



Class Two		Year Group: Y 1 / 2		Year 2024-25	
Curriculum focus:	<b>Fire! Fire!</b> Great Fire of London [British history]		<b>Carnival</b> [Geography - UK/Non-European country comparison: Brazil – Rio De Janeiro]		<b>To infinity and beyond</b> [History: Changes in living memory/ significant individual]
	Autumn Term One & Two		Spring Term Three & Four		Summer Term Five & Six
Understanding English, communication and languages	<b>TEXT TYPES – to be covered over the year</b>				
	Recount	Fairy tales	Information texts	Visual poems	Instructional texts (guide to driving their lunar buggy)
	Poetry	Story telling	Poetry	Adventure stories	Structured poetry  Science fiction
					Dialogue and play scripts
	<p><b>FOCUS:</b> Children use and apply their literacy skills confidently and competently in their learning and in everyday contexts. They convey ideas and opinions clearly and respond creatively and critically to a wide range of information and ideas.</p> <p>1. <b>listen attentively, talk clearly and confidently</b> about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and express themselves effectively</p> <p>2. <b>read accurately and fluently to comprehend and critically respond</b> to texts of all kinds, on paper and on screen, in order to access ideas and information</p> <p>3. <b>write, present and broadcast</b> a range of ideas, in a wide variety of forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts</p> <p>4. <b>analyse, evaluate and criticise</b> a range of uses of language in order to draw out meaning, purpose and effect.</p>				
	<ul style="list-style-type: none"> <li>Non Fiction; Poetry and Fiction texts – planned literacy activities</li> <li>Phonic awareness: 'Twinkl' phonics scheme</li> <li>Handwriting program linked to 'Twinkl' scheme - 'Support for Spelling' Speaking and Listening in a range of everyday contexts and imaginary situations</li> <li>Reading books, Library work</li> </ul>		<p><b>Essential knowledge</b></p> <ul style="list-style-type: none"> <li>a. how language is used to express, explore and share information, ideas, thoughts and feelings</li> <li>b. the power of language and communication to engage people and influence their ideas and actions</li> <li>c. how creativity and imagination are essential to making new meanings, exploring and experimenting with language and creating effects</li> <li>d. how languages work, their structures and conventions, variations in use and changes over time</li> <li>e. how languages, literature and the media enable different ways of thinking and give access to ideas and experiences from different cultures and times.</li> </ul>		
Mathematical Understanding	<p>Place Value within 20:</p> <ul style="list-style-type: none"> <li>Count and represent objects to 10</li> <li>Count on and back within 10</li> <li>Explore and understand numbers 11-20</li> <li>1 more/1 less</li> <li>Using number lines</li> <li>Less than, greater than equal to</li> <li>Compare and order numbers to 20</li> </ul> <p>Addition and subtraction within 20</p> <ul style="list-style-type: none"> <li>Parts and wholes</li> <li>Number bonds within and to 10 and 20</li> <li>Addition – adding more and adding together</li> <li>Doubles and near doubles</li> <li>Adding three 1-digit numbers</li> <li>Fact families</li> <li>Take away – how many left?</li> <li>Subtraction – finding the difference</li> <li>Missing number problems</li> </ul> <p>Place value within 100:</p> <ul style="list-style-type: none"> <li>Count beyond twenty</li> <li>Count tens</li> <li>Tens and ones</li> <li>Partitioning</li> <li>Estimating on a number line</li> <li>Comparing and ordering numbers</li> </ul> <p>Shape:</p> <ul style="list-style-type: none"> <li>Recognise, name and sort 2D and 3D shapes</li> <li>Count sides, faces, vertices and edges</li> <li>Vertical lines of symmetry</li> <li>Patterns with shape</li> </ul>				
Religious Education	<p><b>What are the best reasons for following a leader?</b></p> <ul style="list-style-type: none"> <li>I know the key leaders for Jewish people and say what makes Joshua a good leader.</li> <li>I can recount some of the key events that demonstrate Joshua's leadership skills.</li> <li>I can say what qualities a good leader should have and put them in order from least to most important.</li> <li>I understand that different people have different views on what qualities are important to be a good leader.</li> <li>I can name some leaders in my own community and reflect on what leadership qualities they should have.</li> <li>I understand that it is important to follow a leader using my own values and questions to guide me.</li> </ul> <p><b>How and why is Shabbat important to some Jewish people in Britain?</b></p> <ul style="list-style-type: none"> <li>I can use the right names for things that are special to Jewish people during Shabbat.</li> <li>I can talk about some of the things that Jewish people do to celebrate Shabbat.</li> <li>I can start to explain how certain beliefs affect decision-making.</li> <li>I can start to explain why Shabbat is important to Jewish pupils in Britain.</li> </ul>				

