



**Buzzards Class Year 1 & 2 Long Term Overview Cycle B 2024/2025**

<b>Big Question</b>	Is it more important to feel thankful or to say thank you?	Is there a difference between compassion and pity?	Can two different stories be true?	What is more important: justice or compassion?	Is it good to live a life without fear?	What is the best way to help others?
<b>Values</b>	<b>Thankfulness</b>	<b>Compassion</b>	<b>Truthfulness</b>	<b>Justice</b>	<b>Courage</b>	<b>Service</b>
<b>P4C Stimulus and possible question</b>	Are imaginary things real? Perfectly Norman	Are kings born or made? Linked to the Nativity	What is more important, the big things or the little things? Linked to Edward Jenner History	Is this year's daffodil the same as last year's daffodil? Linked to Science and Easter	Can humans own the moon? Linked to Neil Armstrong story	Is there anywhere on Earth that doesn't matter? Linked to RE sacred places
<b>Theme days</b>	Black History week	Elf day	E-safety day Number day Children's mental health week	World book day Science week	Earth Day	Sports week
<b>Experiences</b>	School council / Eco committee elections	Infant Nativity		Experience Easter	Performance poetry	
<b>Special People</b>	Edwin Budding, Bessie Coleman		Malala	Edward Jenner	Neil Armstrong	
<b>High quality engaging texts</b>	Focus texts: Orchard Book of Greek Myths, Geraldine McCaughrean Farther, Graham Baker-Smith Amelia Earhart, Maria Vegara Fly Free, Karyn Parsons	Focus texts: The Nativity, Jessica Knight The Tunnel, Anthony Brown The Wild Robot, Peter Brown	Focus texts: Malala's magic pencil, Malala Yousafzai Ish, Pete Reynolds	Focus texts: Storm Whale, Benji Davis The Sea Saw, Tom Percival	Focus texts: One Giant Leap by Don Brown The Darkest Dark, Chris Hadfield The Dark, Lemony Snickett	Focus texts: Paddington Bear, Michael Bond When Stars are Scattered, Victoria Jamieson, Omar Mohamed
<b>Writing genres in English</b>	Narrative - flight stories Non-fiction - biography	Fiction - mystery stories Non-fiction - report	Fiction - adventure stories Non-fiction - letter writing	Fiction - Poetry Non-fiction - Instructions	Fiction - legends Non-fiction - recount	Fiction - adventure stories Non-fiction - report
<b>Maths</b>	Place Value (within 20) Addition and subtraction (within 20)	Place Value (within 100) Shape	Addition and subtraction (within 100) Multiplication and division	Length and height Statistics	Money Fractions	Time Mass, capacity and temperature Position and direction
<b>Science:</b>	<b>Animals including humans</b>  <b>Sticky Knowledge</b> Humans have key parts in common, but these vary from person to person.  Humans (and other animals) find out about the world using their senses. Humans have five senses - sight,		<b>Everyday Materials Sticky Knowledge</b> All objects are made of one or more materials.  Some objects can be made from different	<b>Plants</b>  *Identify and name a variety of common wild and garden plants.  *Identify and describe the basic structure of a variety of common	<b>Living things and their habitats</b>  <b>Sticky Knowledge</b> Animals and plants live in a habitat to which they are suited, which means that animals have suitable features that help them move and find food and plants have suitable features that help them to grow well.	

