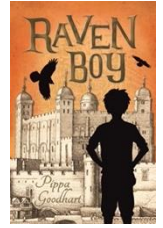



Year 1 - Spring Term 2 Explore and Enquire MTP

Theme: Fire Fire!
Driver: History

The Big Question: What happened on pudding lane?


Reading for Pleasure Class Novel:
Raven Boy by Pippa Goodhart



| | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | |
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| English | Unit: Recount – Fire station visit | | | Unit: Newspaper Report | | | Unit: descriptive write - | | |
| | <p>Supporting Text: information collected during Fire Station Visit.</p> <p>NC Link: Reading: develop pleasure in reading, motivation to read, vocabulary and understanding by: -listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences. -checking that the text makes sense to them as they read and correcting inaccurate reading. participate in discussion about what is read to them, taking turns and listening to what others say. clearly explain their understanding of what is read to them.</p> <p>Spelling: -words containing each of the 40+ phonemes already taught -common exception words -write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Handwriting -sit correctly at a table, holding a pencil comfortably and correctly -begin to form lower-case letters in the correct direction, starting and finishing in the right place -form capital letters</p> <p>Writing -saying out loud what they are going to write about -composing a sentence orally before writing it -sequencing sentences to form short narratives -re-reading what they have written to check that it makes sense -discuss what they have written with the teacher or other pupils -read aloud their writing clearly enough to be heard by their peers and the teacher. develop their understanding of the concepts set out in English Appendix 2 by: -leaving spaces between words -joining words and joining clauses using and -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark -using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p style="text-align: center;">Curriculum Link – D.T – Futuristic Fire Engine</p> | <p>Supporting Text: Little Red (Traditional Tale)</p>  <p>NC Link: -becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics -recognising and joining in with predictable phrases. -learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known -understand both the books they can already read accurately and fluently and those they listen to by: -drawing on what they already know or on background information and vocabulary provided by the teacher -checking that the text makes sense to them as they read and correcting inaccurate reading -participate in discussion about what is read to them, taking turns, and listening to what others say -clearly explain their understanding of what is read to them. -words containing each of the 40+ phonemes already taught -common exception words -write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Handwriting -sit correctly at a table, holding a pencil comfortably and correctly -begin to form lower-case letters in the correct direction, starting and finishing in the right place -form capital letters</p> <p>Writing -saying out loud what they are going to write about -composing a sentence orally before writing it -sequencing sentences to form short narratives -re-reading what they have written to check that it makes sense -discuss what they have written with the teacher or other pupils -read aloud their writing clearly enough to be heard by their peers and the teacher. develop their understanding of the concepts set out in English Appendix 2 by: -leaving spaces between words -joining words and joining clauses using and -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark -using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p style="text-align: center;">Curriculum Link – Computing: Digital writing</p> | <p>Supporting Text: Ginger Bread Man (traditional tale)</p> <p>NC Link: -Participate in discussion about what is read to them, taking turns, and listening to what others say -Clearly explain their understanding of what is read to them. spell: -Words containing each of the 40+ phonemes already taught -common exception words -write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Handwriting -sit correctly at a table, holding a pencil comfortably and correctly -begin to form lower-case letters in the correct direction, starting and finishing in the right place -form capital letters</p> <p>Writing -saying out loud what they are going to write about -composing a sentence orally before writing it -sequencing sentences to form short narratives -re-reading what they have written to check that it makes sense -discuss what they have written with the teacher or other pupils -read aloud their writing clearly enough to be heard by their peers and the teacher. develop their understanding of the concepts set out in English Appendix 2 by: -leaving spaces between words -joining words and joining clauses using and -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark -using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> | | | | | | |