<p style="text-align: center;"><b>Understanding the arts</b> (Art / DT/Music)</p>	<p><b>Art:</b></p> <ul style="list-style-type: none"> <li>explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on.</li> <li>Use different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</li> <li>Use drawing to develop and share their ideas, experiences and imagination.</li> </ul> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>draw lines of varying thickness;</li> <li>use dots and lines to demonstrate pattern and texture;</li> <li>use different materials to draw, for example pastels, chalk, felt tips;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space</li> </ul> <p><b>DT:</b></p> <ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording experiences.</li> <li>Practical skills and techniques</li> <li>use a range of materials and components, including textiles;</li> <li>with help, measure and mark out;</li> <li>cut, shape and score materials with some accuracy;</li> <li>assemble, join and combine materials, components or ingredients;</li> <li>demonstrate how to cut, shape and join fabric to make a simple product;</li> <li>manipulate fabrics in simple ways to create the desired effect;</li> <li>use a basic running stitch;</li> <li>begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.</li> </ul> <p>Children learn to:</p> <ul style="list-style-type: none"> <li>respond positively to ideas and starting points;</li> <li>explore ideas and collect information;</li> <li>describe differences and similarities and make links to their own work;</li> <li>try different materials and methods to improve;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</li> </ul> <p><b>Music:</b></p> <ul style="list-style-type: none"> <li>To sing songs and make music with expression and control</li> <li>To listen and observe carefully, taking account of simple instructions</li> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>Play tuned and untuned instruments musically</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p><b>Art:</b></p> <p><b>Portrait painting</b></p> <ul style="list-style-type: none"> <li>Exploring the work of Romero Britto, a Brazilian artist</li> <li>Developing an understanding of watercolour washes</li> <li>Drawing self-portraits</li> <li>Exploring the use of colour in portraits</li> <li>Making collage portraits</li> </ul> <p><b>Sculpture:</b></p> <ul style="list-style-type: none"> <li>Learning about sculpture through a study of carnival floats, puppets and costumes</li> <li>Creating our own sculptures</li> </ul> <p><b>Music:</b></p> <ul style="list-style-type: none"> <li>Charanga as a main resource supplemented as necessary</li> <li>Listen and appraise the songs 'In the groove' and 'Round and Round' and other songs in the style of Bossa Nova/Latin /Jazz</li> <li>Build understanding of interrelated dimensions of pulse, rhythm and pitch</li> <li>Improvise, sing and accompany with unpitched instruments and pitched instruments using 2/3 notes (glockenspiels)</li> <li>Opportunities to perform</li> <li>Adapt 'In the Groove' to other musical styles-e.g. Blues/Bhangra/Folk/Funk</li> </ul>	<p><b>DT:</b></p> <p><b>Nutrition:</b></p> <p>This term children will develop their understanding of:</p> <ul style="list-style-type: none"> <li>The basic principles of a healthy and varied diet to prepare dishes</li> <li>Where food comes from.</li> </ul> <p><b>Mechanisms:</b></p> <ul style="list-style-type: none"> <li>Design, make and evaluate: Create a new lunar buggy build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms: levers, wheels and axles in their products</li> </ul> <p><b>Art/DT:</b></p> <ul style="list-style-type: none"> <li>Design, make and evaluate: Design and make a badge to commemorate the completion of astronaut training</li> <li>Learn to use a basic stitch, eg. Running stitch</li> <li>Begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations</li> <li>Produce creative work, exploring their ideas and recording experiences</li> </ul> <p>Practical skills and techniques</p> <ul style="list-style-type: none"> <li>Use a range of materials and components, including textiles;</li> <li>with help, measure and mark out; cut, shape and score materials with some accuracy;</li> <li>assemble, join and combine materials, components or ingredients;</li> <li>demonstrate how to cut, shape and join fabric to make a simple product;</li> <li>manipulate fabrics in simple ways to create the desired effect;</li> <li>use a basic running stitch;</li> <li>begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.</li> </ul> <p>Children learn to:</p> <ul style="list-style-type: none"> <li>respond positively to ideas and starting points;</li> <li>explore ideas and collect information;</li> <li>describe differences and similarities and make links to their own work;</li> <li>try different materials and methods to improve;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</li> </ul> <p><b>Music:</b></p> <ul style="list-style-type: none"> <li>Music notation</li> <li>Graphic scores to show pitch and dynamics</li> <li>Compositions</li> </ul>