*Hands, feet and hearts that make a difference*



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	<p>touch, taste, hearing and smelling. These senses are linked to particular parts of the body.</p> <p>Animals, including humans, have offspring which grow into adults.</p> <p>In humans and some animals, these offspring will be young, such as babies or kittens, that grow into adults. In other animals, such as chickens or insects, there may be eggs laid that hatch to young or other stages which then grow to adults. The young of some animals do not look like their parents e.g. tadpoles.</p> <p>All animals, including humans, have the basic needs of feeding, drinking and breathing that must be satisfied in order to survive.</p> <p>To grow into healthy adults, they also need the right amounts and types of food and exercise. Good hygiene is also important in preventing infections and illnesses.</p> <p>Animals move in order to survive.</p> <p>Different animals move in different ways to help them survive.</p> <p>Exercise keeps animal's bodies in good condition and increases survival chances.</p> <p>All animals eventually die.</p> <p>Animals reproduce new animals when they reach maturity.</p> <p>Animals grow until maturity and then do not grow any larger.</p> <p><b>Working scientifically</b> *Identifying, grouping and classifying.</p>	<p>materials e.g. plastic, metal or wooden spoons.</p> <p>Materials can be described by their properties e.g. shiny, stretchy, rough etc.</p> <p>Some materials e.g. plastic can be in different forms with very different properties.</p> <p>The properties of a material determine whether they are suitable for a purpose.</p> <p><b>Working Scientifically</b> *Ask simple questions and recognise that they can be answered in different ways.</p> <p>* Observe closely, using simple equipment Ø perform simple tests Ø identify and classify</p> <p>*Gather and record data to help in answering questions.</p> <p>*Use their observations and ideas to suggest answers to questions</p>	<p>flowering plants (flowers).</p> <p>*Observe and describe how bulbs grow into mature plants.</p> <p>*Find out and describe how plants need water to grow and stay healthy.</p> <p><b>Sticky Knowledge</b></p> <p>Recognise the difference between seeds and bulbs and name some plants that grow from seeds and some that grow from bulbs.</p> <p>Name and label (and identify) the parts of a flowering plant in a daffodil.</p> <p>Describe the basic needs of plants and compare these to animals.</p> <p><b>Working Scientifically</b> *Ask simple questions and recognise that they can be answered in different ways.</p> <p>* Observe closely, using simple equipment → perform simple tests → identify and classify</p> <p>*Gather and record data to help in answering questions.</p>	<p>The habitat provides the basic needs of the animals and plants - shelter, food and water. Within a habitat there are different micro-habitats e.g. in a woodland - in the leaf litter, on the bark of trees, on the leaves. These micro-habitats have different conditions e.g. light or dark, damp or dry. These conditions affect which plants and animals live there.</p> <p>The plants and animals in a habitat depend on each other for food and shelter etc. The way that animals obtain their food from plants and other animals can be shown in a food chain.</p> <p><b>Working Scientifically</b> *Ask simple questions and recognise that they can be answered in different ways.</p> <p>* Observe closely, using simple equipment Ø perform simple tests Ø identify and classify</p> <p>*Gather and record data to help in answering questions.</p> <p>*Use their observations and ideas to suggest answers to questions.</p>
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	<p>*Use observations to suggest answers to questions, noticing similarities, differences and patterns.</p> <p>*Gather and record data to help answer questions, including from secondary sources of information.</p> <p>*Communicate ideas, what they have done and what they have found out in a variety of ways</p> <p>Asking simple questions and recognising that they can be answered in different ways including use of Scientific language.</p> <p>*Use simple equipment to observe closely, including changes over time</p>			<p>*Use their observations and ideas to suggest answers to questions.</p>		
<b>RE:</b>	Unit: 1.6 Who is Muslim and how do they live? (Part 1)	Unit: 1.3 Why does Christmas matter to Christians?	Unit: 1.6 Who is Muslim and how do they live? (Part 2)	Unit: 1.5 Why does Easter matter to Christians?	Unit: 1.4 Why is the 'good news' Christians believe Jesus brings?	Unit: 1.8 What makes some places sacred to believers?
