

Year	Unit title and skills	Objectives / knowledge	Questions that children will answer	Vocabulary	
				Previous:	New:
<b>Nursery</b>					
N	Autumn 1 - Family and Friendships  <b>This term, the children should be able to...</b>  Self/others, family, friends, appreciating similarities /differences in families	<b>This term, the children should learn...</b> I can wait my turn I can show I have been listening to others I can speak politely to adults and peers I can talk in a friendly way to peers I can agree with others respectfully and politely	What makes your/each family special?		Me, You, We, Friend, Everyone, Share, Family, Mum, Dad, Brother, Sister, Auntie, Uncle, Home, Play, Kind, Turn, Together, Help, Talk, Listen, Happy, Sad, Angry, Excited, Polite, Respect, Wait, Same, Different, Special
	Autumn 2 - Environment  <b>This term, the children should be able to...</b>  Showing care to others, to ourselves, the environment	<b>This term, the children should learn...</b> I can wait my turn I can show I have been listening to others I can speak politely to adults and peers I can talk in a friendly way to peers I can agree with others respectfully and politely	What makes you/others happy/upset?	Me, You, We, Friend, Everyone, Share, Family, Mum, Dad, Brother, Sister, Auntie, Uncle, Home, Play, Kind, Turn, Together, Help, Talk, Listen, Happy, Sad, Angry, Excited, Polite, Respect, Wait, Same, Different, Special	Care, Turn, Listen, Polite, Friendly, Respect, Help, Share, Wait, Happy, Upset, Kind, Safe, Clean, Tidy, Plants, Trees, Animals, Recycle, Rubbish, Bin, Nature, Water, Air, Earth, Garden, Park, World, People, Protect, Weather
	Spring 1 - Journeys and Adventures  <b>This term, the children should be able to...</b>  Response inhibition - can you wait to open a present?	<b>This term, the children should learn...</b> I can build on others ideas I can be an effective member in small group tasks I can give ideas for my reasons supported with evidence	How do you celebrate? How do you feel during a celebration?	Care, Turn, Listen, Polite, Friendly, Respect, Help, Share, Wait, Happy, Upset, Kind, Safe, Clean, Tidy, Plants, Trees, Animals, Recycle, Rubbish, Bin, Nature, Water, Air,	Journey, Adventure, Wait, Turn, Idea, Group, Together, Celebrate, Excited, Happy, Fun, Present, Party, Gift, Reason, Evidence, Think, Share, Feelings, Plan, Work,

				Earth, Garden, Park, World, People, Protect, Weather	Help, Explore, New, Travel, Far, Near, Discover, Surprise, Celebrate, Balloon, Cake
Spring 2 - Same/Differences  <b>This term, the children should be able to...</b>  Celebrating differences  Early cognitive flexibility	<b>This term, the children should learn...</b> I can build on others ideas I can be an effective member in small group tasks I can give ideas for my reasons supported with evidence	What does change mean?	Journey, Adventure, Wait, Turn, Idea, Group, Together, Celebrate, Excited, Happy, Fun, Present, Party, Gift, Reason, Evidence, Think, Share, Feelings, Plan, Work, Help, Explore, New, Travel, Far, Near, Discover, Surprise, Celebrate, Balloon, Cake	Same, Different, Change, Idea, Group, Together, Reason, Evidence, Share, Listen, Think, Celebrate, Unique, Special, Flexible, Help, Work, Learn, New, Grow, Feelings, Understand, Accept, Respect, Team, Support	
Summer 1 - Family and Friendships  <b>This term, the children should be able to...</b>  Self-awareness	<b>This term, the children should learn...</b> I can make connections to ideas I can say how things are the same/different I can suggest what might happen if... I can ask questions about a stimulus	How can I take care of myself?	Same, Different, Change, Idea, Group, Together, Reason, Evidence, Share, Listen, Think, Celebrate, Unique, Special, Flexible, Help, Work, Learn, New, Grow, Feelings, Understand, Accept, Respect, Team, Support	Self, Aware, Family, Friend, Connections, Same, Different, Ask, Question, Think, What if, Care, Help, Safe, Healthy, Look after, Feelings, Body, Mind, Choices, Hygiene, Food, Sleep, Exercise, Rest, Protect, Share, Understand	
Summer 2 - Family and Friendships  <b>This term, the children should be able to...</b>	<b>This term, the children should learn...</b> I can suggest/evaluate different possibilities or ideas I can give reasons supported with evidence I can agree or disagree politely		Self, Aware, Family, Friend, Connections, Same, Different, Ask, Question, Think, What if, Care, Help, Safe, Healthy, Look after,	Suggest, Idea, Reason, Agree, Disagree, Polite, Think, Talk, Share, Listen, Why, Because, Friend, Family, Same, Different, Kind, Help,	