<p style="text-align: center;"><b>Scientific and Technological understanding</b></p>	<p><b>Identifying materials:</b></p> <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> </ul> <p><b>Seasonal changes/trees and animals:</b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons</li> <li>Observe and describe weather associated with the seasons and how day length varies</li> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul> <p><b>Working scientifically:</b></p> <ul style="list-style-type: none"> <li>Observing closely, using simple equipment</li> <li>Identifying and classifying</li> <li>Performing simple tests</li> <li>Asking simple questions and recognising that they can be answered in different ways</li> <li>Using their observations and ideas to suggest answers to questions</li> <li>Gathering and recording data to help in answering questions</li> </ul> <p><b>Computing:</b></p> <ul style="list-style-type: none"> <li>Word processing skills</li> <li>Painting skills</li> </ul>	<p><b>Identifying animals:</b></p> <ul style="list-style-type: none"> <li>Begin to look at animals that are both familiar and unfamiliar to them, describing the features of these animals and where they live.</li> <li>Consider how they can be grouped or classified based on these factors.</li> <li>Confidently talk about animal characteristics and features, e.g. whether they have feathers, a tail, fins or a skeleton, whether they live in the water or on land, and if they are nocturnal.</li> <li>Work scientifically to observe and compare groupings of animals.</li> <li>Ask questions about animals, e.g. why a crocodile is classed as a reptile, and use their knowledge of senses to identify and classify, based on sounds, smells and textures.</li> </ul> <p><b>Habitats:</b></p> <p>This term the children will be learning to:</p> <ul style="list-style-type: none"> <li>Say what is different about things that are living, dead or have never been alive</li> <li>Identify some of the plants and animals in a familiar habitat.</li> <li>Sort objects into categories.</li> <li>Find microhabitats.</li> <li>Describe the conditions in a habitat.</li> <li>Ask questions about different habitats.</li> <li>Describe the characteristics of some plants and animals.</li> <li>Name some sources of food.</li> </ul>	<p><b>Animals, including humans:</b></p> <ul style="list-style-type: none"> <li>Growth and survival</li> <li>Notice that animals, including humans, have offspring which grow into adults</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul> <p><b>Working scientifically: Plants/Forces and materials</b></p> <ul style="list-style-type: none"> <li>Super scientists</li> <li>Asking simple questions and recognising that they can be answered in different ways</li> <li>Observing closely, using simple equipment</li> <li>Performing simple tests</li> <li>Identifying and classifying</li> <li>Using their observations and ideas to suggest answers to questions</li> <li>Gathering and recording data to help in answering questions</li> </ul> <p><b>Computing:</b></p> <ul style="list-style-type: none"> <li>Children will explore using individual commands, both with others and as part of a computer program.</li> <li>They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs.</li> <li>Children will also be introduced to the early stages of program design through the introduction of algorithms.</li> </ul>
<p style="text-align: center;"><b>Historical, geographical and social understanding</b> (Hist / Geog)</p>	<p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key human features.</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>To study events beyond living memory that are significant nationally or globally – The Great Fire of London</li> <li>To study significant historical events, people and places in their own locality -</li> </ul>	<p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</li> <li>use basic geographical vocabulary to refer to key physical and human features.</li> </ul> <p>This term children will develop their understanding of:</p> <ul style="list-style-type: none"> <li>Where we live – England in the UK</li> <li>Continents and oceans</li> <li>South America with a focus on Brazil and the carnival in Rio de Janeiro</li> <li>Famous features and characteristics of Rio and its carnival</li> <li>Other famous carnivals around the world</li> </ul> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>To study events beyond living memory that are significant nationally or globally</li> <li>To study significant historical events, people and places in their own locality</li> </ul>	<p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>Maps/ features visible from space: recap of oceans and continents from previous term's focus</li> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3</li> <li>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</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> </ul>

