

Aldbury C of E Primary & Nursery School
Skills Ladders Year B Year 2022 - 2023

Key Learning in bold

| Autumn One Being Me in My World Who am I and how do I fit in? | | | |
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| EYFS | Year 1 and 2 | Year 3 and 4 | Year 5 and 6 |
| <ul style="list-style-type: none"> • Understand how it feels to belong and that we are similar and different • understand how feeling happy and sad can be expressed • Know how to work together and consider other people's feelings • Know how to use gentle hands and understand that it is good to be kind to people • Begin to understand children's rights and this means we should all be allowed to learn and play • Know what being responsible means | <ul style="list-style-type: none"> • Understand their own rights and responsibilities with their class members • Understand that they have choices • Understand that their choices have consequences • Understand that their views are important • Understand that they are safe in their class • Identify helpful behaviours to make the class a safe place • Understand that they are special • Understand the rights and responsibilities of a member of a class | <ul style="list-style-type: none"> • Know that the school has a shared set of values • Recognise self-worth • Know what a personal goal is and be able to set a personal goal • Identify personal strengths • Value themselves and know how to make someone else feel welcome and valued • Face new challenges positively, make responsible choices and ask for help when they need it • Recognise feelings of happiness, sadness, worry and fear in themselves and others | <ul style="list-style-type: none"> • Understand the rights and responsibilities associated with being a citizen in the wider community and their country • Have empathy for people whose lives are different from their own • Consider their own actions and the effect they have on themselves and others • Understand how democracy and having a voice benefits the school community • Be able to work as part of a group, listening and contributing effectively • Understand how to contribute towards the democratic process |

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| | <ul style="list-style-type: none"> • Recognise what it's like to feel proud of an achievement • Recognise feelings associated with positive and negative consequences | <ul style="list-style-type: none"> • Understand why rules are needed and how these relate to choices and consequences • know how to make others feel valued • Understand that other people may hold different views • Understand that their actions affect themselves and others and care about other people's feelings • Understand that their behaviour brings rewards/consequences • Make responsible choices and take action • Be able to work cooperatively in a group | <ul style="list-style-type: none"> • Know how to face new challenges positively • Be able to identify what they value most about school • Understand how to set personal goals • Identify hopes for the school year • Know how an individual's behaviour can affect a group and the consequences of this • Understand why the school community benefits from a Learning Charter • Be able to help friends make positive choices • Know how to regulate my emotions |
| Vocabulary Progression | | | |
| Kind, Gentle, Friend, Similar, Different, Rights, Responsible, Feelings, Happy, Sad, Sharing, Taking Turns | Consolidate EYFS Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, | Consolidate KS1 Welcome, Valued, Achievements, Pleased, Personal Goal, Acknowledge, Affirm, Emotions, Feelings, | Consolidate KS1, Yrs 3 & 4 Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, |

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| | Consequences, Upset, Disappointed, Illustration | Nightmare, Solutions, Support, Dream, Behaviour, Fairness, Group Dynamics, Team Work, View Point, Ideal School, Belong | Opportunities, Education, Empathise, Obstacles, Co-operation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Decision |
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| Autumn Two Celebrating Difference <i>Respect for similarity and difference. Anti-bullying and being unique.</i> | | | |
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| EYFS | Year 1 and 2 | Year 3 and 4 | Year 5 and 6 |
| <ul style="list-style-type: none"> • Know how it feels to be proud of something they are good at. • Tell you one way they are special and unique. • Know that all families are different. • Know there are lots of different houses and homes. • Tell you how they could make new friends. • Can use their words to stand up for themselves. | <ul style="list-style-type: none"> • Recognise ways in which they are the same as their friends and ways they are different • Understand what bullying means • Identify what is bullying and what isn't • Understand how being bullied might feel • Know who to tell if they or someone else is being bullied or is feeling unhappy • Know that people are unique and that it is OK to be different | <ul style="list-style-type: none"> • Understand why families are important • Be able to show appreciation for their families, parents and carers • Appreciate that everybody's family is different • Know that sometimes family members don't get along and some reasons for this • Understand that conflict is a normal part of relationships • Use the 'Solve it together' technique to | <ul style="list-style-type: none"> • Understand what culture means • Understand that differences in culture can sometimes be a source of conflict • Identify their own culture and different cultures within their class community • Explain what racism is and why it is unacceptable • Identify their own attitudes about people from different faith and cultural backgrounds • Develop respect for cultures different from their own |