<b>History:</b>	<p>Changes within living memory - Edward Budding (lawnmower)</p> <p>Events beyond living memory - first aeroplane flight, IKB</p> <p><b>Key skills:</b></p> <p><b>Investigate and interpret the past:</b></p> <p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p><b>Build an overview of world history:</b></p> <p>Describe significant people from the past.</p> <p><b>Understand chronology:</b></p>		<p>Pus, warts and small pox: how did the discoveries of Edward Jenner impact on life in Britain?</p> <p><b>Key skills:</b></p> <p><b>Investigate and interpret the past:</b></p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p><b>Build an overview of world history:</b> Recognise that there are reasons why people in the past acted as they did.</p> <p><b>Understand chronology:</b></p>		<p>Lives of significant individuals - compare aspects of life of Christopher Columbus and Neil Armstrong</p> <p><b>Key skills:</b></p> <p><b>Investigate and interpret the past:</b></p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past</p> <p><b>Build an overview of world history:</b></p> <p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p><b>Understand chronology:</b></p>	



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	<p>Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. <b>Communicate historically:</b> Show an understanding of the concept of nation and a nation's history. <b><u>Sticky knowledge</u></b> Know the name of a famous person, or a famous place, close to where they live Organise a number of artefacts by age</p>		<p>Label time lines with words or phrases such as: past, present, older and newer. <b>Communicate historically:</b> Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. <b><u>Sticky knowledge</u></b> Know the name of a famous person, or a famous place, close to where they live Know that children's lives today are different to those of children a long time ago Know what we use today instead of a number of older given artefacts</p>		<p>Label time lines with words or phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives. Use dates where appropriate. <b>Communicate historically:</b> Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. <b><u>Sticky knowledge</u></b> Name a famous person from the past and explain why they are famous Know about a famous person from outside the UK and explain why they are famous Know the name of a famous person, or a famous place, close to where they live</p>	
<b>Geography:</b>		<p>Where is my school? Four countries and capital cities Compass directions <b><u>Key skills:</u></b> Investigate places Identify the key features of a location in order to</p>		<p>How is a coastal town different to Randwick? <b><u>Key skills:</u></b> Investigate places Ask and answer geographical questions (such as: What is this place like? What or who</p>		<p>Comparison with a non-European country: <b>Kenya</b> <b><u>Key skills:</u></b> Investigate places Use world maps, atlases and globes to identify the United Kingdom and</p>



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		<p>say whether it is a city, town, village, coastal or rural area.          Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.          Use aerial images and plan perspectives to recognise landmarks and basic physical features.  <b>Investigate patterns</b>          Identify land use around the school.  <b>Communicate geographically</b>          Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).  <u><b>Sticky knowledge:</b></u>          Know the main differences between city, town and village          Know their address, including postcode          Know and use the terminologies: left and right; below and next to          Explain some of the advantages and disadvantages of living in a city or village</p>		<p>will I see in this place?          What do people do in this place?).          Identify the key features of location in order to say whether it is a city, town, village, coastal or rural area.          Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.  <b>Investigate patterns</b>          Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.  <b>Communicate geographically</b>          • Use basic geographical vocabulary to refer to:          • <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.          • <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.  <u><b>Sticky knowledge:</b></u>          Know the main differences between city, town and village.           Identify the following physical features:</p>		<p>its countries, as well as the countries, continents and oceans studied.          Name and locate the world's continents and oceans.  <b>Investigate patterns</b>          Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.  <b>Communicate geographically</b>          Use basic geographical vocabulary to refer to:          • <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.          • <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.  <u><b>Sticky knowledge:</b></u>          Africa is one of the seven continents.          Kenya is a country in Africa.          Africa has two seasons - wet and dry.          Kenya has a range of different landscapes.          Maasai people live in Kenya.          Maasai people traditionally live in mud huts made from mud, sticks, grass and cow dung.</p>
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				<p>mountain; lake; island; valley: river; cliff; forest and beach.</p> <p>Know and use the terminologies: left and right; below and next to</p>		<p>Many Maasai people are farmers and own large herds of cows, goats and sheep. Most children in Kenya go to school, but not all.</p>
<b>Art:</b>		<p><i>Can you step inside a picture?</i></p> <p>Printed forests</p> <p>Artist: Gustav Klimt</p> <p>Medium: Printing</p> <p>Style: Impressionism</p> <p>Technical Skills (Printing)</p> <ul style="list-style-type: none"> <li>Use repeating or overlapping shapes.</li> <li>Mimic print from the environment (e.g. wallpapers).</li> <li>Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>Press, roll, rub and stamp to make prints.</li> </ul> <p>Evaluating</p> <ul style="list-style-type: none"> <li>Talk about what we like and don't like about an art piece and give some reasons for these ideas.</li> </ul>		<p><i>How can you bring a picture to life? Coral reef collages</i></p> <p>Artist: Rachel Jones</p> <p>Medium: Collage</p> <p>Style: Abstract</p> <p>Technical Skills (Collage)</p> <ul style="list-style-type: none"> <li>Cutting and tearing different shapes</li> <li>Arranging materials to build up layers.</li> <li>Overlapping shapes to create texture.</li> <li>Combining different materials based on their qualities (colour, texture, pattern, matt or shiny)</li> <li>Embellish collage using a range of media</li> </ul> <p>Evaluating</p> <ul style="list-style-type: none"> <li>Talk about what we like and don't like about an art piece and give some</li> </ul>		<p><i>Should paintings be realistic? Colour pencil portraits</i></p> <p>Artist: James Mbutia</p> <p>Medium: Drawing</p> <p>Style: Contemporary</p> <p>Topic and cross-curricular links: Pupils will be able to make connections to their learning about Kenya from their Geography topic.</p> <p>Technical Skills (Drawing)</p> <ul style="list-style-type: none"> <li>Draw lines of different sizes and thickness.</li> <li>Show pattern and texture by adding dots and lines.</li> <li>Show different tones by using coloured pencils.</li> </ul> <p>Evaluating</p>



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		<ul style="list-style-type: none"> <li>Describe the differences and similarities between two art pieces.</li> <li>Make links to our own work.</li> </ul> <p><b>Creative and Expressive Skills</b></p> <ul style="list-style-type: none"> <li>Respond to ideas and starting points.</li> <li>Explore different methods and materials as ideas develop.</li> <li>Make mistakes and try again.</li> </ul> <p><b>Artist Vocabulary:</b> Gustav Klimt, symbolism, art nouveau, Tree of Life 1905, Birch Forest 1902, oil paint on canvas, gold leaf</p> <p><b>Skills Vocabulary:</b> monoprint, relief printing, textures, collage, printing plate,</p>		<p>reasons for these ideas.</p> <ul style="list-style-type: none"> <li>Describe the differences and similarities between two art pieces.</li> <li>Make links to our own work.</li> </ul> <p><b>Creative and Expressive Skills</b></p> <ul style="list-style-type: none"> <li>Respond to ideas and starting points.</li> <li>Explore different methods and materials as ideas develop.</li> <li>Make mistakes and try again.