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| <p style="text-align: center;">Enrichment</p> | <p>Launch: Great Fire of London enrichment workshop. https://www.historyoffthepage.co.uk/workshops/great-fire-london/ https://www.historyoffthepage.co.uk/prices/#virtualcosting</p> <p>Media/Visual Literacy: https://www.museumoflondon.org.uk/schools/learning-resources/fire-fire-tour Interactive museum tour of The Great Fire of London. https://www.museumoflondon.org.uk/schools/interactive-sessions Interactive live lessons. London's Burning song</p> <p>Visits/Visitors: Enrichment workshop. Visit from local fire station to look at fire engine and begin designing futuristic fire engines linked to DT.</p> | | | | | | |
| | <p style="text-align: center;">SPAG Focus</p> | <p>To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use and/so. To use a full stop.</p> | <p>To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use and/so. To use a full stop.</p> | <p>To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use a full stop. To use the conjunction and. To use the conjunction because.</p> | <p>To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use a full stop. To use the conjunction and. To use the conjunction because.</p> | <p>To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use a full stop. To use the conjunction and.</p> | <p>To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use a full stop. To use the conjunction and.</p> |
| <p style="text-align: center;">Visit to</p> | <p style="text-align: center;">Unit: Place Value within 50 Count from 20 to 50 Step 2 20, 30, 40 and 50 Step 3 Count by making groups of tens Step 4 Groups of tens and ones Step 5 Partition into tens and ones Step 6 The number line to 50 Step 7 Estimate on a number line to 50 Step 8 1 more, 1 less</p> | <p style="text-align: center;">Unit: Place Value within 50 Count from 20 to 50 Step 2 20, 30, 40 and 50 Step 3 Count by making groups of tens Step 4 Groups of tens and ones Step 5 Partition into tens and ones Step 6 The number line to 50 Step 7 Estimate on a number line to 50 Step 8 1 more, 1 less</p> | <p style="text-align: center;">Unit: Length and height Compare lengths and heights Step 2 Measure length using objects Step 3 Measure length in centimetres Curriculum Link: History – The great fire of London</p> | <p style="text-align: center;">Unit: Length and height Compare lengths and heights Step 2 Measure length using objects Step 3 Measure length in centimetres.</p> | <p style="text-align: center;">Unit: Mass and Volume Heavier and lighter Step 2 Measure mass Step 3 Compare mass Step 4 Full and empty Step 5 Compare volume Step 6 Measure capacity Step 7 Compare capacity</p> | <p style="text-align: center;">Unit: Mass and Volume Heavier and lighter Step 2 Measure mass Step 3 Compare mass Step 4 Full and empty Step 5 Compare volume Step 6 Measure capacity Step 7 Compare capacity</p> | |
| | <p>NC Link: Number and place value: -count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. -count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens -given a number, identify one more and one less -identify and represent numbers using objects and pictorial representations including the number line, and use the language of equal to, more than, less than (fewer), most, least -read and write numbers from 1 to 20 in numerals and words</p> | <p>Number- Addition and subtraction: -read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs -represent and use number bonds and related subtraction facts within 20 -add and subtract one-digit and two-digit numbers to 20, including zero -solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9</p> <p>Number multiplication and division: solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations, and arrays with the support of the teacher.</p> | | | | | |