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| | <ul style="list-style-type: none"> • Understand that people have differences and similarities • Identify ways to help a person who is being bullied • Identify skills to make friendships • Identify emotions associated with making a new friend • Verbalise some of the attributes that make them unique and special | <p>calm and resolve conflicts with friends and family</p> <ul style="list-style-type: none"> • Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do • Empathise with people who are bullied • Employ skills to support someone who is bullied • Be able to ‘problem-solve’ a bullying situation accessing appropriate support if necessary • Understand that some words are used in hurtful ways and that this can have consequences • Be able to recognise, accept and give compliments • Recognise feelings associated with receiving a compliment | <ul style="list-style-type: none"> • Understand that rumour spreading is a form of bullying on and offline • Identify external forms of support in regard to bullying e.g. Childline • Understand that bullying can be direct and indirect • Identify a range of strategies for managing their own feelings in bullying situations • Identify some strategies to encourage children who use bullying behaviours to make other choices • Be able to support children who are being bullied • Identify how their life is different from the lives of children in the developing world |
| Vocabulary Progression | | | |

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| Special, Unique, proud, Included, same, different, friends, kind, unkind, 'please don't do that..', facial expressions | Consolidate EYFS Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique | Consolidate KS1 Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment, | Consolidate KS1, Yrs 3 & 4 Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation |
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| Spring One Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this. | | | |
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| EYFS | Year 1 and 2 | Year 3 and 4 | Year 5 and 6 |
| <ul style="list-style-type: none"> • Understand what a challenge means • Keep trying until they can do something • Set a goal and work towards it • Know some kind words to encourage people with • Start to think about the jobs they might like to do when they're older • Feel proud when they achieve a goal | <ul style="list-style-type: none"> • Know how to set simple goals • Understand how to achieve a goal • Recognise things that they do well • Know how to work well with a partner • Celebrate an achievement with a friend • Explain how they learn best | <ul style="list-style-type: none"> • Know about specific people who have overcome difficult challenges to achieve success • Identify what dreams and ambitions are important to them • Imagine how it will feel when they achieve their dream / ambition • Explain how they can best overcome learning challenges | <ul style="list-style-type: none"> • Verbalise what they would like their life to be like when they are grown up • Identify a range of jobs that are carried out by people I know • Appreciate the contributions made by people in different jobs • Know that different jobs pay more money than others • Appreciate the opportunities learning and education can give them |

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| | <ul style="list-style-type: none"> • Know that tackling a challenge can stretch their learning • Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them • Recognise their own feelings when faced with a challenge • Recognise how they feel when they overcome an obstacle • Know when a goal has been achieved • Store feelings of success so that they can be used in the future | <ul style="list-style-type: none"> • Understand that they are responsible for their own learning • Identify their own strengths as a learner • Explain what an obstacle is and how they can hinder achievement • Manage feelings of frustration linked to facing obstacles • Identify how to take steps to overcome obstacles • Break down a goal into small steps • Recognise how other people can help them to achieve their goals • Evaluate their own learning progress and identify how it can be better next time • Share their success with others • Store feelings of success (in their internal treasure chest) to be used at another time | <ul style="list-style-type: none"> • Know the types of job they might like to do when they are older • Understand that young people from different cultures may have different dreams and goals • Reflect on the differences between their own learning goals and those of someone from a different culture • Appreciate that communicating with someone from a different culture means that they can learn from them and vice versa • Identify ways that they can support young people in their own culture and abroad • Understand why they are motivated to make a positive contribution to supporting others |
| Vocabulary Progression | | | |

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| Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage | Consolidate EYFS Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve | Consolidate KS1 Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Evaluate | Consolidate KS1, Yrs 3 & 4 Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference |
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| Spring Two Healthy Me Being and keeping safe and healthy. | | | |
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| EYFS | Year 1 and 2 | Year 3 and 4 | Year 5 and 6 |
| <ul style="list-style-type: none"> • Know the names for some parts of their body and start to understand that they need to be active to be healthy • Tell you some of the things they need to do to be healthy • Know what the word 'healthy' means and that | <ul style="list-style-type: none"> • Know the difference between being healthy and unhealthy • Feel good about themselves when they make healthy choices • Explain some ways to keep healthy • Realise that they are special | <ul style="list-style-type: none"> • Able to set themselves a fitness challenge • Know how exercise affects their bodies • Understand why their hearts and lungs are such important organs • Appreciate that the amount of calories, fat and sugar that they put | <ul style="list-style-type: none"> • Understand the health risks of smoking • Can make informed decisions about whether or not they choose to smoke when they are older • Be able to explain how smoking tobacco affects the lungs, liver and heart • Know some of the risks linked to misusing alcohol, including antisocial behaviour |