			<p><b>History:</b></p> <ul style="list-style-type: none"> <li>To study events beyond living memory that are significant nationally or globally – Neil Armstrong and the history of space exploration</li> <li>To study significant historical events, people and places in their own locality – linked with the above focus</li> </ul>
	<p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>Describe how the body feels before, during and after exercise.</li> <li>Carry and place equipment safely.</li> <li>Copy and repeat actions.</li> <li>Put a sequence of actions together to create a motif.</li> <li>Vary the speed of their actions.</li> <li>Use simple choreographic devices such as unison, canon and mirroring.</li> <li>Begin to improvise independently to create a simple dance.</li> <li>Perform using a range of actions and body parts with some coordination.</li> <li>Begin to perform learnt skills with some control.</li> <li>Watch and describe performances.</li> <li>Begin to say how they could improve.</li> </ul> <p><b>Games/Ball skills:</b></p> <ul style="list-style-type: none"> <li>Throw underarm and overarm.</li> <li>Catch and bounce a ball.</li> <li>Use rolling skills in a game.</li> <li>Practise accurate throwing and consistent catching.</li> <li>Travel with a ball in different ways.</li> <li>Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</li> <li>Bounce and kick a ball whilst moving.</li> <li>Pass the ball to another player in a game.</li> <li>Use kicking skills in a game.</li> <li>Use different ways of travelling in different directions or pathways.</li> <li>Run at different speeds.</li> <li>Begin to use space in a game.</li> </ul>	<p><b>Gymnastics:</b></p> <p>We will develop skills in:</p> <ul style="list-style-type: none"> <li>making shapes</li> <li>holding balances</li> <li>travelling in different ways</li> <li>creating simple sequences</li> <li>performing rolls and jumps</li> <li>remembering, performing and evaluating simple sequences</li> </ul> <p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>Recognise and describe how the body feels during and after different physical activities.</li> <li>Explain what they need to stay healthy</li> <li>Copy, remember and repeat actions.</li> <li>Create a short motif inspired by a stimulus.</li> <li>Change the speed and level of their actions.</li> <li>Use simple choreographic devices such as unison, canon and mirroring.</li> <li>Use different transitions within a dance motif.</li> <li>Move in time to music.</li> <li>Improve the timing of their actions</li> <li>composition with coordination.</li> <li>Perform learnt skills with increasing control.</li> <li>Compete against self and others.</li> <li>Watch and describe performances, and use what they see to improve their own performance.</li> <li>Talk about the differences between their work and that of others.</li> </ul>	<p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</li> <li>Combine different jumps together with some fluency and control.</li> <li>Jump for distance from a standing position with accuracy and control.</li> <li>Investigate the best jumps to cover different distances.</li> <li>Choose the most appropriate jumps to cover different distances.</li> <li>Know that the leg muscles are used when performing a jumping action.</li> <li>Throw different types of equipment in different ways, for accuracy and distance.</li> <li>Throw with accuracy at targets of different heights.</li> <li>Investigate ways to alter their throwing technique to achieve greater distance.</li> <li>Perform learnt skills with increasing control.</li> <li>Compete against self and others.</li> <li>Watch and describe performances, and use what they see to improve their own performance.</li> <li>Talk about the differences between their work and that of others.</li> </ul>
<p>Progressive development of understanding of a 'Growth Mindset': Starting with part 1. Brainology (Growth vs Fixed Mindset) (2. Praise process &amp; effort, 3. Challenges, 4. Mistakes, 5. Feedback, 6. You matter)</p>			
	<p><b>Scarf units for this term:</b></p> <p><b>Me &amp; my relationships</b></p> <ul style="list-style-type: none"> <li>Understand that classroom rules help everyone to learn and be safe;</li> <li>Explain their classroom rules and be able to contribute to making these</li> <li>Recognise how others might be feeling by reading body language/facial expressions;</li> <li>Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</li> <li>Identify a range of feelings;</li> <li>Identify how feelings might make us behave;</li> <li>Suggest strategies for someone experiencing 'not so good' feelings to manage these.</li> <li>Recognise that people's bodies and feelings can be hurt;</li> <li>Suggest ways of dealing with different kinds of hurt.