



Pre assessment completed		
	Learning outcomes	Key vocabulary
1	<i>Why we have classroom rules?</i> - I can understand that classroom rules help everyone to learn and be safe - I can explain our classroom rules and be able to contribute to making these	rules safe responsibility work together
2	<i>How are you listening?</i> - I can demonstrate attentive listening skills - I can suggest simple strategies for resolving conflict situations - I can give and receive positive feedback, and experience how this makes me feel	listening fair safe unsafe apologise respect
3	<i>Thinking about feelings?</i> - I can recognise how others might be feeling by reading body language/facial expressions - I can understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)	feelings body language emotions safe support
4	<i>Our feelings</i> - I can identify a range of feelings - I can identify how feelings might make us behave - I can suggest strategies for someone experiencing 'not so good' feelings to manage these	feelings behaviour
5	<i>Feelings and bodies</i> - I can recognise that people's bodies and feelings can be hurt - I can suggest ways of dealing with different kinds of hurt	hurt help feelings heal
6	<i>Good friends</i> - I can identify simple qualities of friendship - I can suggest simple strategies for making up	friendship making up include alone lonely safe
Post assessment completed		



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	Learning outcomes	Key vocabulary
1	<i>Same or different?</i> - I can identify the differences and similarities between people - I can empathise with those who are different from me - I can begin to appreciate the positive aspects of these differences	same different difference respect equal talents
2	<i>Unkindness, teasing or bullying?</i> - I can explain the difference between unkindness, teasing and bullying - I can understand that bullying is usually quite rare - I can understand that bullying can happen online - I can understand that I should not share unkind photos of other people online	unkind unkindness tease teasing bullying behaviour online bullying aggressive target safe unsafe
3	<i>Harold's school rules</i> I can explain some of our school rules and how those rules help to keep everybody safe	rules safe fair
4	<i>It's not fair!</i> - I can recognise and explain what is fair and unfair, kind and unkind - I can suggest ways I can show kindness to others	fair unfair kind unkind bullying include safe unsafe
5	<i>Who are our special people?</i> - I can identify some of the people who are special to me - I can recognise and name some of the qualities that make a person special to me	special people qualities feelings
6	<i>Our special people balloons</i> - I can recognise that I belong to various groups and communities such as my family - I can explain how these people help us and we can also help them to help us	family special people
Post assessment completed		



Pre assessment completed		
	Learning outcomes	Key vocabulary
1	<i>Super sleep</i> - I can recognise the importance of sleep in maintaining a healthy, balanced lifestyle - I can identify simple bedtime routines that promote healthy sleep - I can explore how screen use can make us feel and learn how to make healthy and sensible choices	sleep rest grow tired screen usage
2	<i>Who can help?</i> - I can recognise emotions and physical feelings associated with feeling unsafe - I can identify people who can help me when I feel unsafe	feelings worried scared nervous support unsafe
3	<i>Good or bad touches?</i> - I can understand and learn the PANTS rules - I can name and know which parts should be private - I can explain the difference between appropriate and inappropriate touch - I can understand that I have the right to say "no" to unwanted touch - I can think about who I trust and who I can ask for help	private trust privates penis vagina vulva nipples buttocks bottom testicles scrotum
4	<i>Sharing pictures</i> - I can think about the benefits and the risks of the internet - I can recognise ways to stay safe online - I can understand the importance of consent	consent entertainment risks donating harmful
5	<i>What could Harold do?</i> - I can understand that medicines can sometimes make people feel better when they're ill - I can explain simple issues of safety and responsibility about medicines and their use	medicine safe harmful responsibility
6	Harold loses Geoffrey I can recognise the range of feelings that are associated with loss	feelings emotions loss lost
Post assessment completed		