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| <p>some foods are healthier than others</p> <ul style="list-style-type: none"> • Know how to help themselves go to sleep and that sleep is good for them • Can wash their hands and know it is important to do this before they eat and after they go to the toilet • Know what to do if they get lost and how to say NO to strangers | <ul style="list-style-type: none"> • Know how to make healthy lifestyle choices • Identify how to keep themselves clean and healthy • Understand that germs cause disease / illness • Understand that all household products, including medicines, can be harmful if not used properly • Understand that medicines can help them if they feel poorly • Recognise ways to look after themselves if they feel poorly • Explain how to keep safe when crossing the road • Know about people who can keep them safe • Recognise how being healthy helps them to feel happy • Recognise when they feel frightened and know how to ask for help | <p>into their bodies will affect their health</p> <ul style="list-style-type: none"> • Recognise what it feels like to make a healthy choice- good sleep lesson • Know that there are different types of drugs • Identify how they feel about drugs • Understand that there are things, places and people that can be dangerous • Identify a range of strategies to keep themselves safe • Know when something feels safe or unsafe • Express how being anxious or scared feels • Know how to take responsibility for keeping themselves and others safe • Understand that their bodies are complex | <ul style="list-style-type: none"> • Can make informed decisions about whether they choose to drink alcohol when they are older • Recognise strategies for resisting pressure • Know basic emergency procedures including the recovery position • Explain how to get help in emergency situations • Can identify ways to keep themselves calm in an emergency • Know that the media, social media and celebrity culture promotes certain body types • Can reflect on their own body image and know how important it is that this is positive • Accept and respect themselves for who they are • Understand the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure • Respect and value their own bodies |
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| | | and need taking care of | <ul style="list-style-type: none"> Explain what makes a healthy lifestyle Be motivated to keep themselves healthy and happy |
| Vocabulary Progression | | | |
| Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Active, Stranger, Scare | Consolidate EYFS Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait | Consolidate KS1 Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice | Consolidate KS1, Yrs 3 & 4 Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation |

| Summer One Relationships Building positive, healthy relationships. | | | |
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| EYFS | Year 1 and 2 | Year 3 and 4 | Year 5 and 6 |
| <ul style="list-style-type: none"> Understand how to make friends if they feel lonely Tell you some of the things they like about their friends | <ul style="list-style-type: none"> Understand that everyone's family is different | <ul style="list-style-type: none"> Know that different family members carry out different roles or have different responsibilities within the family | <ul style="list-style-type: none"> Appreciate that a personality is made up of many different characteristics, qualities and attributes |

