

Year 2

Summer 1 Kenya
Summer 2 Wildlife Garden



Kenya



Subject	NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Science (Electricity) Extra Subject to the KS1 Curriculum</p>	<p>Working Scientifically To ask simple questions and recognising that they can be answered in different ways To observe closely, using simple equipment To identify and classifying To use their observations and ideas to suggest answers to questions</p> <p>Electricity To identify appliances that run on electricity To recognise the need for a power source (mains, battery, rechargeable, renewable, etc) and a circuit to make an appliance work. To identify both the component and its symbol in a simple circuit. To build simple closed series circuits To know electrical safety</p>	<p>Read and spell scientific vocabulary at a level consistent with their increasing word and spelling knowledge at Key Stage 1. Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.</p>	<p>To explain how we use electricity in our home. To understand and explain how to use electricity safely. To understand and know how to make a simple circuit. To name and identify the parts of a circuit. To know and use the correct symbols for making circuits.</p> <p>Assessment Where do we use electricity in our home? How do we use electricity safely? What is a circuit? What are the parts of circuit? Can you remember and explain the symbols we use? Can you build a circuit?</p>	<p>Circuit Appliance main supply battery wire bulb buzzer component connector closed series electricity flow transfer</p>



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<p>Geography</p>	<p>Locational knowledge To name and locate the world's 7 continents and 5 oceans</p> <p>Place knowledge To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Human and physical geography To 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</p> <p>To use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Geographical skills and fieldwork To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>	<p>Knowledge & Understanding Describe and compare human and physical features seen in their local environment and other places in the world. Name and locate the worlds continents and oceans on a world map or globe. Describe how a physical or human process has changed an aspect of an environment Explain how a place has changed over time.</p> <p>Practical Use geographical vocabulary to name features of familiar and unfamiliar places. Use information texts and the web to gather information about the world's human and physical geography. Collect and organise simple data from first and second hand sources including fieldwork. Identify and describe geographical human and physical features using an aerial photograph.</p>	<p>To know that Africa is a continent and is made up of 54 countries. To be able to name the seas and oceans surrounding Africa. To understand the difference in African and UK climate. To explain the relationship between the equator and the weather. To understand the landscape/terrain in Kenya and compare this to the UK. To explore some differences in quality of life in Kenya and UK.</p> <p>Assessment Can you identify Africa on a world map? Can you name the surrounding seas and oceans? Can you name at least 3 countries within Africa? Can you identify the Kenyan flag? Can you locate the equator? Can you explain and compare the climates in Kenya and UK? Can you describe the landscape in Kenya? Can you explain how life in Kenya differs from life in UK?</p>	<table border="0"> <tr> <td>Africa</td> <td>Sea</td> </tr> <tr> <td>Continent</td> <td>Ocean</td> </tr> <tr> <td>Countries</td> <td>Surrounding</td> </tr> <tr> <td>Environment</td> <td>Kenya</td> </tr> <tr> <td>Features</td> <td>Flag</td> </tr> <tr> <td>World Landscape</td> <td>Climate</td> </tr> <tr> <td>Equator</td> <td>Temperature</td> </tr> <tr> <td>World</td> <td>Terrain</td> </tr> <tr> <td>Map</td> <td>Water</td> </tr> <tr> <td>Globe</td> <td>Weather</td> </tr> <tr> <td>Physical</td> <td>Desert</td> </tr> <tr> <td>Human</td> <td></td> </tr> </table>	Africa	Sea	Continent	Ocean	Countries	Surrounding	Environment	Kenya	Features	Flag	World Landscape	Climate	Equator	Temperature	World	Terrain	Map	Water	Globe	Weather	Physical	Desert	Human	
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Art	<p>To use a range of materials creatively to design and make products</p> <p>To use drawing and painting to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To learn about the work of a range of artists, describing the differences and similarities and making links to their own work.</p>	<p>Work from observations and known objects.</p> <p>Use imagination to form simple images from given starting points or a description.</p> <p>Begin to collect ideas in sketchbooks.</p> <p>Work with a wide range of materials.</p> <p>Begin to think what materials best suit the task.</p> <p>Mix primary colours to make secondary colours.</p> <p>Create and experiment with shades of colour and name some of these.</p> <p>Create washes to form backgrounds.</p> <p>Begin to control lines to create simple drawings from observations.</p> <p>Draw on smaller and larger scales.</p> <p>Begin to add detail to line drawings.</p> <p>Colour within the line.</p>	<p>To use a wash to create a background.</p> <p>To use simple lines to create an image of an African animal.</p> <p>To add detail to a drawing using lines.</p> <p>Assessment</p> <p>Can you create a background using colour wash techniques?</p> <p>Can you create a drawing of an African animal using simple lines?</p> <p>Can you add detail to your drawing using lines?</p>	<p>Sketchbook</p> <p>Material</p> <p>Task</p> <p>Artwork</p> <p>Shade</p> <p>Primary</p> <p>Secondary</p> <p>Colour</p> <p>Washes</p> <p>Control</p>	<p>Background</p> <p>Mood</p> <p>Colour</p> <p>Lines</p> <p>Observations</p> <p>Scale</p> <p>Smaller</p> <p>Larger</p> <p>Detail</p>



