

Year 2 Curriculum – The Mead Academy Trust

Art and Design	
Drawing and using sketchbooks	<ul style="list-style-type: none"> • Increase control of making different lines and inventing their own • Investigate tone in a range of media showing as light through to dark • Observe and draw shapes from observations • Continue to explore texture using different media • Use tone, line, shape and texture for observational and imaginative drawings • Introduction to simple perspective
Painting	<ul style="list-style-type: none"> • Mix secondary colours and a range of tones using different media • Use colour and marks to express moods • Say how an artist has used colour • Begin to use thick and thin brushes
Sculpture	<ul style="list-style-type: none"> • Experiment with different materials to create a simple 3D form such as a coiled pot • Explore using a range of tools for decorative techniques extending repeating patterns
Printing	<ul style="list-style-type: none"> • Identify repeating patterns in woodcuts as a starting point for own work • Create simple press print blocks • Explore overlapping using contrasting colours
Digital media	<ul style="list-style-type: none"> • Begin to manipulate and create images in a simple graphics program • Record visual information using cameras
Computing	
Programming	<ul style="list-style-type: none"> • Create a simple set of instructions using ‘unplugged’ activities and digital devices • Introduce the term algorithm
Inputs and Outputs	<ul style="list-style-type: none"> • Make programmable toys achieve specific outcomes
Sensors	<ul style="list-style-type: none"> • With support explore how devices respond to instructions and produce different outcomes
Debugging	<ul style="list-style-type: none"> • Use logical reasoning to identify a solution for when things go wrong
Networks	<ul style="list-style-type: none"> • Show awareness that the internet can be accessed through multiple devices
Information Technology	<ul style="list-style-type: none"> • Know how to store and retrieve digital content
Digital Literacy	<ul style="list-style-type: none"> • Understand that there is a range of software and digital devices that create content • Create digital content using a wider range of technology
Communicating and collaborating online	<ul style="list-style-type: none"> • Identify where to go for help when there are concerns • Be aware of online communication
Personal Information	<ul style="list-style-type: none"> • Experience using online communication as a means of collaboration
Dance	
Skills and Techniques	<ul style="list-style-type: none"> • Recognise specified beats and rhythms within music, (e.g. 8 count phrasing) by performing simple movements that use a range of body parts – keeping to the beat • Replicate a simple movement sequence to fit within an 8 count phrasing – more consistently • Copy, remember and repeat set movement patterns, demonstrating basic control and co-ordination • Movements to include basic actions of: <ul style="list-style-type: none"> ○ Travelling ○ Balance ○ Stillness ○ Jumping and landing ○ Rotation ○ Turning ○ Gesture
Choreography	
Evaluating and Appraising	<ul style="list-style-type: none"> • Describe own work and others work using a developing knowledge of dance specific vocabulary to discuss: body shapes, levels, speed and quality of movement (strong, soft, sharp, graceful etc) • Express what they like and don't like about a performance and begin to explain why, using some dance specific vocabulary • Check against simple set success criteria to begin to evaluate own and others work
Dance History	<ul style="list-style-type: none"> • Basic awareness of the elements of dance: body shape, action, level, direction, speed
Performance	
Design Technology	
Design	<ul style="list-style-type: none"> • Design purposeful, functioning products that appeal to themselves and other users based on a design criteria. • Communicate ideas orally and through drawing also incorporating computing skills CAD (computer Aided Design)
Make	<ul style="list-style-type: none"> • Select from a wider range of materials and components including textiles, construction materials • Perform the practical skills of cutting, shaping, joining and finishing to produce a final product that follows the design criteria.

	<ul style="list-style-type: none"> Experience using the 3D printer to produce a simple product
Test and evaluate	<ul style="list-style-type: none"> Explore and evaluate a range of existing products and respond to questions relating to them, analysing their efficiency for purpose Test products made for durability against the design criteria Reflect on findings and adapt the design accordingly
Technical knowledge	<ul style="list-style-type: none"> Using a range of materials, construct structures, exploring and reflecting on their strength and stability Incorporate mechanisms into designs, such as levers, sliders, wheels and axles
Cooking and nutrition	<ul style="list-style-type: none"> Understand the basic principles and the importance of a varied and healthy diet Prepare simple dishes using the appropriate equipment
Drama and Performance	
Perform	<ul style="list-style-type: none"> Extend experiences and ideas, adapting intonation, tone, volume and action to simple roles and different scenarios Present part of traditional stories, their own stories or work drawn from different parts of the curriculum for members of their own class Identify with and explore characters to extend their understanding Use new vocabulary from stories in their own role play and drama Work collaboratively in groups of varying sizes
Reflect	<ul style="list-style-type: none"> Discuss how a performance makes them feel and why
Education for Sustainable Development	
Energy, water and transport	<ul style="list-style-type: none"> Understand why we need to conserve energy and our individual role in energy conservation How green is your journey to school? Look at how we can encourage our class mates and parents to walk/cycle/scoot to school Is every car journey really necessary?
Food and health	<ul style="list-style-type: none"> Where does my food come from? Food: growing, cooking and eating salad crops (lettuce, radish, tomatoes, cucumber)
Waste	<ul style="list-style-type: none"> Understanding the difference between waste that is biodegradable, recyclable or reusable. Analyse your rubbish from home/school.
School grounds and biodiversity	<ul style="list-style-type: none"> Understanding the importance of insect pollinators and working to increase their occurrence through creating habitats and planting.
Global Citizenship	<ul style="list-style-type: none"> Understand natural disasters and extreme weather and how this affects us globally
English	
Spoken language	<ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication
Word reading	<ul style="list-style-type: none"> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Re-read these books to build up their fluency and confidence in word reading.
Reading Comprehension	<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Discussing the sequence of events in books and how items of information are related Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Being introduced to non-fiction books that are structured in different ways

	<ul style="list-style-type: none"> o Recognising simple recurring literary language in stories and poetry o Discussing and clarifying the meanings of words, linking new meanings to known vocabulary o Discussing their favourite words and phrases o Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • Understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> o Drawing on what they already know or on background information and vocabulary provided by the teacher o Checking that the text makes sense to them as they read and correcting inaccurate reading o Making inferences on the basis of what is being said and done o Answering and asking questions o Predicting what might happen on the basis of what has been read so far o Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say o Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
<p style="text-align: center;">Writing transcription</p>	<ul style="list-style-type: none"> • Spell by: <ul style="list-style-type: none"> o Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly o Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones o Learning to spell common exception words o Learning to spell more words with contracted forms o Learning the possessive apostrophe (singular) [for example, the girl's book] o Distinguishing between homophones and near-homophones • Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • Apply spelling rules and guidance, as listed in English Appendix 1 • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
<p style="text-align: center;">Handwriting</p>	<ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one another • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • Use spacing between words that reflects the size of the letters
<p style="text-align: center;">Writing composition</p>	<ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> o Writing narratives about personal experiences and those of others (real and fictional) o Writing about real events o Writing poetry o Writing for different purposes • Consider what they are going to write before beginning by: <ul style="list-style-type: none"> o Planning or saying out loud what they are going to write about o Writing down ideas and/or key words, including new vocabulary o Encapsulating what they want to say, sentence by sentence • Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> o Evaluating their writing with the teacher and other children o Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form o Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] o Read aloud what they have written with appropriate intonation to make the meaning clear