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| <ul style="list-style-type: none"> • Work together and enjoy being with their friends • Know what to say and do if somebody is mean to them • Use Calm Me time and Zones of Regulation to manage their feelings | <ul style="list-style-type: none"> • Know that there are lots of different types of families • Express how it feels to be part of a family and to care for family members • Appreciate that families are founded on belonging, love and care (marriage) • Know how to make a friend • Say what being a good friend means • Show skills of friendship • Identify the characteristics of healthy and safe friends • Understand that physical contact can be used as a greeting • Identify forms of physical contact they prefer • Say no when they receive a touch they don't like • Identify the different people in the school | <ul style="list-style-type: none"> • Identify the responsibilities they have within their family • Identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry • Describe some of the skills of friendship, e.g. taking turns, being a good listener • use Solve-it-together in a conflict scenario and find a win-win outcome • Identify strategies for keeping themselves safe online • Know how to access help if they are concerned about anything on social media or the internet • Understand how some of the actions and work of people around the world help and influence my life • Empathise with people from other countries who may not have a fair job/ less fortunate and appreciate what I may learn from them | <ul style="list-style-type: none"> • Suggest strategies for building self-esteem of themselves and others • Understand that belonging to an online community can have positive and negative consequences • Identify when an online community / social media group feels risky, uncomfortable, or unsafe • Identify rights and responsibilities in an online community or social network • Know that there are rights and responsibilities when playing a game online • Identify when an online game is safe or unsafe • Appreciate that too much screen time isn't healthy • Suggest ways to monitor and reduce screen time • Explain how to stay safe when using technology to communicate with friends • Suggest strategies for staying safe online/ social media • Explain how to report unsafe online / social network activity |
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| | <p>community and how they help</p> <ul style="list-style-type: none"> • Praise themselves and others • Recognise some of their personal qualities • Say why they appreciate a special relationship • Know who to ask for help in the school community | <ul style="list-style-type: none"> • Appreciate that they and all children have rights (UNCRC) • Identify similarities in children's rights around the world • Appreciate that the lives of children around the world can be different from their own • Identify their own wants and needs and how these may be similar or different from other children in school and the global community | <ul style="list-style-type: none"> • Suggest strategies for managing unhelpful pressures online or in social networks |
| Vocabulary Progression | | | |
| Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing | Consolidate EYFS Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate | Consolidate KS1 Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, | Consolidate KS1, Yrs 3 & 4 Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal |

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| | | Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude | information, Passwords, Privacy, Settings, Profile, SMART rules |
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| Summer Two Changing Me Coping positively with change. | | | |
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| EYFS | Year 1 and 2 | Year 3 and 4 | Year 5 and 6 |
| <ul style="list-style-type: none"> • Name parts of my body and show respect for myself • Tell you some things they can do and some food they can eat to be healthy • Understand that we all start as babies and grow into children and then adults • Know that they grow and change • Talk about how they feel moving to Reception from Nursery • Remember some fun things about Nursery this year | <ul style="list-style-type: none"> • Understand that animals including humans have a life cycle • Understand and accept that change is a natural part of getting older • Identify some things that have changed and some things that have stayed the same since being a baby (including the body) • Appreciate that people grow up at different rates and that is normal | <ul style="list-style-type: none"> • Appreciate that in animals and humans lots of changes happen between conception and growing up • Identify some of the changes that happen between being a baby and a child • Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops • Understand that babies need love and care from their parents/carers | <ul style="list-style-type: none"> • Understand what perception means and that perceptions can be right or wrong • Celebrate what they like about their own and others' self-image and body-image • Suggest ways to boost self-esteem of self and others • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Understand that personal hygiene is important during puberty in relation to sanitary health |

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| | <ul style="list-style-type: none"> • Know that there are correct names for private body parts • Know the names of male and female private body parts • Identify which parts of the body are private and know that they belong to that person and that nobody has the right to hurt these • Identify who to ask for help if they are worried or frightened • Understand that learning brings about change • Express why they enjoy learning • Suggest ways to manage change e.g., moving to a new class | <ul style="list-style-type: none"> • Describe the emotions that a new baby can bring to a family • Identify some of the outside body changes that happen during puberty • Express how they feel about puberty • Say who they can talk to about puberty if they have any worries • Identify changes they are looking forward to in the next year • Suggest ways to help them manage feelings during changes they are more anxious about <p>Y4 girls to be taught a separate lesson(s) on puberty (discussed with parents) including:</p> <ul style="list-style-type: none"> • Girls and puberty: Understand how the female body changes at puberty focusing on menstruation | <ul style="list-style-type: none"> • Recognise that puberty is a natural process that happens to everybody and that it will be OK for them • Ask questions about puberty to seek clarification • Know that sexual intercourse can lead to conception • Appreciate that some people need help to conceive and might use IVF • Know that becoming a teenager involves various changes and also brings growing responsibility • Express how they feel about becoming a teenager • Say who they can talk to if concerned about puberty or becoming a teenager/adult |
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| | | <ul style="list-style-type: none"> • Understand that personal hygiene is important during puberty in relation to sanitary health • Know who to talk to if they get their period at school | |
| Vocabulary Progression | | | |
| Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories. | Consolidate EYFS Changes, Life cycles, Adulthood, Mature, Male, Female, Private parts, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping | Consolidate KS1 Birth, Animals, Babies, Mother, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Stereotypes, Task, Roles, Challenge | Consolidate KS1, Yrs 3 & 4 Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, IVF, Foetus, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights |

