

## Year 2 Medium Term Overview

Term	Topic	In this unit of work, children should learn:
<b>Autumn – Relationships</b>	<b>Families and friendships</b> Roles of different people; families; feeling cared for <i>PoS Refs: R1, R2, R3, R4, R5</i>	<ul style="list-style-type: none"> <li>• about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>• the role these different people play in children’s lives and how they care for them</li> <li>• what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> <li>• about the importance of telling someone — and how to tell them — if they are worried about something in their family</li> </ul>
	<b>Safe relationships</b> Recognising privacy; staying safe; seeking permission <i>PoS Refs: R10, R13, R15, R16, R17</i>	<ul style="list-style-type: none"> <li>• about situations when someone’s body or feelings might be hurt and whom to go to for help</li> <li>• about what it means to keep something private, including parts of the body that are private</li> <li>• to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>• how to respond if being touched makes them feel uncomfortable or unsafe</li> <li>• when it is important to ask for permission to touch others</li> <li>• how to ask for and give/not give permission</li> </ul>
	<b>Respecting ourselves and others</b> How behaviour affects others; being polite and respectful <i>PoS Refs: R21, R22</i>	<ul style="list-style-type: none"> <li>• <b>what kind and unkind behaviour mean in and out school</b></li> <li>• <b>how kind and unkind behaviour can make people feel</b></li> <li>• about what respect means</li> <li>• about class rules, being polite to others, sharing and taking turns</li> </ul>
<b>Spring – Living in the wider world</b>	<b>Belonging to a community</b> What rules are; caring for others’ needs; looking after the environment <i>PoS Refs: L1, L2, L3</i>	<ul style="list-style-type: none"> <li>• about examples of rules in different situations, e.g. class rules, rules at home, rules outside</li> <li>• that different people have different needs</li> <li>• how we care for people, animals and other living things in different ways</li> <li>• how they can look after the environment, e.g. recycling</li> </ul>
	<b>Media literacy and Digital resilience</b> Using the internet and digital devices; communicating online <i>PoS Refs: L7, L8</i>	<ul style="list-style-type: none"> <li>• how and why people use the internet</li> <li>• the benefits of using the internet and digital devices</li> <li>• how people find things out and communicate safely with others online</li> </ul>
	<b>Money and Work</b> Strengths and interests; jobs in the community <i>PoS Refs: L14, L16, L17</i>	<ul style="list-style-type: none"> <li>• that everyone has different strengths, in and out of school</li> <li>• about how different strengths and interests are needed to do different jobs</li> <li>• about people whose job it is to help us in the community</li> <li>• about different jobs and the work people do</li> </ul>

The curriculum for the summer term is under review and will be published in the spring term.

Term	Topic	In this unit of work, children should learn:
<b>Autumn – Relationships</b>	<b>Families and friendships</b> Making friends; feeling lonely and getting help <i>PoS Refs: R6, R7 R8, R9, R24</i>	<ul style="list-style-type: none"> <li>• how to be a good friend, e.g. kindness, listening, honesty</li> <li>• about different ways that people meet and make friends</li> <li>• <b>strategies for positive play with friends, e.g. joining in, including others, etc.</b></li> <li>• <b>about what causes arguments between friends</b></li> <li>• <b>how to positively resolve arguments between friends</b></li> <li>• how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else - <b>worries</b></li> </ul>
	<b>Safe relationships</b> Managing secrets; resisting pressure and getting help; recognising hurtful behaviour <i>PoS Refs: R11, R12, R14, R18, R19, R20</i>	<ul style="list-style-type: none"> <li>• how to recognise hurtful behaviour, including online</li> <li>• what to do and whom to tell if they see or experience hurtful behaviour, including online</li> <li>• <b>about what bullying is and different types of bullying</b></li> <li>• <b>how someone may feel if they are being bullied</b></li> <li>• about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> <li>• how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>• how to ask for help if they feel unsafe or worried and what vocabulary to use</li> </ul>
	<b>Respecting ourselves and others</b> Recognising things in common and differences; playing and working cooperatively; sharing opinions <i>PoS Refs: R23, R24, R25</i>	<ul style="list-style-type: none"> <li>• about the things they have in common with their friends, classmates, and other people</li> <li>• how friends can have both similarities and differences</li> <li>• how to play and work cooperatively in different groups and situations</li> <li>• how to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> </ul>
<b>Spring – Living in the wider world</b>	<b>Belonging to a community</b> Belonging to a group; roles and responsibilities; being the same and different in the community <i>PoS Refs: L2, L4, L5, L6</i>	<ul style="list-style-type: none"> <li>• about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li> <li>• about different rights and responsibilities that they have in school and the wider community</li> <li>• about how a community can help people from different groups to feel included</li> <li>• to recognise that they are all equal, and ways in which they are the same and different to others in their community</li> </ul>
	<b>Media literacy and Digital resilience</b> The internet in everyday life; online content and information <i>PoS Refs: L8, L9</i>	<ul style="list-style-type: none"> <li>• the ways in which people can access the internet e.g. phones, tablets, computers</li> <li>• to recognise the purpose and value of the internet in everyday life</li> <li>• to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li> <li>• that information online might not always be true</li> </ul>
	<b>Money and Work</b> What money is; needs and wants; looking after money <i>PoS Refs: L10, L11, L12, L13, L15</i>	<ul style="list-style-type: none"> <li>• about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</li> <li>• how money can be kept and looked after</li> <li>• about getting, keeping and spending money</li> <li>• that people are paid money for the job they do</li> <li>• how to recognise the difference between needs and wants</li> <li>• how people make choices about spending money, including thinking about needs and wants</li> </ul>

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