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<p>Computing</p>	<p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content To recognise common uses of information technology beyond school</p>	<p>Information Technology Explain why digital folders are used. Organise, store, manipulate and retrieve data in a range of digital forms. To create a presentation using software packages.</p>	<p>To use a branching database to identify animals To talk about how the branching database was made and make a decision tree To collect and present data on the habitats of animal using 2Graph</p> <p>Assessment Can you answer questions using a branching database? Can you create a graph and discuss the information presented?</p> <p>E-Safety To know that not everyone is who they say they are online To explain why you need to keep my passwords and personal information private To know who are trusted adult when something worrying or unexpected happens when you are using a device</p> <p>Assessment Can you explain the advantages of technology? Can you explain that not everyone is who they say they are online? Could you explain to a friend what they need to do if they are worried by something?</p>	<p>Database Branching Decision tree Data Graph Block graph Information Questions Technology Retrieve Digital</p>



<p>Music</p>	<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically To listen with concentration and understanding to a range of high-quality live and recorded music To experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p>Performing (singing/playing): Follow a simple piece of written-rhythmic notation. Use their own voice in different ways, including a loud or soft voice (dynamics). Begin to recall sounds.</p> <p>Improvising and experimenting: Carefully choose instruments to combine layers of sounds, showing awareness of the combined effect.</p> <p>Understand the difference between rhythm and pulse.</p> <p>Listening, developing knowledge and understanding: Describes how an instrument has been used to represent a sound or object.</p> <p>Describe basic elements of a piece of music (e.g. dynamics – is it loud or quiet? tempo – is it fast or slow? pitch – is it high or low?).</p> <p>Explain what they like or dislike about a piece of music and why.</p>	<p>Weather (Exploring sounds) Performing a rhythmic chant and playing an independent rhythm pattern to accompany it Listening in detail to a piece of orchestral music Performing an updated version of a traditional nursery rhyme with a rap section included Accompanying a song with three different repeated word patterns Composing music to illustrate a story</p> <p>Assessment Can you perform a rhythmic chant and play a rhythm pattern to match? Can you listen carefully to a piece of orchestral music and explain how it makes you feel? Can you change your favourite nursery rhyme into a rap? Can you create a piece of music to accompany a story you have written?</p> <p>Patterns (Beat) Performing steady beat patterns with a song Playing different patterns of steady beat within four beats, and matching to a simple score Performing and creating simple rhythms using a simple score Performing steady beat patterns in groups to accompany a song Playing different patterns of steady beat in groups and matching them to a simple score Performing and creating simple three-beat rhythms using a simple score Interpreting a score to perform different beat patterns Performing beat patterns with voices and percussion Exploring different ways to organise music</p> <p>Assessment Can you perform a steady beat to the music? Can you work as part of a team to perform your beat pattern? Can you create a range of different beat rhythms using a simple score? Can you use your voice and percussion instruments?</p>	<p>Pitch Beat Respond Rhythm Voice Loud Soft Singing Rhyme Instrument Orchestra Chant Beat pattern Score</p> <p>Percussion Pitch line notation Body Movement Steady Upwards Downwards Object Tuned Rap Perform Create accompany</p>
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French	Listen and repeat what they have heard. Learn to sing numbers 1-10. Listen to stories in French. Greet others and introduce themselves.		To count to ten in French. To join in with a range of French songs and rhymes. To repeat back simple statements. Assessment Can they count confidently to 10 with no support? Can they join in a range of songs? Can they remember and repeat back a simple phrase?	un - one deux - two trois - three quatre - four cinq - five six - six sept - seven huit - eight neuf - nine dix - ten	
PE	To master basic movements including jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities perform simple movement patterns. To participate in team games, developing simple tactics for attacking and defending	Take part in running games (relays etc) and run as fast as I can in the process. Throw and kick a ball in different ways, and decide where to stand to make the game difficult for the other team. Take part in activities and work with others to complete a task.	Perform a range of rolling, throwing, striking, kicking, catching and gathering skills with control Show good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run. Choose and use tactics to suit different situations React to situations in a way that helps their partners and makes it difficult for their opponents. Know how to score and keep the rules of the game Understand and describe changes to their heart rate when playing different games Begin to anticipate what they will feel like after playing games Watch and describe performances accurately Recognise what is successful Copy actions and ideas, and use the information they collect to improve their skills To identify and show their understanding To perform as part of a team.	Run Control Defend Tackle Shoot Goal Attack Goalkeeper Strike Midfield Referee Score Offside	Throw in Corner Penalty Kick off Centre Pitch Foul Yellow card Red card Free kick Team



