

Year 2 - Additional activities (from North Tyneside Relationships Scheme)

Celebrating Difference

Year 2

1	I can join in discussions about jobs/careers and which are carried out by men or women (discuss assumptions made on gender / size)
2	I can discuss ideas about what I want to do in the future I have the confidence that I can be 'whatever I want to be'
3	<p>Activity 1</p> <p>Review what a friend is. Talk about the friends we have inside of school, outside school and other places. How do we know they are our friends? List ideas, make pictures of friends and write their characteristics around them.</p> <p>What are the rules for keeping friends? - list and display in the classroom</p> <p>Ask the children to think about how they are a good friend. Are they kind? Fun to be with? Trustworthy? Patient? Generous? Loyal?</p> <p>Friendships self assessment?</p> <p>I can be kind to children who are bullied and talk about our school values and The Friendship Box</p>
4	I know how to get help if I am being bullied and who I can talk to
5	<p>I know how it feels to be a friend and have a friend</p> <p>How do we look after each other? Draw and write about the things we can do to care for each other. Give scenario examples e.g. Paul has fallen over – what could we do? Lucy has forgotten her pencil case what could we do? Jo is in a wheelchair because he has broken his leg. How could we help? Paul's grandma has died? Use examples from your class. How do we show kindness? How do we help look after each other? Children to give examples of times they have helped their friends</p>
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Healthy Me

Year 2

Week	Ask the children about how they look after themselves and their bodies. In circle time ask the children to take it in turns to mime something they do to look after themselves <i>e.g. brush hair, clean teeth, get dressed</i> . The other children can try to guess the mime action and then join in by copying. Use the song „Here we go round the mulberry bush“, each time the mime is guessed and the other children are ready to join in. How do we look after our teeth – make links to dentist etc <i>Colgate free samples</i> https://www.colgate.com/en-us/bright-smiles-bright-futures/program-materials/for-teachers <i>Dental Hygiene: Tilly the tooth</i> https://campaignresources.phe.gov.uk/schools/resources/keeping-our-teeth-healthy-lesson-plans
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2	Discuss when it is important to wash their hands <i>e.g. before eating, if they cut themselves, after handling animals, plants or soil, after painting etc</i> . Talk about what might be on their hands and introduce idea of germs. Make a list of ways germs can get into their bodies <i>e.g. through their mouths and through cuts</i> . Explain how some illnesses can be spread but we can help stop this by washing our hands, washing and covering cuts and making sure we do not put anything in our mouths which might have germs on it. In small groups children make a list of things they can do to keep themselves clean and germ free <i>e.g. brush teeth, wash clothes, wash hair, change clothes, underwear</i> . Discuss ideas as a whole class. Give each child two cards showing a smiley face and a sad face. In circle time read a number of scenarios to the children using fictional characters which involve good and bad hygiene practices <i>e.g. 'Mr Brown brushes his teeth every morning', 'Miss Walker washes her hands before lunch', 'Mr and Mrs Mean share a tooth brush', 'Miss Small wipes her nose on her sleeve'</i> . Ask the children to show either their smiley or sad face once they have listened to the scenario and decided whether it represents „good hygiene“ or „bad hygiene“. Talk through each scenario and discuss the reasons for the children's choices. <i>Hands up for hygiene: Finger facts</i> https://www.carex.co.uk/media/wysiwyg/carex/gb/cms/media/P-Activity_Session_Plan_Key_Stage_1-2_Oct13.pdf <i>e Bug' activities</i> http://www.e-bug.eu
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6	What else keeps us healthy? Draw and write around a body shape all the things that make us healthy including sleep, personal hygiene, healthy diet, sun safety, going to the doctor and immunisations, medicines if needed, mental health including friendships and hobbies. Schools to discuss ways to keep the mind healthy as appropriate. (yoga, meditation, mindfulness, visualisation, arts, music, exercise) <i>This draw and write activity can be used for assessment – how well do the children understand all aspect of good health? Link to flu injections and videos.</i>

Changing Me

Year 2

1	<p>Discuss with children where different living things come from <i>e.g. flowers come from seeds</i>. Give children a selection of flowers to investigate. Can they name the different parts <i>e.g. leaf, stem etc.</i>? Show them a selection of seeds and let the children examine them. Can you tell what the plant will look like from looking at the seed? Talk about how plants grow from seeds. As a class, list different living things on the board <i>e.g. frog, butterfly, bird, kitten, oak tree etc.</i> Pairs decide where these come from and then feedback to the class and discuss.</p> <p>Provide the children with a set of cards showing pictures of babies, toddlers, older children and adults such as mums and dads and grandparents. In groups ask the children to sequence the pictures to show how people grow and change. How does it feel to get older?</p>
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3	<p>Ask the children to bring in photographs of themselves as babies and another recent photo. Help the children to make a time line by mounting the photos at either end of a strip of paper and drawing a line in between. Ask the children to draw and label developments that have taken place in their physical capabilities since they were babies and place them on the time line <i>e.g. crawling, walking, running, using a skipping rope, swimming 5 metres, 10 metres</i>. Encourage the children to share and talk about their time lines.</p> <p>What are you allowed to do now that you were not as a 2 year? (Climbing to the top of the climbing frame, going to the toilet on your own, brush own teeth etc).</p> <p>How are you starting to look after yourself? What things are you looking forward to being able to do as you get older? How will you make sure you keep yourself safe? If you were able to go to the park on your own what things would you need to do to keep safe and how would you be responsible?</p>
4	<p>Give pairs or small groups an A3 piece of paper and ask them to draw a boy or girl in their swim suit. Ask the children to label as many body parts as they can see in the appropriate space <i>e.g. eyes, ears, toes etc.</i> Talk to the children about the body parts that they cannot see; that are private. Explain that they may have special words they have heard / use at home but that we have to learn the biological terms, „the words we would use if went to the doctor“. Give the children the correct words and discuss the differences between boys and girls. Talk about these differences using the outlined body and introduce language as appropriate to the needs of the child.</p>
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