

Year 2	Autumn- Fire How has fire changed history?	Spring- Flight Why was Amelia Earhart important?	Summer- Africa What is life like in the continent of Africa?
English	<p>..Poetry: fire using senses Conjunctions Feelings Vocabulary range Expanded noun phrases Non-fiction text: The Great Fire of London Recount Past tense, language of daily routine Diary Life in Tudor times conjunctions Key text: The Snow Dragon by Vivian French (Traditional tales) Conjunctions sentence structure punctuation story Word Reading Blend GPCs to read accurately Recognise alternative sounds for graphemes Apply phonic knowledge Decrease reliance on ‘sounding out’ in common words Read and remember high frequency words that cannot be easily decoded at this stage (‘tricky’ words) Read words of two or more syllables Read words containing common suffixes (link to spelling) Sound out unfamiliar words when reading aloud Re-read books to build fluency and confidence Reading Comprehension Check that the text makes sense as they read, re-read and use a range of strategies to understand the meaning of unfamiliar words Retrieve information from the text to answer questions Predict what may happen based on previous events Use inference to draw simple conclusions about characters. Recognise recurring story language Develop understanding by linking reading to prior knowledge and/or background information Planning, Composing and Evaluating Plan a narrative text Plan non-narrative text types Include new vocabulary in planning Embed the sentence by sentence process of think, say, write, check Write about personal experiences and real events Write a story Write non-narrative text types for a clear purpose e.g. to inform, to instruct etc. Write a poem</p>	<p>Poem: - Really looking- birds, poetry 2. Where they would go if they could fly like a bird? Haiku. Syllables Key text: The Fantastic Flying Books of Mr. Morris story Non-fiction text: Mr Morris Lessmore Non-chronological report factual sentences use of conjunction Research about Amelia Earhart Past tense Key text: The Great Balloon Hullabaloo, Those Magnificent Sheep in their Flying Machine by Peter Bently Author study Story Children choose own flying machine which takes them on an adventure to somewhere. Non-fiction text: model text- how to fly a kite Instructions Imperative verbs Chronology expanded noun phrases write instructions for another flying machine Word Reading Blend GPCs to read accurately Recognise alternative sounds for graphemes Apply phonic knowledge Increase the speed of reading Decode unfamiliar words without hesitation Read and remember high frequency words that cannot be easily decoded at this stage (‘tricky’ words) Read words of two or more syllables Read words containing common suffixes (link to spelling) Sound out unfamiliar words when reading aloud Re-read books to build fluency and confidence Reading Comprehension Check that the text makes sense as they read, re-read and use a range of strategies to understand the meaning of unfamiliar words Retrieve information from the text to answer questions Predict what may happen based on previous events Use inference to draw simple conclusions about characters. Recognise recurring language in stories and poetry Develop understanding by linking reading to prior knowledge and/or background information Planning, Composing and Evaluating Plan a narrative text</p>	<p>Poem: African animal calligram poetry Key text: Zoo by Anthony Browne Journey story Non- Fiction Text: Crazy Creatures (Read, write perform) Non-chronological report about an animal Key text: Monkey see, monkey do Cumulative tale rewrite the text based on new animal Non-fiction text: save the African monkey Persuasion persuasive language use of question information text Word Reading Blend GPCs to read accurately Recognise alternative sounds for graphemes Apply phonic knowledge Read fluently and confidently Decode unfamiliar words automatically Read words containing common suffixes (link to spelling) Reading Comprehension Check that the text makes sense as they read, re-read and use a range of strategies to understand the meaning of unfamiliar words Retrieve information from the text to answer questions Predict what may happen based on previous events Use inference to draw simple conclusions about characters. Discuss which words and phrases are effective Develop understanding by linking reading to prior knowledge and/or background information Planning, Composing and Evaluating Plan a narrative text Plan non-narrative text types Include new vocabulary in planning Embed the sentence by sentence process of think, say, write, check Write about personal experiences and real events Write a story Write non-narrative text types for a clear purpose e.g. to inform, to instruct etc. Write a poem Re-read writing for sense Check writing for consistent use of tense (including the progressive form of verbs) Proof-read for spelling, grammar and punctuation errors Use expression when reading aloud their writing Evaluate their writing with others Grammar, Punctuation and Vocabulary</p>