				Feelings, Body, Mind, Choices, Hygiene, Food, Sleep, Exercise, Rest, Protect, Share, Understand	Choice, Understand
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Reception					
R	Autumn 1 - Family and Friendships  <b>This term, the children should be able to...</b>  I can wait my turn I can show I have been listening to others I can speak politely to adults and peers I can talk in a friendly way to peers I can agree with others respectfully and politely	<b>This term, the children should learn...</b> Turn taking Self-identity	What makes me the same? What makes me different?	Suggest, Idea, Reason, Agree, Disagree, Polite, Think, Talk, Share, Listen, Why, Because, Friend, Family, Same, Different, Kind, Help, Choice, Understand	Turn, Wait, Listen, Polite, Friendly, Peer, Agree, Respect, Share, Same, Different, Me, You, Talk, Kind, Help, Family, Friend, Self, Identity, Special, Together, Group
	Autumn 2 - Journeys and Adventures  <b>This term, the children should be able to...</b>  I can wait my turn I can show I have been listening to others I can speak politely to adults and peers I can talk in a friendly way to peers I can agree with others respectfully and politely	<b>This term, the children should learn...</b> Celebrating difference	What are my strengths?	Turn, Wait, Listen, Polite, Friendly, Peer, Agree, Respect, Share, Same, Different, Me, You, Talk, Kind, Help, Family, Friend, Self, Identity, Special, Together, Group	Turn, Wait, Listen, Polite, Friendly, Peer, Agree, Respect, Share, Celebrate, Different, Same, Strength, Good at, Special, Adventure, Journey, Explore, Help, Kind, Talk, Together, Team
	Spring 1 - Reality/Dreams  <b>This term, the children should be able to...</b>  I can build on others ideas I can be an effective member in small group tasks I can give ideas for my reasons supported with evidence	<b>This term, the children should learn...</b> Talking about dreams/aspirations /goals	What are my goals?	Turn, Wait, Listen, Polite, Friendly, Peer, Agree, Respect, Share, Celebrate, Different, Same, Strength, Good at, Special, Adventure, Journey,	Dream, Goal, Aspiration, Idea, Build, Group, Task, Together, Listen, Share, Think, Support, Help, Good at, Future, Plan, Explore, Imagine, Create, Strong, Talk about,

				Explore, Help, Kind, Talk, Together, Team	What if
Spring 2 - Environment	<b>This term, the children should learn...</b> Being kind, caring, respectful	How do I apologise? Why do I apologise?	Dream, Goal, Aspiration, Idea, Build, Group, Task, Together, Listen, Share, Think, Support, Help, Good at, Future, Plan, Explore, Imagine, Create, Strong, Talk about, What if	Environment, Kind, Caring, Respectful, Apologise, Sorry, Listen, Help, Group, Task, Idea, Build, Share, Support, Friend, Together, Nature, Earth, Protect, Clean, Safe, Good, Feelings, Talk about, Understand	
Summer 1 - Same/Different	<b>This term, the children should learn...</b>		Environment, Kind, Caring, Respectful, Apologise, Sorry, Listen, Help, Group, Task, Idea, Build, Share, Support, Friend, Together, Nature, Earth, Protect, Clean, Safe, Good, Feelings, Talk about, Understand	Same, Different, Connection, Idea, Suggest, What if, Question, Think, Ask, Stimulus, Share, Talk about, Compare, Match, Sort, Similar, Opposite, Example, Help, Group, Explore	
Summer 2 - Good/Evil	<b>This term, the children should learn...</b>		Same, Different, Connection, Idea, Suggest, What if, Question, Think, Ask, Stimulus, Share, Talk about, Compare, Match, Sort, Similar, Opposite, Example, Help, Group, Explore	Good, Evil, Idea, Suggest, Evaluate, Reason, Evidence, Agree, Disagree, Polite, Kind, Help, Share, Fair, Unfair, Choice, Behavior, Feelings, Respect, Talk about, Understand, Problem, Solution	