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<p>PSHE</p>	<p>Relationships To identify the different members of my family and understand my relationship with each of them and know why it is important to cooperate. To understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some of it is not. To identify some of the things that cause conflict with my friends. To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. To recognise and appreciate people who can help me in my school, family and community. To express my appreciation for the people I have relationships with.</p>		<p>To accept that everybody's family is different and understand that most people value their family. To know which types of physical contact I like and don't like and talk about this. To demonstrate how to use the positive problem solving technique to resolve conflicts with my friends. To know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this. To understand how it feels to trust someone. To be comfortable accepting appreciation from others.</p>	<p>Family Different Value Contact Conflict Problem solving Secret Right Wrong Accept Appreciation Resolve Truth Trust Similar Community Relationships</p>
<p>RE</p>	<p>Does going to a Mosque give Muslims a sense of belonging?</p> <ul style="list-style-type: none"> • Does it feel special to belong? • Who do I believe I am? 		<p>To understand how meeting in certain places could make me feel like I belong. To explain what happens when Muslims pray alone or at the Mosque. To talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray alone and say why this might be.</p> <p>Assessment I can explain where I feel I belong and what happens when Muslims pray alone or at the mosque.</p>	<p>Muslim Allah Qur'an Islam Crescent moon Special Praying Mecca Prayer mat Prayer Routine Faith Imam Hijab Burka Mosque Wudu Salat Mohammed Five Pillars of Islam Belonging Alone Shared Special Important place worship</p>

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Wildlife Garden



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<p>Science Plants</p>	<p>Working Scientifically To ask simple questions and recognising that they can be answered in different ways To observing closely, using simple equipment To identifying and classifying To use their observations and ideas to suggest answers to questions</p> <p>Plants To observe and describe how seeds and bulbs grow into mature plants To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p>Read and spell scientific vocabulary at a level consistent with their increasing word and spelling knowledge at Key Stage 1. Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.</p>	<p>To know the how plants grow. To know the condition plants need to grow. To know the conditions plants need to grow.</p> <p>Assessment How do plants grow? Explain the cycle. What conditions do plants need to grow? What conditions do plants need to grow</p>	<p>Grow Seed Bulb Tuber Leaf Root Stem Flower Fruit germination seedling water light temperature reproduction cycle plants</p>