	<p>Re-read writing for sense Use expression when reading aloud their writing Evaluate their writing with others Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their writing Recognise and write statements Recognise and write questions Recognise and write exclamations Recognise and write commands Join sentences with 'or' and 'but' Explain what an apostrophe is Use apostrophes for simple contracted forms Spelling Segment words into individual phonemes to aid correct spelling Choose the correct grapheme where there are several options Spell high frequency words that cannot be easily decoded at this stage ('tricky' words) Spell words ending with the 'i' sound spelt y e.g. fry Spell words where -es is added to a word ending in y e.g. flies Spell words with the 's' sound spelt c before e, i and y e.g. city Spell words beginning with the 'r' sound spelt wr e.g. wrote Spell words ending with the 'ee' sound spelt ey e.g. monkey Spell words with the 'u' sound spelt o e.g. Monday Spell words with the suffix -ly e.g. badly Spell contracted words using the apostrophe e.g. can't Spell frequently confused common homophones e.g. here and hear Write simple dictated sentences using spelling and punctuation knowledge taught so far Apply spellings and spelling conventions taught in their own work</p> <p>Handwriting and Presentation Form lower case letters of the correct size relative to one another Write capital letters and digits of the correct size</p>	<p>Plan non-narrative text types Include new vocabulary in planning Embed the sentence by sentence process of think, say, write, check Write about personal experiences and real events Write a story Write non-narrative text types for a clear purpose e.g. to inform, to instruct etc. Write a poem Re-read writing for sense Check writing for consistent use of tense Use expression when reading aloud their writing Evaluate their writing with others Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their writing Write expanded noun phrases Use 'when', 'if', 'that' and 'because' to extend sentences Use apostrophes for singular possession Form adjectives using -ful, -er, -est and -less</p> <p>Spelling Segment words into individual phonemes to aid correct spelling Choose the correct grapheme where there are several options Spell high frequency words that cannot be easily decoded at this stage ('tricky' words) Spell words with the 'j' sound spelt j, g, ge and dge Spell words with the 'or' sound spelt a before an l or a ll e.g. call Spell words with the 'o' sound spelt a after w e.g. warm Spell words with the 'ur' sound spelt or after w e.g. word Spell words with the suffixes -ful and -less Spell words where suffixes (-ed, -ing, -er and -est) are added to words ending in consonant + y e.g. crying, cried Spell words ending in -tion e.g. station Use the possessive apostrophe with singular nouns e.g. Sid's Write simple dictated sentences using spelling and punctuation knowledge taught so far Apply spellings and spelling conventions taught in their own work</p> <p>Handwriting and Presentation Know which letters not to join Use diagonal and horizontal strokes to join letters together</p>	<p>Use correct grammatical terminology when discussing their writing Use commas for lists Write consistently in 'past' or 'present' tense Use the progressive form of verbs (-ing) to write about actions in progress e.g. He was thinking, she is dancing Form nouns by using suffixes such as -ness and -er. Form adverbs by adding -ly to adjectives Spelling Segment words into individual phonemes to aid correct spelling Choose the correct grapheme where there are several options Spell high frequency words that cannot be easily decoded at this stage ('tricky' words) Spell words ending in the 'l' sound and spelt -le e.g. table Spell words ending in the 'l' sound and spelt -el e.g. camel Spell words ending in the 'l' sound and spelt -al e.g. pedal Spell words ending in the 'l' sound and spelt -il e.g. fossil Spell words with the 'n' sound spelt kn or gn e.g. know and gnaw Spell the 'zh' sound spelt s e.g. treasure Spell words with the suffix -ment e.g. enjoyment Spell words with the suffix -ness e.g. sadness Spell words where suffixes (-ed, -ing, -er -y and -est) are added to words ending in consonant + e e.g. hiking, nicest Spell words where suffixes (-ed, -ing, -er, -y and -est) are added to one syllable words ending in short vowel + single consonant e.g. dropping Spell further common homophones e.g. there, their and they're Write simple dictated sentences using spelling and punctuation knowledge taught so far Apply spellings and spelling conventions taught in their own work</p> <p>Handwriting and Presentation Use diagonal and horizontal strokes to join letters together Ensure spacing between words is appropriately sized</p>