1	<p>Autumn 1 - Community</p> <p><b>This term, the children should be able to...</b></p> <p>I can wait my turn  I can show I have been listening to others  I can speak politely to adults and peers  I can talk in a friendly way to peers  I can agree with others respectfully and politely</p>	<p><b>This term, the children should learn...</b></p>	<p>What makes me feel like I belong?</p>	<p>Good, Evil, Idea, Suggest, Evaluate, Reason, Evidence, Agree, Disagree, Polite, Kind, Help, Share, Fair, Unfair, Choice, Behavior, Feelings, Respect, Talk about, Understand, Problem, Solution</p>	<p>Community, Belong, Turn, Listen, Polite, Friendly, Agree, Respect, Share, Help, Feel, Home, Family, Friends, Together, Support, Team, Different, Similar, Identity, Connection, Welcome, Cooperate, Celebrate, Kindness</p>
	<p>Autumn 2 - Family/Friendships</p> <p><b>This term, the children should be able to...</b></p> <p>I can wait my turn  I can show I have been listening to others  I can speak politely to adults and peers  I can talk in a friendly way to peers  I can agree with others respectfully and politely</p>	<p><b>This term, the children should learn...</b></p> <p>Celebrating difference</p>	<p>What do I have in common with others? What makes me different?</p>	<p>Community, Belong, Turn, Listen, Polite, Friendly, Agree, Respect, Share, Help, Feel, Home, Family, Friends, Together, Support, Team, Different, Similar, Identity, Connection, Welcome, Cooperate, Celebrate, Kindness</p>	<p>Family, Friendship, Turn, Listen, Polite, Friendly, Agree, Respect, Celebrate, Difference, Common, Similar, Different, Help, Support, Share, Feelings, Together, Kindness, Connection, Unique, Talk about, Understanding, Appreciate</p>
	<p>Spring 1 - Fairness/Differences</p> <p><b>This term, the children should be able to...</b></p> <p>I can build on others ideas  I can be an effective member in small group tasks  I can give ideas for my reasons supported with evidence</p>	<p><b>This term, the children should learn...</b></p> <p>Turn-taking, listening, sharing</p>	<p>How can I be a good friend? What does a good friend look like?</p>	<p>Family, Friendship, Turn, Listen, Polite, Friendly, Agree, Respect, Celebrate, Difference, Common, Similar, Different, Help, Support, Share, Feelings, Together, Kindness, Connection, Unique, Talk about, Understanding, Appreciate</p>	<p>Fairness, Difference, Friend, Good friend, Build, Ideas, Group, Task, Share, Listen, Turn-taking, Respect, Help, Support, Cooperate, Kindness, Teamwork, Understanding, Communication, Positive, Talk about, Agree, Disagree</p>

<p>Spring 2 - Animal Welfare</p> <p><b>This term, the children should be able to...</b></p> <p>I can build on others ideas I can be an effective member in small group tasks I can give ideas for my reasons supported with evidence</p>	<p><b>This term, the children should learn...</b></p> <p>Caring, respecting others</p>	<p>How can I show care and respect to others?</p>	<p>Fairness, Difference, Friend, Good friend, Build, Ideas, Group, Task, Share, Listen, Turn-taking, Respect, Help, Support, Cooperate, Kindness, Teamwork, Understanding, Communication, Positive, Talk about, Agree, Disagree</p>	<p>Animal, Welfare, Care, Respect, Caring, Kindness, Share, Listen, Ideas, Support, Group, Task, Help, Build, Feelings, Understanding, Friend, Protect, Safe, Kind, Responsibility, Discuss, Positive, Compassion</p>
<p>Summer 1 - Good/Evil</p> <p><b>This term, the children should be able to...</b></p> <p>I can make connections to ideas I can say how things are the same/different I can suggest what might happen if... I can ask questions about a stimulus</p>	<p><b>This term, the children should learn...</b></p> <p>Belonging, togetherness, being/feeling safe</p>	<p>Who are my trusted adults?</p>	<p>Animal, Welfare, Care, Respect, Caring, Kindness, Share, Listen, Ideas, Support, Group, Task, Help, Build, Feelings, Understanding, Friend, Protect, Safe, Kind, Responsibility, Discuss, Positive, Compassion</p>	<p>Good, Evil, Belonging, Togetherness, Safe, Trusted adult, Connection, Ideas, Same, Different, Suggest, What if, Question, Stimulus, Help, Support, Listen, Feelings, Understanding, Discuss, Kindness, Fairness, Respect</p>
<p>Summer 2 - Environment</p> <p><b>This term, the children should be able to...</b></p> <p>I can suggest/evaluate different possibilities or ideas I can give reasons supported with evidence I can agree or disagree politely</p>	<p><b>This term, the children should learn...</b></p> <p>Coping with change</p>	<p>How do I feel about change?</p>	<p>Good, Evil, Belonging, Togetherness, Safe, Trusted adult, Connection, Ideas, Same, Different, Suggest, What if, Question, Stimulus, Help, Support, Listen, Feelings, Understanding, Discuss, Kindness, Fairness, Respect</p>	<p>Environment, Change, Coping, Feelings, Suggest, Evaluate, Possibilities, Ideas, Agree, Disagree, Polite, Support, Evidence, Listen, Discuss, Explore, Nature, Protect, Care, Safe, Community, Help, Adapt</p>