</li> </ul> <p><b>Artist Vocabulary:</b> Rachel Jones, British, modern, abstract, drawing, oil pastels, 'lick your teeth, they so clutch' 2021</p> <p><b>Skills Vocabulary:</b> collage, overlap, layer, materials, qualities, colour, texture, pattern, matt, shiny, embellish, bold</p>		<ul style="list-style-type: none"> <li>Talk about what we like and don't like about an art piece and give some reasons for these ideas.</li> <li>Describe the differences and similarities between two art pieces.</li> <li>Make links to our own work.</li> </ul> <p><b>Creative and Expressive Skills</b></p> <ul style="list-style-type: none"> <li>Respond to ideas and starting points.</li> <li>Explore different methods and materials as ideas develop.</li> <li>Make mistakes and try again.</li> </ul> <p><b>Artist Vocabulary:</b> James Mbutia, Kenya, contemporary, Under the tree 2012, oil, canvas, dull, vibrant</p> <p><b>Skills Vocabulary:</b> pattern, texture, line, blend, shade</p>
<b>D&amp;T:</b>	Wheels and axels - invent own mode of transport		Food - pizza		Textiles	
<b>Computing:</b>	DARES PROJECT - Year 1 Information Technology Presentation Presentation I can create a simple spider diagram. Computational Thinking I can critically evaluate my work and suggest improvements Online	DARES PROJECT - Year 2 Video Creation - Masking Storytime <ul style="list-style-type: none"> <li>I know how to select images and record a voiceover.</li> </ul>	DARES PROJECT - Year 1 Information Technology - Podcasting Video <ul style="list-style-type: none"> <li>I can write and record a script using a teleprompter tool. Sound</li> </ul>	DARES PROJECT - Year 1 Data Handling - Digital Pictograms Word Processing/Typing <ul style="list-style-type: none"> <li>I know how to use the space bar only once between words and use</li> </ul>	DARES PROJECT - Year 2 Artificial Intelligence - What's the advantage? <p>Artificial Intelligence I can explain some advantages and disadvantages of using simple AI technology</p>	DARES PROJECT - Year 2 - Programming - Knock Knock Joke Computational Thinking <ul style="list-style-type: none"> <li>I understand decomposition is breaking objects/processes down</li> <li>I know how to debug</li> </ul>



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	<p>Reputation I can explain how I am developing an online reputation which will allow other people to form an opinion of me. I can describe some simple ways that help build a positive online reputation</p>	<ul style="list-style-type: none"> <li>• I know how to highlight and zoom into images as I record.</li> </ul>	<ul style="list-style-type: none"> <li>• I can record my voice and add different effects.</li> </ul>	<p>touch to navigate to words letter to edit</p> <ul style="list-style-type: none"> <li>• I know how to copy and paste images and text</li> <li>• I know how to use caps locks for capital letters.</li> <li>• I know how to add images alongside text in a word processed Document Data Handling</li> <li>• I know how to sort digital objects into a range of charts such as Venn diagrams, carroll diagrams and bar charts using different apps and software.</li> <li>• I know how to orally record myself explaining what the data shows me.</li> </ul>	<p>Video Creation I know how to use tools to add effects to a video Presentations, web design and eBook Creation I know how to add a voice recording to a storyboard.</p>	<p>algorithms Coding/Programming • I understand programs follow precise instructions • I know how to create programs using different digital devices E.g. Bee Bot or ScratchJr on a tablet • I know how to debug programs of increasing complexity • I know how to use logical reasoning to predict the outcome of simple programs</p>
<b>PE:</b>	<p><b><u>Y2 Functional Movement</u></b></p> <ul style="list-style-type: none"> <li>• Moving through more challenging obstacles to develop power (legs), balance, speed and agility</li> </ul> <p><b><u>Y2 Hand-eye coordination (Rugby)</u></b></p> <ul style="list-style-type: none"> <li>• Throwing and catching a rugby ball to self and in pairs. Add movement INVASION GAMES WITH RUGBY</li> <li>• Basic 2 v 1 - ‘Piggy in the Middle’ (Passing - static)</li> </ul> <p><b><u>Y1 Basic Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>• Dynamic balance, balancing on 1,2,3, 4 body parts</li> <li>• Shaping basic letters with the body</li> <li>• Combining dynamic balance with co-</li> </ul>	<p><b><u>Y2 Hand-eye coordination (Netball)</u></b></p> <ul style="list-style-type: none"> <li>• Throw and catch dierent types/sizes of ball with and without a bounce with a partner - add movement</li> <li>• Bouncing a multi-skills ball</li> </ul> <p>BASIC INVASION GAMES WITH BASKETBALL /NETBALL</p> <ul style="list-style-type: none"> <li>• Basic 2 v 1 - ‘Piggy in the Middle’ (Passing - static)</li> </ul> <p><b><u>Y1 Dance</u></b></p> <p>Relating dance/movement to the seasons of the year (Sci)</p> <ul style="list-style-type: none"> <li>• Which movements relate to the dierent seasons?