Year 1/2 Growing and Changing Units Summer 2

	Year 1	Year 2
Summer 2 Week 1 w/b 3rd June	**Healthy Me** • Understand that the body gets energy from food, water and air (oxygen); • Recognise that exercise and sleep are important parts of a healthy lifestyle. **Activity** Healthy me activity sheet- working in pairs to sort things into healthy and unhealthy.	**A helping hand** ● Demonstrate simple ways of giving positive feedback to others. **Activity** Setting up an obstacle course, children use blindfold and help each other through the course. Swap over. What helped? What didn't? What would you do the same next time? What would you do differently?
Summer 2 Week 2 w/b 10th June	**Then and now** • Identify things they could do as a baby, a toddler and can do now; • Identify the people who help/helped them at those different stages. **Activity** Harolds photo album- looking at how he has changed. Then and now activity sheet- look at the different stages, what they could do at each stage, who helps then and a picture.	**Sam moves away** ● Recognise the range of feelings that are associated with losing (and being reunited) with a person, they are close to. **Activity** Reading the story- Sam moves away. Talk about saying goodbye to someone. Talk about emotions. Use the story to also talk about how we feel when we met someone again. How does your face show your emotion now? Talk about ways to keep in touch.
Summer 2 Week 3 w/b 17th June	**Taking care of a baby** • 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, and feeding. **Activity** Talking about who looks after babies, who has babies at home etc. Then thinking about what babies need (milk, dummy, cuddles etc.) Sorting things babies don't need, how they sleep, eat, go to the toilet, washing themselves, having fun. .	**Haven't you grown** • Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); • Understand and describe some of the things that people are capable of at these different stages. **Activity** Starting by talking about when we haven't seen someone for a while- how they have grown. Read letter from Aunty Jean who has sent photos from Australia of a cousin. What will Isaac look like 5 years, 10 years etc. Children to write down things that they could do at each stage. Talk about what helps us grow.

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Summer 2 Week 4 w/b 24th June	**Who can help? (2)** • Explain the difference between teasing and bullying; • Give examples of what they can do if they experience or witness bullying; • Say who they could get help from in a bullying situation. **Activity** Recalling work on bullying. Asking the children to define unkind, tease and bully. Recapping who can help you and talking about safe person.	**My body, your body** • Identify which parts of the human body are private; • Explain that a person's genitals help them to make babies when they are grown up; • Understand that humans mostly have the same body parts but that they can look different from person to person. **Activity** What does my body do? Naming body parts- by drawing around outline. Explaining that one body will be a boy, one girl. What is our school uniform covering? What parts might we see when someone is wearing a uniform? What parts might we see when someone is wearing a swimming costume? What parts might we see when someone is having a shower? Introduce terms- penis, vulva, testicles and nipples. Talk about what parts are the same with boys and girls and what parts are different. Explaining about what a penis is for and a vulva (wee and create a baby when older) Explaining what testicles are for and where girls store their seeds/egg. Talking about nipples. Children then to label two bodies.
Summer 2 Week 5 w/b 1st July	**Surprises and secrets** • Explain the difference between a secret and a nice surprise; • Identify situations as being secrets or surprises; • Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. **Activity** Finding out about Harold's secret and surprise and talking about what the difference is. Then activity around sorting secrets and surprises. Talk about who to talk	**Respecting privacy** • Identify how inappropriate touch can make someone feel; • Understand that there are unsafe secrets and secrets that are nice surprises; • Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop. **Activity** Talk about what private parts are called (genitals).
	to if someone has told you a secret you need to share and when a secret is not ok to keep to yourself.	Reminding about correct names and explaining what privacy means. Read the story about Georgia and Kate (story about privacy, consent-touching peoples things, bedtime wetting, private information)

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Summer 2 **Week 6** w/b 8th July	**Keeping privates private** • Identify parts of the body that are private; • Describe ways in which private parts can be kept private; • Identify people they can talk to about their private parts. **Activity** Thinking about the stages about needing the toilet (baby, toddler and now). Explaining the names for boys external genitals are penis and girls its vulva. These are what we use when we talk to a Doctor or someone else we trust about our private parts if we needed to e.g. if they are sore. Explaining why these parts are private.	**Some secrets should never be kept** • Explain what privacy means; • Know that you are not allowed to touch someone's private belongings without their permission; • Give examples of different types of private information. **Activity** Read the story- 'Some secrets should never be kept'. Story involves someone being tickled in a way that he didn't like (private parts). Speaking about who should be told and what Alfred should do. Introducing the idea about a 'safety network'- drawing Alfred's safety network and your safety network.