Year 2					
2	Autumn 1 - Change/Adventure  <b>This term, the children should be able to...</b>  I can wait my turn I can show I have been listening to others I can speak politely to adults and peers I can talk in a friendly way to peers I can agree with others respectfully and politely	<b>This term, the children should learn...</b>  Being kind, helping others	When do I need help?	Environment, Change, Coping, Feelings, Suggest, Evaluate, Possibilities, Ideas, Agree, Disagree, Polite, Support, Evidence, Listen, Discuss, Explore, Nature, Protect, Care, Safe, Community, Help, Adapt	Change, Adventure, Kind, Help, Listen, Turn, Polite, Friendly, Agree, Respect, Support, Share, Feelings, Caring, Communication, Teamwork, Understanding, Ask for help, Encourage, Friendship, Together, Positive
	Autumn 2 - Environment  <b>This term, the children should be able to...</b>  I can wait my turn I can show I have been listening to others I can speak politely to adults and peers I can talk in a friendly way to peers	<b>This term, the children should learn...</b>  Recognising similarities and differences	How do I celebrate differences?	Change, Adventure, Kind, Help, Listen, Turn, Polite, Friendly, Agree, Respect, Support, Share, Feelings, Caring, Communication, Teamwork, Understanding, Ask for help, Encourage, Friendship, Together, Positive	Environment, Celebrate, Differences, Similarities, Listen, Turn, Polite, Friendly, Respect, Recognize, Support, Share, Help, Diversity, Understanding, Cooperate, Appreciate, Together, Community, Positive, Kindness
	Spring 1 - Tolerance/Respect  <b>This term, the children should be able to...</b>  I can build on others ideas I can be an effective member in small group tasks I can give ideas for my reasons supported with evidence	<b>This term, the children should learn...</b>  Being committed and wanting to strive for the best	How can I work with other people?	Environment, Celebrate, Differences, Similarities, Listen, Turn, Polite, Friendly, Respect, Recognize, Support, Share, Help, Diversity, Understanding, Cooperate, Appreciate, Together,	Tolerance, Respect, Commitment, Strive, Ideas, Group, Task, Build, Effective, Cooperate, Support, Listen, Work together, Help, Share, Communicate, Understanding, Kindness, Encourage, Positive, Best, Friendship

				Community, Positive, Kindness	
Spring 2 - Dilemmas					
<p><b>This term, the children should be able to...</b></p> <p>I can build on others ideas I can be an effective member in small group tasks I can give ideas for my reasons supported with evidence</p>	<b>This term, the children should learn...</b>			Tolerance, Respect, Commitment, Strive, Ideas, Group, Task, Build, Effective, Cooperate, Support, Listen, Work together, Help, Share, Communicate, Understanding, Kindness, Encourage, Positive, Best, Friendship	Dilemma, Decision, Ideas, Build, Effective, Group, Task, Support, Listen, Share, Reason, Evidence, Discuss, Choice, Help, Think, Understand, Respect, Agree, Disagree, Explore
Summer 1 - Environment					
<p><b>This term, the children should be able to...</b></p> <p>I can make connections to ideas I can say how things are the same/different I can suggest what might happen if... I can ask questions about a stimulus</p>	<b>This term, the children should learn...</b>			Dilemma, Decision, Ideas, Build, Effective, Group, Task, Support, Listen, Share, Reason, Evidence, Discuss, Choice, Help, Think, Understand, Respect, Agree, Disagree, Explore	Environment, Connections, Ideas, Same, Different, Suggest, What if, Questions, Stimulus, Explore, Observe, Change, Nature, Impact, Learn, Discover, Discuss, Reason, Think, Help, Support
Summer 2 - Teamwork					
<p><b>This term, the children should be able to...</b></p> <p>I can suggest/evaluate different possibilities or ideas I can give reasons supported with evidence I can agree or disagree politely</p>	<b>This term, the children should learn...</b>			Environment, Connections, Ideas, Same, Different, Suggest, What if, Questions, Stimulus, Explore, Observe, Change, Nature, Impact, Learn, Discover, Discuss, Reason, Think, Help, Support	Teamwork, Suggest, Evaluate, Possibilities, Ideas, Reasons, Evidence, Agree, Disagree, Politely, Cooperate, Support, Listen, Communicate, Collaborate, Share, Help, Friendship, Respect, Work together, Contribute

