

## Year 2: A1 Overview

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Concept/s	Friendship		Responsibilities	
<b>Intent</b>	<p>Children will learn that they can make friendships, it is an active process that requires thought and effort and they have the power to choose and build relationships that make them feel happy and safe.</p> <p>Children will learn how to make, maintain, repair and evaluate relationships. Children will be taught that they deserve to be treated with kindness and respect and that they too, have a responsibility to treat others with kindness and respect both in person and in the virtual world.</p>		<p>Children will understand that the adults around them have responsibilities to make sure they are safe. They will begin to consider their own responsibilities to themselves and to others. We hope to empower children by teaching them that they are capable of taking responsibility for many aspects of their life and doing to will have a positive impact on their health, friendships, learning and wellbeing.</p>	
<b>Big Questions</b>	<p>What is friendship? Can we be friends if we disagree about something? What is sharing? Should we always share?</p>		<p>What is responsibility? Am I always responsible for my actions? Who is responsible for my health/my safety? Do I have a responsibility to others? Who? Why?</p>	
Objectives			Possible Activities	
<b>PSHE</b>	<p><b>Families and Friendships (A1 Objectives)</b></p> <p>How to be a good friend Strategies for positive play Arguments and resolving them Asking for Help</p>	<p><b>Physical and Mental Health and Wellbeing (Su1 Objectives)</b></p> <p>Routines and habits for good physical health The importance of brushing teeth and visiting the dentist. Food and drink that affect dental health</p>	<ul style="list-style-type: none"> <li>• Writing a 'Recipe for friendship' – Literacy link (Instructions writing)</li> <li>• Set tasks that require co-operation and team work where children will have to share ideas and compromise</li> <li>• Classroom responsibilities: Area and Table monitors. Tidying away in CP. Washing own paintbrushes and palettes.</li> <li>• Responsibility for a budget: using money in CP</li> <li>• Responsibility for words and behaviour: Praise, support and encouragement for independent attempts at conflict resolution and compromise.</li> <li>• Hold School Council elections</li> </ul>	
<b>English</b>	<p><b>Composition Focus</b></p> <p><b>Narrative</b> – retelling simple and familiar narratives with a focus on using basic punctuation and expanded noun phrases.</p>	<p><b>SPaG Focus</b></p> <p>Nouns, adjectives and verbs Recognising and using expanded noun phrases Revisit and consolidate year one punctuation.</p>	<p><b>Handwriting Focus</b></p> <p>Learn the cursive letter shapes for each of the handwriting families</p>	<ul style="list-style-type: none"> <li>- Fables such as '<b>The boy who cried wolf</b>' and '<b>the ant and the grasshopper</b>' provide simple story structures and opportunities for discussion of friendship and responsibility.</li> <li>- <b>John Patrick Norman McHennesy</b> is a Monty Must Read with links to responsibility. Children could recycle this story and write some of their own weird and wonderful excuses.</li> <li>-</li> </ul>

<p><b>ART</b></p> <p><b>Drawing</b></p>	<p><b>Painting:</b> In painting, use a variety of thick and thin brushes to produce lines and shapes, textures and patterns</p> <p>In painting, mix colours to make secondary colours and add white to make tints/black to make tones</p> <p><b>Drawing:</b> Use range of pencils to draw lines of different lengths/ thickness. Use dots and lines to show pattern and texture</p> <p><b>The works of other Artists:</b> Keith Haring</p>	<ul style="list-style-type: none"> <li>• Continue, copy, draw and create different lines, patterns and textures</li> <li>• Use lines and textures to create 'Little Red Boat' artwork</li> <li>• Focus on the work of Keith Haring. Challenge the children to make a mural inspired by his art that has a friendship theme.</li> <li>• Teach children how to use palettes to mix primary colours to make secondary colours in continuous provision. Teach how to add black and white to make tints and shades. Children are responsible for cleaning brushes and palettes themselves afterwards.</li> <li>• Different types of lines to make wax resist sketch books covers.</li> <li>• Children learn how to use sketch books to draw from observation, imagination and instruction.</li> <li>• In sketch books explore using lines and dots for pattern and texture, draw portraits</li> </ul>
<p><b>Computing</b></p>	<p><b>Digital Literacy:</b> Use technology purposefully to create, store, retrieve, organise and manipulate digital content.</p> <p><b>Information Technology:</b> Recognise common uses of information technology beyond school</p> <p><b>E-safety:</b> Use technology safely and respectfully, keeping personal information private. Identify where to go for help/support when concerned about content/contact or internet/other technologies.</p>	<p><b>Digital Literacy: Purple Mash</b></p> <p>-Learn to log on to Purple Mash          -Use the '2Animate' tool to animate Keith Haring style action figures          -Save work to folder and retrieve to edit          -Learn to log on to bug club, read ebooks and access rewards</p> <p><b>ESafety: Taking responsibility for my safety online.</b></p> <p>-Practise using a safe search to search for information and images          -Sort information that is safe to share online from information that isn't and discuss why          -Make a class 'friendship' book by taking photos of people being a good friend. Children learn to ask for consent before taking and sharing photos.          -Make an internet safety poster to teach others what to do when they see content or have contact online that makes them uncomfortable.</p>
<p><b>RE</b></p> <p><b>Special Places</b></p>	<p><b>Personal Experience:</b> I can talk about places that are special to me and think about what makes them special. I can listen respectfully and ask questions about places that are special to others.</p> <p><b>Christianity:</b> I understand that churches are special places for Christians. I can identify some features of the inside and outside of churches. I know how Harvest Festival is celebrated. I can listen to stories from the bible.</p> <p><b>Judaism :</b> I understand that Synagogues are special places for Jewish people. I can identify some features of the inside and outside of synagogues. I can talk about ways in which synagogues are similar and different to churches. I know what happens during the festival of Sukkot and what does this remind Jews of?</p>	<p>Work cooperatively to make a model of a church and label it's features. (Chn could use construction materials such as magnatiles, multi-link or lego)</p>
<p><b>Science</b></p>	<p><b>Animals including Humans:</b> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Sc2/1.1 asking simple questions and recognising that they can be answered in different ways</p>	<p><b>Dental Hygiene:</b></p> <ul style="list-style-type: none"> <li>• Using large teeth and sequencing cards to learn how to brush effectively</li> <li>• Investigate the effects of different liquids on teeth by leaving eggs in different liquids and observing effects on their shells.</li> </ul> <p><b>Effects of Exercise</b></p>

	<p>Sc2/1.2 observing closely, using simple equipment</p> <p>Sc2/1.3 performing simple tests</p> <p>Sc2/1.4 identifying and classifying</p> <p>Sc2/1.5 using their observations and ideas to suggest answers to questions</p> <p>Sc2/1.6 gathering and recording data to help in answering questions.</p>	<ul style="list-style-type: none"> <li>• Design your own exercises and measure heartrates before exercise, after a minute and after 5 mins of exercise.</li> <li>• Use the Curiscope augmented reality T-shirt to explore the respiratory T-shirt</li> <li>• Respiratory PE – children complete a circuit where they deliver oxygen to the blood and return with carbon dioxide.</li> </ul> <p><b>Handwashing</b></p> <ul style="list-style-type: none"> <li>• Bread experiment – observe the changes in bread handled by washed and unwashed hands</li> <li>• Why use soap? Experiment where fingers with and without soap on them are dipped into water with pepper (to represent microbes) on the surface</li> </ul> <p><b>Diet</b></p> <ul style="list-style-type: none"> <li>• Role play area: The Eat –Well café, children serve up healthy meals based on the ‘Eatwell Plate’</li> </ul>
<p><b>PE</b></p>	<p><b>Sport and Games:</b> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p><b>(Multiskills and Gymnastics)</b></p>	