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<p>Geography</p>	<p>Geographical skills and fieldwork To use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p>Knowledge & Understanding Describe and compare human and physical features seen in their local environment and other places in the world. Describe how a physical or human process has changed an aspect of an environment</p> <p>Practical Draw simple maps or plans using symbols for a key. Use geographical vocabulary to name features of familiar and unfamiliar places. Collect and organise simple data from first and second hand sources including fieldwork. Identify and describe geographical human and physical features using an aerial photograph.</p>	<p>To understand compass directions. To describe features on a map using compass directions. To use aerial photographs to identify geographical landmarks/features. To be able to read a simple key. To devise a map with a simple key. To use observational fieldwork skills to study the school grounds. To collect data and present findings.</p> <p>Assessment Can you describe the position of features or landmarks using compass directions? Can you use an aerial photograph to identify features? Can you create and use a simple key? Can you study and explore the school grounds to identify key features? Can you devise your own map of the school grounds?</p>	<table border="0"> <tr> <td>Map</td> <td>Perspective</td> </tr> <tr> <td>Compass</td> <td>Landmark</td> </tr> <tr> <td>Direction</td> <td>Feature</td> </tr> <tr> <td>North</td> <td>Fieldwork</td> </tr> <tr> <td>South</td> <td>Symbols</td> </tr> <tr> <td>East</td> <td>Aerial</td> </tr> <tr> <td>West</td> <td>Grounds</td> </tr> <tr> <td>Human</td> <td>Environment</td> </tr> <tr> <td>Physical</td> <td>Plan</td> </tr> <tr> <td>Locality</td> <td>Route</td> </tr> <tr> <td>Direction</td> <td>Left</td> </tr> <tr> <td>Key</td> <td>Right</td> </tr> <tr> <td>Coordinates</td> <td>Grid</td> </tr> <tr> <td>Reference</td> <td></td> </tr> </table>	Map	Perspective	Compass	Landmark	Direction	Feature	North	Fieldwork	South	Symbols	East	Aerial	West	Grounds	Human	Environment	Physical	Plan	Locality	Route	Direction	Left	Key	Right	Coordinates	Grid	Reference	
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<p>DT</p>	<p>Design To design purposeful, functional, appealing products for themselves and other users based on design criteria To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate To evaluate their ideas and products against design criteria</p> <p>Technical knowledge To build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Plan and communicate ideas Generate ideas by drawing on their own and other people's experiences. Develop their design ideas through discussion, Observation, drawing and modelling. Identify a purpose for what they intend to design and make. Identify simple design criteria. Making simple drawings and label parts.</p> <p>Make (technical knowledge) Begin to select tools and materials use appropriate vocabulary to describe and name them. Measure, cut and score with some accuracy. Use hand tools safely and appropriately. Assemble, join and combine materials in order to make a product. Cut, shape and join fabric to make a simple product. Choose and use appropriate finishing techniques to improve the look of a product.</p> <p>Evaluate Evaluate against their design criteria. Evaluate their products as they are developed identifying strengths and modifications. Talk about their ideas saying what they like and dislike about them.</p>	<p>To know the names of each different type of pot. To know the different methods used when creating a pot (pinch, coil, slab etc.) To identify an appropriate method to fit with our design criteria. To research, plan, design, make and evaluate their pot. To identify strengths and areas for improvement with their finished product.</p> <p>Assessment Can they explain the different methods which could be used to make their pot? Can they apply the pinch method correctly when creating their pot? Can they reflect on their own product? Can they identify modifications that would be made next time? Can they give a reason for their modifications? Do they amend their design whilst working? Can they name ways they have made their design stronger? Do they use tools appropriately? Can they use correct vocabulary when describing the houses?</p>	<p>Pot Clay Pinch Support Design Make Tools Suitable Materials Properties Strength Modifications Join Appealing Effective Decorate Size</p>
<p>Computing</p>	<p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content To recognise common uses of information technology beyond school</p>	<p>Information Technology Explain why digital folders are used. Organise, store, manipulate and retrieve data in a range of digital forms. To create a presentation using software packages.</p>	<p>To create a 'snail town' with a variety of habitats To record investigation using photographs To create block graph to show outcomes of investigation</p> <p>Assessment Can you explain the information you need to answer the question? Can you make and save a graph? Can you explain the use of technology?</p>	<p>Database Branching Decision tree Data Graph Block graph Information Questions Technology Retrieve Digital</p>



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<p>Music</p>	<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically To listen with concentration and understanding to a range of high-quality live and recorded music To experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p><u>Performing (singing/playing):</u> Follow a simple piece of written-rhythmic notation. Use their own voice in different ways, including a loud or soft voice (dynamics). Begin to recall sounds.</p> <p><u>Improvising and experimenting:</u> Carefully choose instruments to combine layers of sounds, showing awareness of the combined effect.</p> <p>Understand the difference between rhythm and pulse.</p> <p><u>Listening, developing knowledge and understanding:</u> Describes how an instrument has been used to represent a sound or object.</p> <p>Describe basic elements of a piece of music (e.g. dynamics – is it loud or quiet? tempo – is it fast or slow? pitch – is it high or low?).</p> <p>Explain what they like or dislike about a piece of music and why.</p>	<p>Water (Pitch) Understanding pitch through singing, movement and note names Performing a melody Understanding melody through songs, movement and performing pitch shapes on tuned instruments Exploring and developing an understanding of pitch Using musical scales, high notes and low notes in a composition</p> <p>Assessment Can you perform actions to show changes in pitch? Can you use percussion to accompany your voice? Can you explore a range of different beaters and choose the appropriate one to create the desired effect?</p> <p>Travel (Performance) Exploring patterns of physical movement in a game song Responding to a song with movement Using simple musical vocabulary to describe music Combining steady beat and rhythms to accompany a song Listening and responding to contemporary orchestral music Playing an instrument game to practise steady beat at changing tempi Preparing and improving a performance using movement, voice and percussion Using instruments expressively Understanding notation</p> <p>Assessment Can you use cues within a song to identify when to play an instrument or create movement? Can you use instruments to combine a steady beat to accompany a song? Can you perform using movement, voice and percussion? Can you read simple notation?</p>	<p>Pitch Beat Repond Rhythm Voice Loud Soft Singing Rhyme Instrument Notation Performance</p> <p>Percussion Pitch line notation Body Movement Steady Upwards Downwards Object Tempo Tuned Scales Beater</p>