</li> <li>Recognise that they belong to various groups and communities such as their family;</li> <li>Explain how these people help us and we can also help them to help us.</li> <li>Identify simple qualities of friendship;</li> <li>Suggest simple strategies for making up.</li> <li>Demonstrate attentive listening skills;</li> <li>Suggest simple strategies for resolving conflict situations;</li> <li>Give and receive positive feedback, and experience how this makes them feel.</li> </ul> <p><b>Valuing Difference:</b></p> <ul style="list-style-type: none"> <li>Identify some of the physical and non-physical differences and similarities between people;</li> <li>Know and use words and phrases that show respect for other people.</li> <li>Recognise and explain how a person's behaviour can affect other people.</li> <li>Identify people who are special to them;</li> <li>Explain some of the ways those people are special to them.</li> <li>Explain how it feels to be part of a group;</li> <li>Explain how it feels to be left out from a group;</li> <li>Identify groups they are part of;</li> <li>Suggest and use strategies for helping someone who is feeling left out.</li> <li>Recognise and describe acts of kindness and unkindness;</li> <li>Explain how these impact on other people's feelings;</li> <li>Suggest kind words and actions they can show to others;</li> <li>Show acts of kindness to others in school.</li> <li>Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</li> <li>Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</li> </ul>	<p><b>Scarf units for this term:</b></p> <p><b>Keeping myself safe</b></p> <ul style="list-style-type: none"> <li>Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;</li> <li>Identify simple bedtime routines that promote healthy sleep.</li> <li>Recognise emotions and physical feelings associated with feeling unsafe;</li> <li>Identify people who can help them when they feel unsafe.</li> <li>Understand and learn the PANTS rules;</li> <li>Name and know which parts should be private;</li> <li>Explain the difference between appropriate and inappropriate touch;</li> <li>Understand that they have the right to say "no" to unwanted touch;</li> <li>Start thinking about who they trust and who they can ask for help.</li> <li>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>Understand that medicines can sometimes make people feel better when they're ill;</li> <li>Explain simple issues of safety and responsibility about medicines and their use.</li> <li>Recognise the range of feelings that are associated with loss.</li> </ul> <p><b>Right &amp; respect:</b></p> <ul style="list-style-type: none"> <li>Recognise how a person's behaviour (including their own) can affect other people.</li> <li>Identify what they like about the school environment;</li> <li>Recognise who cares for and looks after the school environment.</li> <li>Demonstrate responsibility in looking after something (e.g. a class pet or plant);</li> <li>Explain the importance of looking after things that belong to themselves or to others.</li> </ul>	<p><b>Scarf units for this term:</b></p> <p><b>Being my best</b></p> <ul style="list-style-type: none"> <li>Explain the stages of the learning line showing an understanding of the learning process;</li> <li>Help themselves and others develop a positive attitude that support their wellbeing;</li> <li>Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.</li> <li>Understand and give examples of things they can choose themselves and things that others choose for them;</li> <li>Explain things that they like and dislike, and understand that they have choices about these things;</li> <li>Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</li> <li>Explain how germs can be spread;</li> <li>Describe simple hygiene routines such as hand washing;</li> <li>Understand that vaccinations can help to prevent certain illnesses.</li> <li>Explain the importance of good dental hygiene;</li> <li>Describe simple dental hygiene routines.</li> <li>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</li> <li>Describe how food, water and air get into the body and blood.</li> <li>How to make a clear and efficient call to emergency services if necessary.</li> <li>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul> <p><b>Growing &amp; changing:</b></p> <ul style="list-style-type: none"> <li>Explain where people get money from;</li> <li>List some of the things that money may be spent on in a family home.</li> <li>Recognise that different notes and coins have different monetary value;</li> <li>Explain the importance of keeping money safe;</li> <li>Identify safe places to keep money;</li> <li>Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</li> <li>Demonstrate simple ways of giving positive feedback to others.</li> <li>Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</li> <li>Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</li> <li>Understand and describe some of the things that people are capable of at these different stages.</li> </ul>