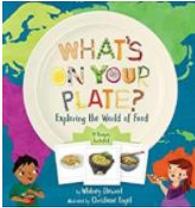
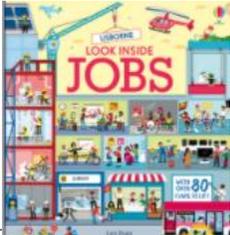
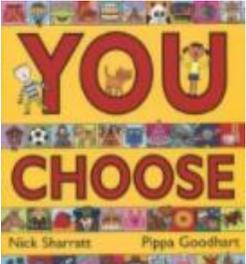


YEAR 2 — MEDIUM-TERM OVERVIEW

| Half term / Key question: | Topic | In this unit of work, pupils learn... | Resources / Books |
|--|---|--|--|
| <p>Autumn 1 What can help us grow and stay healthy?</p> | <p>Health and wellbeing</p> <p>Being healthy: eating, drinking, playing and sleeping</p> <p>PoS refs: H1, H2, H3, H4, H8, H9</p> | <ul style="list-style-type: none"> that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest that eating and drinking too much sugar can affect their health, including dental health how to be physically active and how much rest and sleep they should have everyday that there are different ways to learn and play; how to know when to take a break from screen-time how sunshine helps bodies to grow and how to keep safe and well in the sun <div style="text-align: center;">  </div> | <p>The Sleep Factor lesson plans & PowerPoints www.pshe-association.org.uk (pshe-association.org.uk)</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/dental-health-%E2%80%94-home-learning-lessons-keeping</p> <p>https://www.sunsafeschools.co.uk/coming-soon.htm</p> <p>Move it! The Importance of Daily Exercise - Health Powered Kids</p> |
| <p>Autumn 2 What jobs do people do?</p> | <p>Living in the wider world</p> <p>People and jobs; money; role of the internet</p> <p>PoS refs: L15, L16, L17, L7, L8</p> | <ul style="list-style-type: none"> how jobs help people earn money to pay for things they need and want about a range of different jobs, including those done by people they know or people who work in their community how people have different strengths and interests that enable them to do different jobs how people use the internet and digital devices in their jobs and everyday life | <p>https://www.hsbc.co.uk/content/dam/hsbc/gb/pdf/financial-education/where-money-comes-from-lesson-plan.pdf</p> <div style="text-align: right;">  </div> |

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| <p>Spring 1 What helps us to stay safe?</p> | <p>Health and wellbeing Keeping safe; recognising risk; rules</p> <p>PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9</p> | <ul style="list-style-type: none"> • how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them | <p>https://www.youtube.com/watch?v=-nMUbHuffO8&t=332s</p> <p>http://www.essex-fire.gov.uk/homesafety/</p> <p>https://beinternetawesome.withgoogle.com/en-us/interland/landing/mindful-mountain</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/%E2%80%98keeping-safe-home%E2%80%99-ks1-home-learning-lesson</p> |
| <p>Spring 2 What is bullying?</p> | <p>Relationships Behaviour; bullying; words and actions; respect for others</p> <p>PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25</p> | <ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so | <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-underwear-rule-resources</p> <p>https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</p> <p>http://the-classroom.org.uk/lessons-and-resources/by-subject/pshe/schools-out-pshe-lessons/ks1-pshe-what-is-bullying-what-should-we-do-about-it/</p>  |

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| <p>Summer 1 What makes a good friend?</p> | <p>Relationships Friendship; feeling lonely; managing arguments</p> <p>PoS refs: R6, R7, R8, R9, R25</p> | <ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy | <p>https://www.bbc.co.uk/bitesize/topics/zswwxnb/resources/1</p> <p>https://www.educationquizzes.com/ks1/personal-social-and-health-education/friends/</p> <p>https://plprimarystars.com/resources/spread-kindness</p> |
| <p>Summer 2 How do we recognise our feelings?</p> | <p>Health and wellbeing Feelings; mood; times of change; loss and bereavement; growing up</p> <p>PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27</p> | <ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it | <p>http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year2/yr_2_Unit_2.pdf</p> <p>https://www.winstonswish.org/pshe-lessons/</p>  |