</li> <li>• Relating dance/movement to the capital cities of the UK -</li> </ul>	<p><b><u>Y2 Foot-eye coordination (Football)</u></b></p> <ul style="list-style-type: none"> <li>• Tick-tocks through basic obstacles</li> <li>• Basic pass and trap (wedge) technique</li> </ul> <p>BASIC INVASION GAMES WITH FOOTBALL</p> <ul style="list-style-type: none"> <li>• Follow the Leader, Mirroring</li> </ul> <p><b><u>Y2 Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>• Balancing on 5, 6, 7, 8 body parts - progression to balance with a partner</li> <li>• Creating letters in pairs</li> <li>• Basic gymnastic shapes - Pike, straddle, tuck, star, straight etc - progression to link together</li> </ul>	<p><b><u>Y2 Hand-eye coordination (Hockey)</u></b></p> <ul style="list-style-type: none"> <li>• Dribbling through more challenging obstacles with tennis rackets</li> <li>• Passing and moving with tennis racket</li> </ul> <p>INVASION GAMES WITH HOCKEY</p> <ul style="list-style-type: none"> <li>• Basic 2 v 1 - ‘Piggy in the Middle’ (Passing - static)</li> </ul> <p><b><u>Y2 Dance</u></b></p> <p>ANIMALS AND THEIR HABITATS (SCIENCE):</p> <ul style="list-style-type: none"> <li>• ‘The Jungle Book’</li> <li>• ‘The Lion King’</li> </ul> <p>EXPLORER (HISTORY):</p> <ul style="list-style-type: none"> <li>• Christopher Colombus</li> <li>• ‘Flamenco’ (Spanish) or American dance</li> </ul>	<p><b><u>Y2 Hand-eye coordination (Cricket)</u></b></p> <p>Hitting a bouncing ball with tennis racket</p> <ul style="list-style-type: none"> <li>• Fielding - rolling, underarm throw, overarm technique</li> </ul> <p><b><u>Year 1 Athletics</u></b></p> <p>RUNNING</p> <ul style="list-style-type: none"> <li>• Technique developed from soldier</li> <li>• Endurance - shorter strides, lower knees</li> </ul> <p>JUMPING</p> <ul style="list-style-type: none"> <li>• Hurdle developed from running</li> <li>• Broad developed from kangaroo</li> </ul> <p>THROWING</p> <ul style="list-style-type: none"> <li>• Underarm throw</li> </ul> <p>*Standard challenges for all to measure progress</p>	<p><b><u>Y2 Hand-eye coordination (Tennis)</u></b></p> <ul style="list-style-type: none"> <li>• Hitting a balloon to a partner with hands</li> <li>• Hitting a multi-skills ball with a bounce to self</li> <li>• Hitting a balloon to self with a tennis racket</li> <li>• Passing a mini-red tennis ball from racket to racket in pairs</li> </ul> <p><b><u>Year 2 Athletics</u></b></p> <p>RUNNING</p> <ul style="list-style-type: none"> <li>• Sprint technique - shorter strides into longer strides</li> <li>• Endurance - consolidate shorter strides and</li> </ul>





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	ordination through basic obstacles	Belfast (Titanic), London - Great Fire etc (Geography/History)				lower knees - more running time/longer distance JUMPING • Hurdling - add small hurdles to jump • Long jump - taking o 1 leg and landing on 2 with small run-up THROWING • Overarm throw (Nike tick) *Standard challenges for all to measure progress
<b>PSHE:</b>	<b>Me and my Relationships</b>	<b>Valuing Difference</b>	<b>Keeping Safe</b>	<b>Rights and Respect</b>	<b>Being my Best</b>	<b>Growing and Changing</b>
	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money - saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
<b>Music:</b>	<b>Hands feet heart:</b> South African music like Afropop.	<b>Ho!Ho!Ho!</b> A song with rapping and improvising for Christmas	<b>I wanna play in a band:</b> playing together in a band	<b>Zoo time:</b> Reggae and animals	<b>Friendship song:</b> create a pop song about being friends	<b>Reflect, rewind and replay:</b> The history of music, look back and consolidate learning and some of the language of music.

*Hands, feet and hearts that make a difference*