<p style="text-align: center;">Vocabulary, grammar and punctuation</p>	<ul style="list-style-type: none"> • Develop their understanding of the concepts set out in English Appendix 2 by learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • Learn how to use: <ul style="list-style-type: none"> o Sentences with different forms: statement, question, exclamation, command o Expanded noun phrases to describe and specify [for example, the blue butterfly] o The present and past tenses correctly and consistently including the progressive form o Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) o The grammar for year 2 in English Appendix 2 o Some features of written Standard English • Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
Geography	
<p style="text-align: center;">Location knowledge</p>	<ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
<p style="text-align: center;">Place knowledge</p>	<ul style="list-style-type: none"> • Identify human and physical similarities and differences between a small area in the UK and a non-European country

Human and Physical geography	<ul style="list-style-type: none"> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to key human features <ul style="list-style-type: none"> city, town, village, factory, farm, house, office, port, harbour and shop
Geographical skills and Field Work	<ul style="list-style-type: none"> Use simple 4 point compass directions to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study key human and physical features of its surrounding environment
History	
British History	<ul style="list-style-type: none"> Learn about the lives of significant individuals who have contributed to national and international achievements Understand significant historical events, people and places in their own locality
World History	
Chronological understanding and vocabulary	<ul style="list-style-type: none"> Use words and phrases such as before I was born, when I was younger, before, after, past, present, then, now, accurately Use range of appropriate words and phrases to describe the past Sequence a set of events in chronological order And give reasons for their order Sequence a set of objects in chronological order and give reasons for their order Sequence events about their own life Sequence events about the life of a famous person Try to work out how long ago an event happened
Historical Enquiry	<ul style="list-style-type: none"> Find out something about the past by talking to an older person Pose and find answers to their own historical questions Answer questions by using a specific source, such as an information book Research the life of a famous Briton from the past using different resources to help Research about a famous event that happens in Britain and why it has been happening for some time Research the life of someone who used to live in their area using the Internet and other sources to find out about them Say at least two ways they can find out about the past, for example using books and the internet Explain why eye-witness accounts may vary Research about a famous event that happens somewhere else in the world and explain why it has been happening for some time
Historical perspective and contexts (knowledge and interpretation)	<ul style="list-style-type: none"> Refer back to a timeline Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? Explain how their local area was different in the past Give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times relating to local events in history Explain why their locality is associated with a special historical event
Maths	
Counting and The Number System	<ul style="list-style-type: none"> Count to 100 through different steps including counting up in 10s Compare numbers using place value knowledge Explore numbers to see patterns within 100 Count quickly and efficiently in 5s and 10s
Number Facts and Calculation	<ul style="list-style-type: none"> Add and subtract using number bonds diagrams as well as the standard column method Investigate the multiplication of 2, 5 and 10 Understand what multiplication means Explore patterns in multiplication and commutative law Look at different ways of sharing, including sharing and grouping before going into division by 2, 5 and 10 Investigate links between multiplication and division and odd and even numbers Use addition and subtraction to solve word problems Use bar models to solve problems
Fractions	<ul style="list-style-type: none"> Y1 Make halves and quarters before moving on to making the connection between fractions and division Y1 Share equally between a number of groups Y1 Describe volume using the terms 'half' and 'quarter'
Measures	<ul style="list-style-type: none"> Understand how to measure length Understand what a metre is and what centimetres are and use them in real-life contexts Learn about mass in the context of kilograms and grams Read scales, to compare the weight of different objects and to solve word problems in the context of mass Explore measuring temperature Learn about Celsius and how to read thermometers

	<ul style="list-style-type: none"> • Understand what kinds of temperatures we can measure • Read, interpret, analyse and construct own picture graphs • Know how to represent money using £ and p • Show equal amounts of money and how to exchange money • Calculate the total amount of money spent and work out how much change is required from amounts below £100 • Name 2-D shapes and understand their different properties • Draw shapes (using square grids and dot grids), make patterns with shapes and turn shapes using familiar language • Identify sides, vertices and lines of symmetry • Make and describe patterns by moving and turning shapes • Recognise, describe and group 3-D shapes • Form 3-D shapes and use them to create patterns • Recognise time to 5 minutes • Tell time, sequence it and manipulate an analogue clock • Find the duration of time, the end of a length of time, the beginning of a length of time and compare lengths of time • Compare volume, measure in l and ml and solve word problems associated with volume
Music	
Singing skills	<ul style="list-style-type: none"> • Enjoy singing songs from memory, following the melody and including actions with increasing confidence.