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| Science | <p><u>Unit: Seasons (Spring and Summer)</u></p> <p><u>Question: What changes in spring time?</u></p> <p><u>Objective:</u> I can describe how day length varies from winter to spring. I can identify changes in the trees and in clothes that we wear from winter to spring.</p> <p><u>Lesson:</u> To observe and describe how day length varies in the context of winter to spring. To observe changes across the four seasons by looking at how trees and the clothes that we wear change from winter to spring.</p> | <p><u>Unit: Seasons (Spring and Summer)</u></p> <p><u>Question: What is the weather like in spring?</u></p> <p><u>Objective:</u> I can observe and describe the weather in spring. I can collect and record data about the weather in spring</p> <p><u>Lesson:</u> To observe and describe weather associated with the seasons by observing the weather in spring. To gather and record data to help in answering questions by recording the weather, temperature, rainfall and wind direction in spring.</p> | <p><u>Unit: Seasons (Spring and Summer)</u></p> <p><u>Question: Where can we see signs of spring?</u></p> <p><u>Objective:</u> I can identify signs of spring</p> <p><u>Lesson:</u> To observe changes across the four seasons by going on a spring walk.</p> | <p><u>Unit: Seasons (Spring and Summer)</u></p> <p><u>Question: What changes in summer time?</u></p> <p><u>Objective:</u> I can describe how day length varies from spring to summer. I can identify changes in the trees and in clothes that we wear from spring to summer.</p> <p><u>Lesson:</u> To observe and describe how day length varies in the context of spring to summer. To observe changes across the four seasons by looking at how trees and the clothes that we wear change from spring to summer.</p> | <p><u>Unit: Seasons (Spring and Summer)</u></p> <p><u>Question: What is the weather like in summer?</u></p> <p><u>Objective:</u> I can observe and describe the weather in summer. I can collect and record data about the weather in summer.</p> <p><u>Lesson:</u> To observe and describe weather associated with the seasons by observing and recording the weather in summer. To gather and record data to help in answering questions by recording the weather, temperature, rainfall and wind direction in summer</p> | <p><u>Unit: Seasons (Spring and Summer)</u></p> <p><u>Question: How can we stay safe in summer?</u></p> <p><u>Objective:</u> I can explain how to stay safe in the sun</p> <p><u>Lesson:</u> Observe and describe weather associated with the seasons in the context of the summer sun</p> |
| | <p>NC link:</p> <p>Working scientifically:</p> <ul style="list-style-type: none"> -asking simple questions and recognising that they can be answered in different ways -observing closely, using simple equipment -performing simple tests -identifying and classifying -using their observations and ideas to suggest answers to questions -gathering and recording data to help in answering questions. | | | | | |
| Computing | <p>Unit: Creating media – Digital writing.</p> <p><u>Lesson: Exploring the keyboard.</u> Learners will familiarise themselves with a word processor and think about how they might use this application in the future. The learners will also identify and find keys, before adding text to their page by pressing keys on a keyboard.</p> | <p>Unit: Creating media – Digital writing.</p> <p><u>Lesson: Adding and removing text</u> Learners will continue to familiarise themselves with word processors and how they can interact with the computer using a keyboard. The learners will focus on adding text and will explore more of the keys found on a keyboard. Finally, they will begin to use the Backspace key to remove text from the computer.</p> | <p>Unit: Creating media – Digital writing.</p> <p><u>Lesson: Exploring the toolbar</u> Learners will begin to explore the different tools that can be used in word processors to change the look of the text. Learners will use the Caps Lock key to add capital letters to their writing and will begin thinking about how to use this successfully. Learners will match simple descriptions to the related keys. Finally, learners will begin exploring the different buttons available on the toolbar in more detail, and use these to change their own text.</p> | <p>Unit: Creating media – Digital writing.</p> <p><u>Lesson: Making changes to the text.</u> Learners will begin to understand when it is best to change the look of their text and which tool will achieve the most appropriate outcome. The learners will begin to use their mouse cursor to select text to enable them to make more efficient changes.</p> <p>Curriculum Link – English: Newspaper report</p> | <p>Unit: Creating media – Digital writing.</p> <p><u>Lesson: Explaining my choices.</u> Learners will begin to justify their use of certain tools when changing text. The learners will decide whether the changes that they have made have improved their writing and will begin to use ‘Undo’ to remove changes. They will begin to consolidate their ability to select text using the cursor, through double-clicking and clicking and dragging. The learners will be able to explain what tool from the toolbar they have used to change their writing.</p> | <p>Unit: Creating media – Digital writing.</p> <p><u>Lesson: Pencil or keyboard?</u> Learners will make comparisons between using a computer for writing and writing on paper. The learners will discuss how the two methods are the same and different and think of examples to explain this. They will demonstrate making changes to writing using a computer to compare the two methods. Finally, the learners will begin to explain which they like best and think about which method would be the best method to use in different situations.</p> |
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| | <p>NC link:</p> <ul style="list-style-type: none"> • Use technology safely and respectfully, keeping personal information private • Use technology purposefully to create, organise, store, manipulate, and retrieve digital content <p>Further national curriculum links</p> <p>English – writing (Y1)</p> <p>Write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense <p>Education for a Connected World links</p> <p>Privacy and security</p> <ul style="list-style-type: none"> • I can give reasons why I should only share information with people I choose to and can trust. (Y1) | | | | | | | | | |
| Art & Design | <p>Unit: Tone</p> <p><u>Lesson:</u> What is tone? Adding white and black tones to different colours.</p> <p>NC Link: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to use a range of materials creatively to design and make products</p> | <p>Unit: Tone</p> <p><u>Lesson:</u> How do artists use tone? Looking at painting of</p>  <p>The Great fire of London by Jan Griffier Looking at how he has used tone in the picture. Recreating the picture using chalks and black paper.</p> <p>NC Link: 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.</p> <p>Curriculum Link – History: What happened on Pudding Lane?</p> | | <p>Unit: Tone</p> <p><u>Lesson:</u> Can I create an artwork using tone? Use regular objects. Look at shadows cast. Observational drawings.</p> <p>NC Link: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to use a range of materials creatively to design and make products</p> | | | | | | |