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	Learning outcomes	Key vocabulary	
1	<i>Harold has a bad day</i> I can recognise how a person's behaviour (including my own) can affect other people	behaviour consequences promise special promise gratitude grateful safe unsafe	
2	<i>Around and about the school</i> - I can identify what I like about the school environment - I can recognise who cares for and looks after the school environment	environment responsibility	
3	<i>Taking care of something</i> - I can demonstrate respect and responsibility for looking after something (e.g. a class pet or plant) - I can explain the importance of looking after things that belong to themselves or to others - I can develop my sense of respect for objects -including things in the environment	needs responsible responsibility rules respect	
4	<i>Harold's money</i> - I can explain where people get money from - I can list some of the things that money may be spent on in a family home - I can understand that when I want to buy something, online or offline, I need to ask my grown ups for help first	money cost bills spending afford online gaming digital money	
5	<i>How should we look after our money?</i> - I can recognise that different notes and coins have different monetary value - I can explain the importance of keeping money safe - I can identify safe places to keep money - I can understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it)	money bank coin note worth safe saving digital money digital payments	
6	<i>Basic first aid</i>	first aid risk accident danger hazard kettle	safe burn scald emergency
Post assessment completed			



Pre assessment completed			
	Learning outcomes	Key vocabulary	
1	<i>I can eat a rainbow</i> - I can recognise the importance of fruit and vegetables in my daily diet - I know that eating at least five portions of vegetables and fruit a day helps to maintain health	starchy dairy protein fruit vegetables vitamins portion	
2	<i>Eat well</i> - I can recognise that I may have different tastes in food to others - I can select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch - I can recognise which foods we need to eat more of and which we need to eat less of to be healthy	healthy fruit vegetables dairy sugar meat salt cereal	
3	<i>Harold's wash and brush up</i> - I can recognise the importance of regular hygiene routines - I can sequence personal hygiene routines into a logical order	routine hygiene clean	
4	<i>Catch it! Kill it! Bin it!</i> - I can understand how diseases can spread - I can recognise and use simple strategies for preventing the spread of diseases	germs disease hygiene spread	
5	<i>Harold learns to ride his bike</i> - I can recognise that learning a new skill requires practice and the opportunity to fail, safely - I understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges	money bank coin note worth safe saving digital money digital payments	
6	<i>Pass on the praise</i> - I can demonstrate attentive listening skills - I can suggest simple strategies for resolving conflict situations - I can give and receive positive feedback, and experience how this makes me feel	praise support feedback feelings encourage	include teamwork team safe resilient respectful
Post assessment completed			

Year 1 Knowledge Organiser – Growing and Changing



Pre assessment completed			
	Learning outcomes	Key vocabulary	
1	<i>Healthy me</i> - I can understand that the body gets energy from food, water and air (oxygen) - I can recognise that exercise and sleep are important parts of a healthy lifestyle - I can explore how screen use can make us feel and learn how to make healthy and sensible choices.	energy water food air oxygen exercise sleep healthy screen usage	
2	<i>Then and now</i> - I can identify things I could do as a baby, a toddler and can do now - I can identify the people who help/helped me at those different stages	change growing size height needs help	
3	<i>Taking care of a baby</i> - I can understand some of the tasks required to look after a baby - Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding	caring love needs attention help	penis testicles scrotum vulva nipples
4	<i>Who can help?</i> - I can explain the difference between teasing and bullying - I can understand that bullying can happen online - I can give examples of what I can do if I experience or witness bullying - I can say who I could get help from in a bullying situation	unkind tease teasing bullying witness experience	getting help online bully- ing aggressive safe unsafe
5	<i>Surprises and secrets</i> - I can explain the difference between a secret and a nice surprise - I can identify situations as being secrets or surprises - I can identify who I can talk to if I feel uncomfortable about any secret I am told, or told to keep	money bank coin note worth	safe saving digital money digital pay- ments
6	<i>Keeping privates private</i> - I can identify parts of the body that are private - I can describe ways in which private parts can be kept private - I can identify people I can talk to about my private parts	privates private penis vulva hygiene sore help change doctor private ac- tivity	my body is mine (body autonomy) vagina testicles scrotum nipples breasts breastfeeding anus
Post assessment completed			