicate and collaborate with others. Pupils further extend their knowledge on the safe sharing of information by discussing the level of detail they should include in their communication.
Objectives
• I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country). • I can explain who I should ask before sharing things about myself or others online. • I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. • I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. • I can identify who can help me if something happens online without my consent. • I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. • I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online. • I can explain how passwords can be used to protect information, accounts and devices. • I can explain and give examples of what is meant by 'private' and 'keeping things private'. • I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). • I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).
Key Vocabulary
friendship, communication, assessing risks, email, collaboration, contact, questions, safety
Lesson 3 – Online Reputation (Spring 1)
Overview
In this lesson, children will develop an understanding of a digital footprint and online reputation, and how posting information online can be there a long time. They will discuss how difficult it is to take something back once it is online and their responsibility of building a good online reputation.
Objectives
• I can explain how information put online about someone can last for a long time. • I can describe how anyone's online information could be seen by others. • I know who to talk to if something has been put online without consent or if it is incorrect.
Key Vocabulary
reputation, online, post, create, content, image, responsibility, honesty, kindness
Lesson 4 – Online Bullying (Spring 2)
Overview
In this lesson, children should understand the difference between making kind and unkind comments and the result of both. They review scenarios of different messages understand unkind/bullying behaviour, and how to deal with them.
Objectives
• I can explain what bullying is, how people may bully others and how bullying can make someone feel. • I can explain why anyone who experiences bullying is not to blame. • I can talk about how anyone experiencing bullying can get help.
Key Vocabulary
bullying, cyber-bullying, comments, pop-ups, app, messaging service, negative, positive, kindness, support, ask, trust
Lesson 5 – Managing Online Information (Summer 1)
Overview
In this lesson, children will use search engines and voice-activated technologies to search for information on the internet, developing a greater knowledge of safe, accurate searching. They will compare the two different methods, analysing similarities and differences, and pros and cons.
Objectives
• I can use simple keywords in **search engines**. • I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). • I can explain what **voice activated searching** is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri). • I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. • I can explain why some information I find online may not be real or true.
Key Vocabulary
copyright, ownership, create, owner, content, facts, copy, reuse, quote
Lesson 6 – Copyright and Ownership (Summer 2)
Overview

In this lesson, children will use the research from their previous lesson to create a 'webpage' or information text about the subject they researched. They will develop their knowledge of copyright, and ensure they use the correct practices regarding copyright when creating their work.

Objectives

- I can recognise that content on the internet may belong to other people.
- I can describe why other people's work belongs to them.

Key Vocabulary

copyright, ownership, create, owner, content, facts, copy, reuse, quote

Lesson 7 – Privacy and Security (Summer 2)

Overview

In this lesson, children will develop their understanding of passwords, why we have them, and why it is important to keep these safe and secure. Children will discuss which digital devices might need a password and they will discuss the importance of teachers being able to track what users do/access on their network.

Objectives

- I can explain how passwords can be used to protect information, accounts and devices.
- I can explain and give examples of what is meant by 'private' and 'keeping things private'.
- I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).
- I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).

Key Vocabulary

key, lock, secure, permission, password, safe, private, share, app, program, software, device, unique