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<p>French</p>	<p>Listen and repeat what they have heard. Learn to sing numbers 1-10. Listen to stories in French. Greet others and introduce themselves.</p>		<p>To count to ten in French. To join in with a range of French songs and rhymes. To repeat back simple statements.</p> <p>Assessment Can they count confidently to 10 with no support? Can they join in a range of songs? Can they remember and repeat back a simple phrase?</p>	<p>un - one deux - two trois - three quatre - four cinq - five six - six sept - seven huit - eight neuf - nine dix - ten</p>	
<p>PE</p>	<p>To master basic movements including jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities perform simple movement patterns.</p>	<p>Travel with control and co-ordination, copying and repeating sequences which include rolling, travelling, balancing, climbing, stretching and curling. Take part in activities and work with others to complete a task.</p>	<p>Demonstrate the five basic jumps on their own, e.g a series of hops, and in combination, e.g hop, one two, two two, showing control at take-off and landing. Run continuously for about one minute and, when required, show the difference between running at speed and jogging. Throw with increasing accuracy and co-ordination into targets set at different distances. Use different techniques, speed and effort to meet challenges set for running, jumping and throwing. Describe what happens to their heart, breathing and temperature during different types of athletic activity. Identify and describe different running, jumping and throwing actions. Explain what is successful and what they have to do to perform better. To identify and show their understanding. To perform as an individual and as part of a team.</p> <p>Assessment Can you create a sequence of 5 basic jumps? Can you run continuously for one minute? Can you adapt your running from jogging to sprinting to running? Can you throw a ball to your opponent with accuracy? Can you explain what happens to your body when you exercise?</p>	<p>Jump Athletic Stretch Climb Run Balance Speed Jog Technique Effort Challenge</p>	<p>Heart Breathing Agility Fitness Combination Perform Speed Coordination Travel Hop Distance</p>



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<p>PSHE</p>	<p>Changing Me To recognise cycles of life in nature. To tell you about the natural process of growing from young to old and understand that this is not in my control. To recognise that my body has changed since I was a baby and know where I am on the continuum from young to old. To recognise the physical differences between boys and girls and use the correct names for the body parts and appreciate that some parts of my body are private. To understand that there are different types of touch and can tell you which ones I like and don't like. To identify what I am looking forward to when I am in Year 3.</p>		<p>To understand there are some changes that are outside of my control and recognise how I feel about this. To identify people I respect who are older than me. To feel proud about becoming more independent. To tell you what I like and don't like about being a girl or a boy. To be confident what I like and don't like and ask for help. To start to think about changes I will make when I am in Year 3 and know how to go about this.</p> <p>Assessment Can you tell somebody about a time when something happened that I couldn't control and explain how it felt? Can you explain what you like and dislike about being a girl or a boy?</p>	<p>Cycle of life Nature Process Natural Young Old Continuum Body parts Penis Testicles Vagina Breasts Underwear Pants Knickers Clothes</p> <p>Boys Girls Touch/Feel Appropriate/inappropriate Confidence Private Assertive Changes Body Body parts Independent Growing up Laundry basket Swimwear</p>
<p>RE</p>	<p>Does completing Hajj make a person a better Muslim?</p> <ul style="list-style-type: none"> • Does it feel special to belong? • Is God important to everyone? 		<p>To tell you about a special journey and why it is special to me. To remember some of the events that happen during Hajj and start to explain why these are important to Muslims. To start to think about the significance of Hajj to Muslims.</p> <p>Assessment I can tell you about a journey that is special to me, remembering special journeys that Muslims make.</p>	<p>Muslim Allah Qur'an Islam Crescent moon Special Praying Mecca Prayer mat Prayer Routine Faith</p> <p>Hajj Journey Importance Significant Imam Hijab Burka Mosque Wudu Salat Mohammed Five Pillars of Islam</p>