Performing skills and knowledge of musical instruments	<ul style="list-style-type: none"> • Increasing knowledge of a variety of non- pitched and pitched percussion. An ability to identify and control a variety of sounds on musical instruments with confidence.
Improvising and composing skills	<ul style="list-style-type: none"> • Developing skills in organising sounds within simple structures.
Listening to music and appraising performances	<ul style="list-style-type: none"> • An ability to discuss pieces of music using pitch, timbre, tempo and dynamics.
Understanding musical notation	<ul style="list-style-type: none"> • Enjoy singing songs from memory, following the melody and including actions with increasing confidence.
Outdoor Learning	
Smarter	<ul style="list-style-type: none"> • Use the outdoor environment to support specific units of learning across the curriculum at least three times a year <ul style="list-style-type: none"> ○ Science- Identify that living things live in habitats to which they are suited. What plants need in order to grow and mature? ○ Geography- Using maps and 4 point compasses
Gardening	<ul style="list-style-type: none"> • Grow salad crops (salad leaves, tomatoes, cucumbers) in the school grounds and poly-tunnels and be responsible for looking after them
Safer and stronger	<ul style="list-style-type: none"> • Team Building Activities to develop trust and co-operation with peers in Term 1 and with Year 5 in Term 4
Greener	<ul style="list-style-type: none"> • Visit and study the local environment- the park, Trowbridge Town centre or Westbury White Horse.
Survival skills/Outdoor and Adventurous	<ul style="list-style-type: none"> • Use natural materials in the school grounds to create animal habitats
PE	
Physical Literacy	<ul style="list-style-type: none"> • Though a range of team and individual games: <ul style="list-style-type: none"> ○ Perform balance, agility co-ordination movements with control, varying speed and direction • Master basic movements (running, jumping, throwing and catching, balance, agility and co-ordination) and begin to apply these in a range of activities individually and with others: <ul style="list-style-type: none"> ○ Jump: tuck jump, running jump, small hurdle ○ Catch: a tennis ball (2 handed) accurately thrown from 2m away ○ Throw: two handed overarm (large ball) over about 2m distance ○ Running: negotiate/ dodge equipment and peers varying speed and direction. Demonstrating special awareness ○ Hand-held equipment (e.g. hockey, tennis racket, rounders bat): make contact a ball and use correct stance and eye contact. Combine with movement
Swimming	
Competing	<ul style="list-style-type: none"> • Compete against self and against others • Indirect Competition: Compete against another in turn, trying to beat each other's time/score/ distance • Participate in team games, developing simple tactics for attacking and defending
Healthy, safe and active lifestyles	<ul style="list-style-type: none"> • Say how my body feels before, during and after exercise and recognise the changes to how I feel • Engage in some physical enrichment activities (E.g. sports clubs.)
Improving performance	<ul style="list-style-type: none"> • Recognise similarities and differences in performances • Name some things others are good at and praise them for it.

PSHEE	
Drug Education	<ul style="list-style-type: none"> Understand why people need to take medicine and that these can be dangerous to others.