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| Design & Technology | | | | <p>Unit: Making futuristic fire engines</p> <p>Lesson: Research – Looking at fire engines used today and in the past. Comparing, what works well? What was adapted and improved upon?</p> <p>To design and make a futuristic fire engine to improve upon the original design of a fire engine.</p> <p>NC Link: explore and evaluate a range of existing products.</p> <p>Curriculum Link – History: What happened on Pudding Lane?</p> | <p>Unit: Making futuristic fire engines</p> <p>Lesson: Design Designing their own futuristic fire engines.</p> <p>NC Link: design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> | <p>Unit: Making futuristic fire engines</p> <p>Lesson: Make fire engine</p> <p>NC Link: select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> | <p>Unit: Making futuristic fire engines</p> <p>Lesson: Make fire engine</p> <p>NC Link: select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> | <p>Unit: Making futuristic fire engines</p> <p>Lesson: Evaluate Evaluate fire engine What worked well What didn't work well What would you change? Peer on peer evaluation.</p> <p>NC Link: - evaluate their ideas and products against design criteria</p> | <p>Unit: Making futuristic fire engines</p> <p>Lesson: Review</p> <p>NC Link: -build structures, exploring how they can be made stronger, stiffer and more stable -explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> | |
| | Music | <p>Charanga Unit: Round and round.</p> <p>Listen and appraise: Round And Round (Bossa Nova) by Joanna Mangona</p> <p>a. Warm-up Games</p> <p>b. Flexible Games (optional)</p> <p>c. Start to learn the song Round And Round</p> <p>Sing the song</p> <p>Curriculum Link – History: Nursery Rhymes (London Bridge Is Falling Down)</p> | <p>Charanga Unit: Round and round.</p> <p>Listen and appraise: Livin' La Vida Loca (Latin/Pop) by Ricky Martin</p> <p>a. Warm-up Games</p> <p>b. Flexible Games (optional)</p> <p>c. Sing the song Round And Round</p> <p>d. Play instrumental parts</p> <p>Sing the song and play instrumental parts within the song</p> | <p>Charanga Unit: Round and round.</p> <p>Listen and appraise: The Imperial March, Darth Vader's Theme (March Of The Empire) (Film) by John Williams</p> <p>a. Warm-up Games</p> <p>b. Flexible Games (optional)</p> <p>c. Sing the song Round And Round</p> <p>d. Play instrumental parts e. Improvise (optional extension activities for improvisation)</p> <p>Sing the song and improvise using voices and/or instruments within the song</p> | <p>Charanga Unit: Round and round.</p> <p>Listen and appraise: It Had Better Be Tonight (Latin/Big Band) by Michael Bublé</p> <p>a. Warm-up Games</p> <p>b. Flexible Games (optional)</p> <p>c. Sing the song Round And Round</p> <p>d. Play instrumental parts e. Improvise option (optional extension activities for improvisation)</p> <p>Sing the song and perform composition(s) within the song</p> | <p>Charanga Unit: Round and round.</p> <p>Listen and appraise: Why Don't You by (Dance/Big Band) Gramophonedzie</p> <p>a. Warm-up Games</p> <p>b. Flexible Games (optional)</p> <p>c. Sing the song Round And Round</p> <p>d. Play instrumental parts e. Improvise option (optional extension activities for improvisation)</p> <p>Choose what you perform today. Start to prepare for the end-of-unit performance</p> | <p>Charanga Unit: Round and round.</p> <p>Listen and appraise: Oye Como</p> <p>a. Warm-up Games</p> <p>b. Flexible Games (optional)</p> <p>c. Sing the song Round And Round</p> <p>d. Play instrumental parts e. Improvise option (optional extension activities for improvisation)</p> <p>Choose what you perform today. Start to prepare for the end-of-unit performance</p> | | | |

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| PE | <p>Unit: Striking and fielding</p> <p><u>Concepts and skills covered:</u></p> <ul style="list-style-type: none"> • How to throw and catch a ball individually • How to retrieve and stop a ball • How to hit a ball • How to throw a ball to a partner • How to receive a short distance catch from a partner • Understanding basic rules of cricket/rounders • Understand the basic terms and how to play modified games • Understanding the area, we can play the game in and the equipment used. • How to play a competitive game of cricket/rounders • Knowing where to hit a ball for the most success (into the gaps and away from the fielders) | <p>Assessment – Year 1</p> <p>All</p> <p>Can collect a ball and throw it in the direction of a target</p> <p>Can hit a stationary ball with a modified bat</p> <p>Knows how to safely play games</p> <p>Can run successfully to score points</p> <p>Most</p> <p>Can say what they do best</p> <p>Can stop a ball with a basic technique</p> <p>Can accurately roll a ball through a gate/to a partner</p> <p>Some</p> <p>Can sometimes hit a moving ball with a bat</p> <p>Can throw underarm with accuracy</p> | |
| | <p>NC Link:</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <p>-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>-participate in team games, developing simple tactics for attacking and defending</p> | | |