Year 3				
3	Autumn 1 - Environment  <b>This term, the children should be able to...</b>  I can understand how others feel I can show an interest in what others are saying I can encourage others to join in	<b>This term, the children should learn...</b>  Identify emotions and say how I'm feeling	What emotions am I feeling?	
	Autumn 2 - Hierarchy/Power  <b>This term, the children should be able to...</b>  I can show an interest in what others are saying I can encourage others to join in	<b>This term, the children should learn...</b>  Celebrate difference, see from another perspective	How can I help someone in need?	
	Spring 1 - Fairness/Differences  <b>This term, the children should be able to...</b>  I can draw upon evidence and my own experiences to support ideas and conclusions I can encourage others to join in I can support and build on the ideas of others I can keep focused on the matter at hand	<b>This term, the children should learn...</b>  Identify dream and goals, identify others' dreams and goals	How can I achieve my goals?	
	Spring 2 - Dilemmas  <b>This term, the children should be able to...</b>	<b>This term, the children should learn...</b>		

	<p>I can draw upon evidence and my own experiences to support ideas and conclusions</p> <p>I can encourage others to join in</p> <p>I can support and build on the ideas of others</p> <p>I can keep focused</p>			
	<p>Summer 1 - Staying Safe</p> <p><b>This term, the children should be able to...</b></p> <p>I can demonstrate a willingness to illustrate ideas with my own experiences</p> <p>I can suggest new and alternative ideas</p> <p>I can identify the big ideas in a stimulus and ask questions related to these</p> <p>I can keep focused on the matter at hand</p> <p>I can explain how ideas are linked</p>	<p><b>This term, the children should learn...</b></p>		
	<p>Summer 2 - Health/Wellbeing</p> <p><b>This term, the children should be able to...</b></p> <p>I can identify the big ideas in a stimulus and ask questions related to these</p> <p>I can demonstrate a willingness to illustrate ideas with my own experiences</p> <p>I can explore a range of different possibilities</p>	<p><b>This term, the children should learn...</b></p>		

Year 4				
4	<p>Autumn 1 - Magic/Reality</p> <p><b>This term, the children should be able to...</b></p> <p>I can wait my turn</p> <p>I can show I have been listening to others</p>	<p><b>This term, the children should learn...</b></p> <p>Respect</p>	<p>Why is it important to show respect?</p>	

	<p>I can speak politely to adults and peers I can talk in a friendly way to peers I can agree with others respectfully and politely</p>			
	<p>Autumn 2 - War/Peace</p> <p><b>This term, the children should be able to...</b></p> <p>I can wait my turn I can show I have been listening to others I can speak politely to adults and peers I can talk in a friendly way to peers I can agree with others</p>	<p><b>This term, the children should learn...</b></p> <p>Respect</p>	<p>How can I show respect in interactions and relationships?</p>	
	<p>Spring 1 - Environment</p> <p><b>This term, the children should be able to...</b></p> <p>I can draw upon evidence and my own experiences to support ideas and conclusions I can encourage others to join in I can support and build on the ideas of others I can keep focused on the matter at hand</p>	<p><b>This term, the children should learn...</b></p> <p>Co-operation</p>	<p>How do I fit into a team?</p>	
	<p>Spring 2 - Health/Wellbeing</p> <p><b>This term, the children should be able to...</b></p> <p>I can draw upon evidence and my own experiences to support ideas and conclusions I can encourage others to join in I can support and build on the ideas of others I can keep focused on the matter at hand</p>	<p><b>This term, the children should learn...</b></p> <p>Forgiveness, helping others</p>	<p>What is the difference between saying 'sorry' and practising forgiveness?</p>	
	<p>Summer 1 - Tolerance/Respect</p> <p><b>This term, the children should be able to...</b></p>	<p><b>This term, the children should learn...</b></p> <p>Relationships, moral compass</p>	<p>Where do we get our morals from?</p>	