<p>Maths</p>	<p>Number and place value Addition and subtraction Multiplication and division Fractions Statistics Measure; comparing and ordering Geometry; shape, position and direction</p>	<p>Number and place value Addition and subtraction Multiplication and division Fractions Geometry; shape Measure; money, capacity, temperature and problems</p>	<p>Number and place value Addition and Subtraction Multiplication and division Fractions Measures; money, problems Statistics Geometry; shape, position and direction</p>

History	<p>Samuel Pepys Fire of London NC Links:</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally <p><i>identify similarities and differences between ways of life in different periods</i></p> <p><i>They should use a wide vocabulary of everyday historical terms</i> <i>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</i></p> <ul style="list-style-type: none"> 	<p>First aeroplane flight Compare Amelia Earhart to Wright Brothers</p> <p>NC Links:</p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements <p><i>They should know where the people and events they study fit within a chronological framework</i></p>	
Geography	<p>North and South pole NC links:</p> <ul style="list-style-type: none"> identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles name and locate the world's seven continents and five oceans use world maps, atlases and globes to identify the continents and oceans studied at this key stage 	<p>Flight paths, routes on a map, geese, time zones Fieldwork: Our Airport</p> <p>NC Link:</p> <ul style="list-style-type: none"> use aerial photographs and plan perspectives to recognise landmarks; and use and construct basic symbols in a key <p>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>Human and physical features of Africa Create map with a key of human and physical features- pyramids, safari parks etc.</p> <p>NC Link:</p> <ul style="list-style-type: none"> use aerial photographs and plan perspectives to recognise basic human and physical features; and use and construct basic symbols in a key 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 Basic geographical vocabulary- human and physical features – ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Orienteering.</p>
Science	<p>Plants</p> <p>NC links:</p> <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy <p><i>observing closely, using simple equipment</i></p>	<p>Uses of everyday materials</p> <p>NC links:</p> <ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <p><i>performing simple tests</i></p>	<p>Living things and their habitats</p> <p>NC link:</p> <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including microhabitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

			<p>Animals including humans</p> <p>NC Links:</p> <ul style="list-style-type: none"> find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p><i>observing closely, using simple equipment</i> <i>performing simple tests (WOODLICE?)</i></p>
DT	<p>DT Focus: Textiles. Xmas decorations.</p> <p>NC Links</p> <ul style="list-style-type: none"> 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 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 explore and evaluate a range of existing products evaluate their ideas and products against design criteria 	<p>DT focus: materials</p> <p>Make a kite. Design, make, evaluate, build structures which are strong, stiff and stable.</p> <p>NC Links</p> <ul style="list-style-type: none"> 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 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 explore and evaluate a range of existing products evaluate their ideas and products against design criteria 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>DT Focus: Cooking</p> <p>. Design, make, evaluate, advertise., healthy and varied diet, prepare dishes -salad</p> <p>NC Links</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. 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 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 explore and evaluate a range of existing products evaluate their ideas and products against design criteria
Art	<p>Artist: George Seurat- painting</p> <p>Painting pointillism. Focus on colour, form, texture and pattern.</p> <p>NC Links</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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>Alexander Calder: Fish mobile. Children recreate for a flying animal/ vehicle.</p> <p>Da Vinci - helicopter</p> <p>NC Links</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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>Artist: David Hockney- drawing</p> <p>Drawing perspective, exploring colour, pattern, form, space. Share ideas, experiences and imagination. Pathway through own places they have explored.</p> <p>Artist: Richard Symonds – sketch animals</p> <p>NC Links</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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.
