

Year 1 – What does ‘expected’ look like?

My Healthy Self	Connecting with Others
- Name the six basic emotions and recognise them using face and body clues. - Explain that people can feel different emotions in the same situation and give simple reasons why. - Describe emotions as comfortable or uncomfortable. - Describe how feelings can change and vary in strength, for example, ‘a little bit’ or ‘a lot.’ - Identify what makes them feel calm, relaxed or excited. - Explain why rest and enjoyable activities are important for wellbeing. - Identify what might make themselves and others feel worried, annoyed or upset and suggest ways to feel better. - Say how they feel and identify trusted adults who can help when feelings feel difficult.	- Describe what makes them special. - Notice what makes others special. - Identify how families show love and care. - Name places and people that help them feel safe. - Identify a trusted adult. - Name the qualities of a good friend. - Choose kind, polite ways to solve disagreements. - Explain how speaking kindly and politely can make people feel. - Demonstrate kind and respectful behaviour whilst working in a group.
The Online World	Citizenship
- Recognise different ways they go online in everyday life. - Understand that many online activities can also be done in person and that being online can sometimes distract us from those activities. - Recognise that polite behaviour online is the same as polite behaviour in person. - Explain why it is important to balance screen time with in-person activities. - Recognise when something online is not meant for children and know to stop and tell a trusted adult. - Can explain simple ways to help stay safe online.	- Name some things that babies and younger children need and explain how adults help to care for them. - Describe safe ways they can help to care for a baby or younger child. - Name some needs of different animals and give examples of how people can care for them. - Explain ways they can help to look after the school environment. - Share ideas respectfully and give reasons for their opinions. - Name people who help to look after the school and local environment and explain why their work is important. - Give examples of rules that help people, animals and places. - Explain simply how rules help people.
Health Protection	Staying Safe
- Describe germs as tiny living things that can spread between people and surfaces and cause illness. - Accurately demonstrate the correct handwashing routine, ensuring all parts of the hands are cleaned. - Choose suitable clothing for different weather conditions. - Describe how to stay safe in hot weather. - Name a range of health workers and explain ways they help prevent illness. - Describe signs they may be unwell using simple words and/or actions, identifying where on their body something feels wrong. - Recognise that telling an adult helps keep them safe and healthy, giving key information about their discomfort. - Identifying which injuries need to be reported to an adult immediately. - Recognise when an injury or illness is an emergency. - Knowing that 999 should be called in a medical emergency.	- Identify common items in the home that are safe and unsafe for children and explain simply how they could cause harm. - Name things that are safe or unsafe to put in or on their body. - Describe and use simple safety rules in familiar places such as the home and school. - Recognise some basic body clues or warning signs that might show they feel worried, unsafe or uncomfortable. - Describe how to stay safe near roads. - Follow the steps ‘Stop, Look, Listen, Think’ to explain how to cross a road safely with a trusted adult. - Name some trusted adults at home and at school and say who they could go to for help in different places. - Use simple, clear phrases to ask a trusted adult for help.