	<p>I can demonstrate a willingness to illustrate ideas with my own experiences  I can suggest new and alternative ideas  I can identify the big ideas in a stimulus and ask questions related to these  I can keep focused on the matter at hand  I can explain how ideas are linked</p>			
	<p>Summer 2 - Journey/Adventure</p> <p><b>This term, the children should be able to...</b></p> <p>I can identify the big ideas in a stimulus and ask questions related to these  I can demonstrate a willingness to illustrate ideas with my own experiences  I can explore a range of different possibilities</p>	<p><b>This term, the children should learn...</b></p> <p>Curiosity</p>	<p>How can I challenge my own opinion?</p>	

Year 5				
5	<p>Autumn 1 - Fairness/Survival</p> <p><b>This term, the children should be able to...</b></p> <p>I can encourage others to contribute  I can evaluate the evidence offered by others</p>	<p><b>This term, the children should learn...</b></p> <p>Fairness, empathy</p>	<p>How do other peoples' lives in this country differ from my own?</p>	
	<p>Autumn 2 - Infinity/Space</p> <p><b>This term, the children should be able to...</b></p> <p>I can encourage others to contribute  I can evaluate the evidence offered by others</p>	<p><b>This term, the children should learn...</b></p>		
	<p>Spring 1 - Hierarchy/Power</p> <p><b>This term, the children should be able to...</b></p>	<p><b>This term, the children should learn...</b></p> <p>Recognising/identifying dreams, goals,</p>	<p>What contributions do people in different jobs make?</p>	

	<p>I can ask questions of each other that support the progress of the enquiry I can encourage others to contribute</p>	<p>appreciating others</p>		
	<p>Spring 2 - Fears/Worries</p> <p><b>This term, the children should be able to...</b></p> <p>I can ask questions of each other that support the progress of the enquiry I can encourage others to contribute</p>	<p><b>This term, the children should learn...</b></p> <p>I have strategies to help me cope with my fears, worries or anxieties</p>		
	<p>Summer 1 - Growing Up</p> <p><b>This term, the children should be able to...</b></p> <p>I can identify associated concepts explaining their connections and relevance I can evaluate the range of possibilities I can offer/evaluate a range of reasoned conclusions</p>	<p><b>This term, the children should learn...</b></p>		
	<p>Summer 2 - Animal Welfare</p> <p><b>This term, the children should be able to...</b></p> <p>I can evaluate in some detail the range of possibilities I can ask questions of each other that support the progress of enquiry I can evaluate the evidence offered by themselves and others I can evaluate a range of reasoned conclusions I can summarise the progress of the enquiry</p>	<p><b>This term, the children should learn...</b></p>		

6	<p>Autumn 1 - Family/Friendships</p> <p><b>This term, the children should be able to...</b></p> <p>I can encourage others to contribute I can evaluate the evidence offered by others</p>	<p><b>This term, the children should learn...</b></p> <p>Being welcoming, accepting</p>	<p>How can I make others feel welcome and valued?</p>	
	<p>Autumn 2 - Tolerance/Respect</p> <p><b>This term, the children should be able to...</b></p> <p>I can encourage others to contribute I can evaluate the evidence offered by others</p>	<p><b>This term, the children should learn...</b></p> <p>Celebrate difference, be tolerant</p>	<p>What attitude do I have towards people who are different?</p>	
	<p>Spring 1 - Environment</p> <p><b>This term, the children should be able to...</b></p> <p>I can ask questions of each other that support the progress of the enquiry I can encourage others to contribute</p>	<p><b>This term, the children should learn...</b></p>		
	<p>Spring 2 - Responsibilities</p> <p><b>This term, the children should be able to...</b></p> <p>I can ask questions of each other that support the progress of the enquiry I can encourage others to contribute</p>	<p><b>This term, the children should learn...</b></p> <p>Being responsible for ourselves and looking out for others</p>	<p>What strategies do I have to manage my emotions?</p>	
	<p>Summer 1 - War/Peace</p> <p><b>This term, the children should be able to...</b></p> <p>I can identify associated concepts explaining their connections and relevance I can evaluate the range of possibilities</p>	<p><b>This term, the children should learn...</b></p>		

	I can offer/evaluate a range of reasoned conclusions			
	<p>Summer 2 - Identity</p> <p><b>This term, the children should be able to...</b></p> <p>I can evaluate in some detail the range of possibilities</p> <p>I can ask questions of each other that support the progress of enquiry</p> <p>I can evaluate the evidence offered by themselves and others</p> <p>I can evaluate a range of reasoned conclusions</p> <p>I can summarise the progress of the enquiry</p>	<p><b>This term, the children should learn...</b></p>		