Computing	<p>E-safety: Smartie the Penguin (Y2)</p> <p>Espresso Coding Unit 2a</p> <p>NC Links:</p>	<p>E-safety: Follow the Digital Trail</p> <p>Espresso Coding Unit 2b</p> <p>Scratch</p> <p>NC Links:</p> <ul style="list-style-type: none"> Create and debug simple programs 	<p>E-safety: Using Keywords</p> <p>Presenting my ideas</p> <p>Children will create a presentation combining, text, images, video and sound and present to an audience. Children will be introduced to the key elements which make up a presentation package. They</p>

	<ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • Create and debug programs • Use logical reasoning to predict the behaviour of simple coding • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<ul style="list-style-type: none"> • Use logical reasoning to predict the behaviour of simple programs • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<p>will build upon the previous unit about information technology and create their own presentation to link to theme.</p> <p>NC Links:</p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
	<p>E-safety: Staying Safe Online</p> <p>Beebot Children are shown how to program a simple Bee-Bot. Children to be presented with a selection of obstacles which the Bee-Bots have to navigate. Students write a series of commands for how the Bee-Bots will be used to solve these obstacles. Children then try to program the Bee-Bots to avoid the obstacles. Link to explorers.</p> <p>NC Links:</p> <ul style="list-style-type: none"> • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. • Create and debug simple programs • Recognise common uses of information technology beyond school 	<p>E-safety: Screen out the Mean</p> <p>Information Collectors Children will use a search engine in order to answer a question or find information. They will learn how to retrieve webpages or sites from the Favourites folder and begin to understand why the Favourites folder is used. They will also be shown how to copy and paste information to a document and how to save websites as Favourites. Link to significant individual from theme (Flight)</p> <p>NC Links:</p> <ul style="list-style-type: none"> • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Recognise common uses of information technology beyond school 	<p>E-safety: Sites I like</p> <p>Green Screening Children will create a green screen video linked to theme</p> <p>NC Links:</p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
<p>PE</p>	<p>Games/Ball skills</p> <p>Zig zag through a series of tight markers. Catch a small ball. Throw a small ball overarm, using the correct technique. Catch a small ball. Throw a small ball overarm, using the correct technique. <i>Val Sabin Unit 1 & 2</i> Dribbling hitting and kicking. <i>Val Sabin Unit 3 & 4</i></p> <p>Dance Compare his/her performance to others. Structure sequences of actions and skills in different orders to improve performance, focusing on contrast in shape (speed / direction / level) Communicate ideas and unfold stories. <i>Val Sabin Unit 1 & 2</i></p>	<p>Gymnastics</p> <p>Compare his/her performance to others. Structure sequences of actions and skills in different orders to improve performance (speed / direction / level / etc) Zig zag through a series of tight markers. Spinning, twisting and turning, linking movements together. Jump for distance controlling the landing. Jump for height with a controlled landing. Hop along a straight line using the same foot. <i>Unit J&K</i></p> <p>Dance Contrasting in shape, speed and size. Work co-operatively- phrases and patterns with control and coordination. Unit 3&4</p>	<p>Athletics</p> <p>Jump for distance controlling the landing. Jump for height with a controlled landing. Hop along a straight line using the same foot.</p> <p>Swimming and water safety</p> <p>NC Links: 'All schools must provide swimming instruction either in key stage 1 or key stage 2.' National Curriculum Programme of Study 2013.</p> <p>In particular, pupils should be taught to:</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 m.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p>

			Perform safe self-rescue in different water-based situations.