Sex and relationships Education	<ul style="list-style-type: none"> Identify differences between male and females To explore some differences between males and females and understand how this is part of the life cycle. Name body parts
Wellbeing and safety	<ul style="list-style-type: none"> Understands stranger danger Considers what to do if they meet a dangerous situation
Financial Capability	<ul style="list-style-type: none"> Understands that you can choose to save or spend money
Citizenship	<ul style="list-style-type: none"> Understands and takes responsibility for how behaviour (positive and negative) impacts on others Understands and applies the school rule Begin to contribute to the school community
Religious Education	
Special People	<p><u>How do we say thank you for our beautiful world? Christian stories.</u></p> <ul style="list-style-type: none"> Use religious words & phrases to identify some features of religion and its importance for some people. Retell religious stories Ask & respond sensitively to questions about their own and others experiences and feelings
Special Places	
Special Times	<p><u>Christian festivals: Holy Week, Easter, Pentecost: Why do they matter?</u></p> <ul style="list-style-type: none"> Use religious words & phrases to identify some features of religion and its importance for some people. Retell religious stories Identify how religion is expressed in different ways Ask & respond sensitively to questions about their own and others experiences and feelings Recognise their own values and those of others
Being Special	<p><u>Living in Harmony: How do we show we care?</u></p> <ul style="list-style-type: none"> Retell religious stories Identify how religion is expressed in different ways Suggest meanings for religious actions and symbols Ask & respond sensitively to questions about their own and others experiences and feelings Recognise their own values and those of others Recognise some questions cause people to wonder and are difficult to answer
Science	
Questioning and planning	<ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways
Measuring and recording	<ul style="list-style-type: none"> Observe closely, using simple equipment Perform simple tests Identify and classify Gather and record data to help in answering questions
Drawing conclusions	<ul style="list-style-type: none"> Use their observations and ideas to suggest answers to questions
All living things	<ul style="list-style-type: none"> Explore the differences between things that are living, dead, and things that have never been alive Identify that living things live in habitats to which they are suited Describe how animals obtain their food from plants and other animals, using a simple food chain Children should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Children should be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example plants serving as a source of food and shelter for animals. Children should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest Children might work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions such as: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. They could construct a simple food chain that includes humans (e.g. grass, cow, human); describing the conditions in different habitats and micro-habitats (under log, on stony path, under bushes); finding out how the conditions affect the number and type(s) of plants and animals that live there
Plants	<ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Children should use the local environment throughout the year to observe how plants grow (including seeds, bulbs, fruit and vegetables, deciduous and evergreen bushes and trees). Children should be introduced to the requirements of plants for growth and survival, as well as the process of reproduction and growth in plants Note: Seeds and bulbs need water to grow but do not need light; seeds and bulbs have a store of food inside them

	<ul style="list-style-type: none"> Children might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy
Animals (including humans)	<ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults Describe the basic needs of animals, including humans, for survival Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Children should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help children to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult Children might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions
Materials	<ul style="list-style-type: none"> Identify and compare the uses of a variety of everyday materials Compare how things move on different surfaces Children should identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass; tables can be made from plastic, wood, metal, but not normally from paper) Children might work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations. Children should be encouraged to think about unusual and creative uses for everyday materials. They could ask questions about the movement of objects such as toy cars on different surfaces; comparing them, by measuring how far they go; ordering their findings and recording their observations and measurements, for example by constructing tables and charts, and drawing on their results to answer their questions
Sound	<ul style="list-style-type: none"> Observe and name sources of sound, noticing that we hear with our ears Recognise that sounds get fainter as the distance from the sound source increases Linked with work in music, children should explore various ways of making sounds, for example using a range of musical instruments to make louder and softer and higher and lower sounds Children might work scientifically by: comparing different sound sources and looking for patterns; carrying out tests to find the best places to locate fire bells in school
The whole child	
Self-awareness	<ul style="list-style-type: none"> Children can identify their own strengths and weaknesses Children can identify what makes them feel relaxed or worried
Learning with others	<ul style="list-style-type: none"> Children can take turns in a small group (e.g. talking and listening, with a piece of equipment) Children can praise others and tell them what they are good at
Emotional Literacy	<ul style="list-style-type: none"> Children can explain what makes them feel cross and why Children can recognise when others are cross and begin to understand why
Equality	<ul style="list-style-type: none"> Begin to celebrate diversity
Respect	<ul style="list-style-type: none"> Children can show consideration for others (e.g. greetings, hat off inside, moving to the side in the corridor, smile at a visitor)
Responsibility	<ul style="list-style-type: none"> Children can take on the responsibility of a monitor Children can focus on their learning, in an independent task
Conflict management	<ul style="list-style-type: none"> Children can know different strategies for dealing with conflict (e.g. walk away, count to ten, tell an adult)
Independence	<ul style="list-style-type: none">
Resilience	<ul style="list-style-type: none"> Children can try several times, if at first they don't succeed