

	<p>Year group: Year 2 - Summer 2</p>	<p>Area/topic: Changing Me</p>
	<p>(Objectives from NC/ELG/Development matters)</p> <p><b>Before starting this theme, make sure that the RSHE letter has been sent home to parents/carers -see AS].</b></p> <ul style="list-style-type: none"> <li>-I am starting to understand the life cycles of humans and animals.</li> <li>-I can identify the parts of the body that make boys different to girls.</li> <li>-I understand that some of my body parts are private.</li> </ul>	

<p>Prior learning</p>	<p>Future learning</p>
<p>I am starting to understand the life cycles of animals and humans. I know that my body will change as I get older and that this change is ok. I know that everyone grows and changes at different rates. I can talk about some things about me that have changed and some things that have stayed the same. I can identify the parts of the body that make boys different to girls [penis, testicles, vagina, vulva, anus]. I respect my body and know which parts are private. I know that as I learn i will change as my body continues to develop and change. I can talk about changes that have happened in my life and changes that will happen soon [going to Year 2]. I can talk about who I can talk to if I am worried about changes and can explain ways in which I can help myself to cope with changes.</p>	<p>I can recognise life cycles in nature. I recognise that there are changes that are outside my control and recognise how I feel about this. I can describe the process of growing young to old and recognise that this is outside of my control. I can talk about people who I respect who are older than me. I can talk about how I and my body have changed since I was a baby and recognise where I am on the continuum of developing young to old. I recognise that boys and girls bodies are different and that some parts of my body are private. I can talk about what I like/dislike about being a boy or girl. I can talk about appropriate/in appropriate touch and know which forms of physical contract I like/don't like. I know that as I grow I am becoming more independent and am proud of this in</p>

	<p>myself. I can talk about changes that will happen in my life and how they make me feel [moving to Junior School]. I know who I can talk to if I am worried or have questions about change and know some ways of helping myself cope with change.</p>
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<p>What pupils need to know or do to be secure</p>	
<p>Key knowledge and skills</p>	<p>Possible evidence</p>
<p>Outcome: My body, Growing, Changing and Development</p> <p>School Value: Happiness</p> <p>Philosophical Question: Is change a good or bad thing?</p> <p>I know that my body changes as I grow.            I can talk about some of the life cycles of different animals            I can talk about which things about me have changed and which things have stayed the same.            I can talk about how my body has changed since I was a baby.            I know that growing up is natural and that everybody develops at different rates.            I can identify the parts of bodies that make girls different from boys [penis, vagina, testicles, vulva].            I know which parts of my body are private.            I know that each time I learn something new, I change a little bit.            I can talk about some of the changes that have happened in my life.</p>	<p>Observing children when faced with a challenge.</p> <p>Observing children when they are given a partner task.</p> <p>Talking to children about what might help them/how they could help themselves.</p> <p>Role play/drama</p> <p>Philosophy</p> <p>During discussion</p>

I can talk about some ways that I find helpful to cope with change.

### Key vocabulary

Penis, vagina, anus, vulva, testicles  
Private parts  
Develop  
Life cycle related vocabulary

### Common misconceptions

Children may think they can stop bodies from changing or that all bodies develop at the same rate.

### Books linking to this area

You Got This

### Memorable first hand experiences

Planning the Leavers Service and talking about memories of this school and looking forward to the next phase in their school life.

Having a life cycle box [ladybirds, butterfly, hen eggs, seeds etc] and charting their growth.

### Opportunities for communication

- During discussion [whole class or small group]
- During "Philosophy"
- During drama
- When planning and working in teams
- Planning and working with a partner

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Reasonable adjustments for pupils with SEND

<p>Communication and Interaction</p> <ul style="list-style-type: none"><li>simplified steps</li><li>songs/videos</li><li>smaller groups</li><li>using puppets</li></ul> <p>"Time to talk" resource [for ASD/children with communication and understanding difficulties].</p>	<p>Cognition and Learning</p> <ul style="list-style-type: none"><li>social stories</li><li>real life experiences</li><li>songs/videos</li><li>smaller groups</li><li>using puppets</li></ul> <p>"Time to talk" resource [for ASD/children with communication and understanding difficulties].</p>
<p>Social, Emotional and Mental health</p> <ul style="list-style-type: none"><li>Visual/practical activities</li><li>be aware of home life/experiences</li><li>have a trusted adult to talk to them</li></ul>	<p>Sensory and Physical</p> <p>explore ideas with visuals/equipment to reduce the need for vocalised communication [signing]</p>