PSHE	Me and my relationships Me and medicines and drugs	Me and making a positive contribution Me and growing and changing	Me and my healthy lifestyle Me and keeping safe
RE	Christianity and Buddhism Religious teachers: what do we know about Jesus? <ul style="list-style-type: none"> learn that Jesus is special for Christians listen to some stories about Jesus and compare them with stories about other key religious leaders reflect on stories about themselves 	Christianity, Islam, Judaism, Sikhism and Hinduism Special places <ul style="list-style-type: none"> learn about the key features of religious buildings in the local area talk about how and why such buildings are special for the communities who use them reflect on their own special places 	Christianity, Islam, Judaism, Sikhism and Hinduism Why do stories matter? <ul style="list-style-type: none"> identify the characteristics of stories reflect on their experiences of stories and storytelling suggest possible meanings for a story understand that some stories, including stories told by Jesus are used as a way of teaching people about God and how people should behave
	Christianity, Judaism and Hinduism Celebrations: light and darkness <ul style="list-style-type: none"> respond to images and stories featuring light and darkness reflect on their own feelings and experiences of light and darkness learn that light is an important symbol in some religious celebrations explore the stories and celebrations of some religious festivals 	Christianity and Islam Why do we care for others? <ul style="list-style-type: none"> understand that religious people believe they have a responsibility to care for and help others explore ways in which these beliefs are put into practice reflect on their own values and experiences 	Christianity, Islam, Judaism, Sikhism, Buddhism and Hinduism Who am I? Where do I fit in? What is my place in the world? <ul style="list-style-type: none"> ask questions they find interesting or puzzling and explore possible answers identify and explore questions about their own and others' experiences and feelings about their identity and place in the world learn that some questions cause people to wonder and are difficult to answer learn that religions may have different answers to questions about the meaning and purpose of life
Music	Unit: Hands, Feet, Heart Style: South African styles Topic and cross curricular links: South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles. NC: <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 	Unit: I Wanna Play In A Band Style: Rock Topic and cross curricular links: Teamwork, working together. The Beatles. Historical context of musical styles. NC: <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 	Unit: Zootime Style: Reggae Topic and cross curricular links: Animals, poetry and the historical context of musical styles. NC: <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.
	Unit: Ho Ho Ho Style: Christmas, Big Band, Motown, Elvis, Freedom Songs Topic and cross curricular links: Christmas. Literacy - Christmas vocabulary. Historical context of musical styles. NC: <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 		Unit: Friendship Song Style: Coming soon! Topic and cross curricular links: Coming soon! NC: <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.
	Individual Liberty Lesson 1: How do I feel?	Individual Liberty Lesson 3: My Many Coloured Day	Mutual respect and tolerance Lesson 2: Everyone is special

British Values	<ul style="list-style-type: none"> • I am developing an awareness of my own needs, views and feelings • I can talk about how I feel • I can be sensitive to and respect the feelings of others 	<ul style="list-style-type: none"> • I am developing an awareness of my own needs, views and feelings • I can talk about how I feel • I can be sensitive to and respect the feelings of others 	<ul style="list-style-type: none"> • I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc. • I know that people have things in common but everyone is unique. • I can identify and respect the similarities and differences between people.
	<p>Individual Liberty Lesson 2: Only One You</p> <ul style="list-style-type: none"> • I am developing an awareness of my own needs, views and feelings • I can talk about how I feel • I can be sensitive to and respect the feelings of others 	<p>Mutual respect and tolerance Lesson 1: Everyone is special</p> <ul style="list-style-type: none"> • I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc. • I know that people have things in common but everyone is unique. • I can identify and respect the similarities and differences between people. 	<p>Mutual respect and tolerance Lesson 1: Welcome to our class</p> <ul style="list-style-type: none"> • I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc. • I know that people have things in common but everyone is unique. • I can identify and respect the similarities and differences between people.