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| RE | <p>Unit: Friendship- What does it mean to be a good friend? Who Are My Friends? • I can say who my friends are and describe what I do with my friends.</p> <p>NC Link: Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Schools will want to teach major festivals such as Christmas and Easter at appropriate times of year.</p> <p>Pupils ask and find out about from where these stories come (The Gospels of Luke and Matthew in the Bible for Christmas, all four Gospels for the narratives of Palm Sunday, Maundy Thursday, Good Friday and Easter Sunday) and how these stories are remembered and celebrated in Christian festivals today</p> | <p>Unit: Friendship- What does it mean to be a good friend? How Can I Be a Good Friend? • I can explain how to be a good friend.</p> <p>NC Link: Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>Pupils ask and find out about from where these stories come (The Gospels of Luke and Matthew in the Bible for Christmas, all four Gospels for the narratives of Palm Sunday, Maundy Thursday, Good Friday and Easter Sunday) and how these stories are remembered and celebrated in Christian festivals today</p> | <p>Unit: Friendship- What does it mean to be a good friend? The Wind and the Moon (Buddhism) • I can explain how a disagreement can be resolved Watch clips such as Jesus of Nazareth and modern day clips of crowds in Jerusalem, walking the same route, to show children that Jerusalem is a real place and Christians today still wave palm leaves and celebrate Jesus' arrival (i.e. when they are on Easter Pilgrimage to Jerusalem).</p> <p>Activity: Children to make palm leaves and write words on reflecting how they would welcome Jesus.</p> <p>NC Link: Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.</p> | <p>Unit: Friendship- What does it mean to be a good friend? The Deer and the Crow (Hinduism) • I can explain which qualities make a good friend.</p> <p>NC Link: Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Pupils think about the behaviour shown by the characters in the stories</p> | <p>Unit: Friendship- What does it mean to be a good friend? David and Jonathan (Christianity) • I can think about the consequences of different actions. • Pencils •</p> <p>NC Link: Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. Pupils retell (for example through carols, music, drama or in pictures) religious stories of Christmas, Holy Week and Easter and suggest reasons why they are important to Christians, using the correct words to express meanings</p> | <p>Unit Friendship- What does it mean to be a good friend? 12 Special Friends (Christianity) • I can explain who Jesus' disciples were.</p> <p>NC Link: Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make Notice and respond sensitively to some similarities between different religions and worldviews. Pupils ask and find out about from where these stories come (The Gospels of Luke and Matthew in the Bible for Christmas, all four Gospels for the narratives of Palm Sunday, Maundy Thursday, Good Friday and Easter Sunday) and how these stories are remembered and celebrated in Christian festivals today</p> | |
| | PSHE | <p>Unit: Healthy me. Lesson: I can make and healthy choice.</p> | <p>Unit: Healthy me. Lesson: I have eaten and healthy and balanced diet,</p> | <p>Unit: Healthy me. Lesson: I have been physically active.</p> | <p>Unit: Healthy me. Lesson: I have tried to keep myself and others safe.</p> | <p>Unit: Healthy me. Lesson: I know how to be a good friend and enjoy healthy relationships.</p> | <p>Unit: Healthy me. Lesson: I know how to keep calm and deal with difficult situations.</p> |



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| <p>NC Links, knowledge and skills:</p> <ul style="list-style-type: none">- Understand the difference between being healthy and unhealthy and know some ways to keep myself healthy.- Feeling good about myself when I make healthy choices.- Make healthy lifestyle choices.- Knowing I am special, so I keep myself safe.- Keeping myself clean and healthy and understand how germs cause disease and illness.  | <ul style="list-style-type: none">- Knowing some ways to help myself when I feel poorly.- Knowing that all household products including medicines can be harmful if not used properly.- Recognising when I feel frightened and know who to ask for help.- Being able to tell you why I think my body is amazing and identifying some ways to keep it safe and healthy.- Recognising how being healthy helps me to feel happy.  | |
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