





















Mental Health and Wellbeing (Whole School Approach) School Values						
	EH4MH 10-a-day Kindness Calendar Happier Kinder Together Action for Happiness https://www.normalmagic.co.uk/ https://happymaps.co.uk/					
Termly and Assembly Themes	Kindness	Community	Respect	Relationships	Happiness	Health
	Stay connected to those you care about. Being kind to one another what does that look like? Being kind to yourself and the school community Protected Characteristics Race 	Actively care for others What are our communities? How can we support our school community and each other Protected Characteristics Disability 	Be proud of your very being. Take a break. Respecting each other's views Respecting our community and school Respecting each other Sportsmanship Protected Characteristics Religion and Belief Sex 	Talk about your feelings Ask for help Positive healthy relationships. Protected Characteristics Marriage and Civil Partnerships  Sexual Orientation 	Do something that you enjoy and are good at. Celebrating achievements Supporting each other's achievements Being positive and positive emotions and well being Protected Characteristics Age  Gender Reassignment 	Keep yourself Hydrated! Keep active in Mind and Body How to get help Healthy choices Protected Characteristics Pregnancy and Maternity 

Year 1 Overview

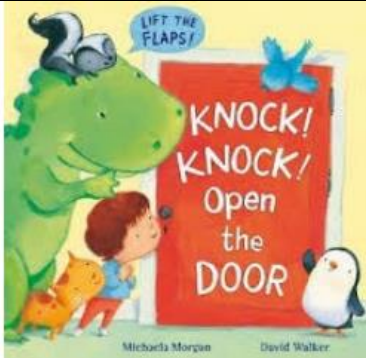
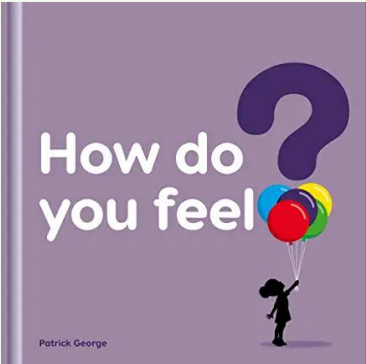

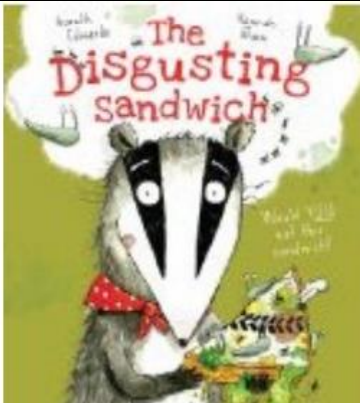
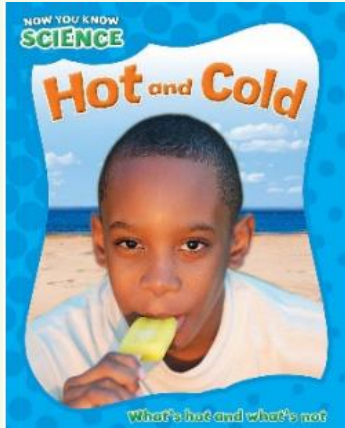
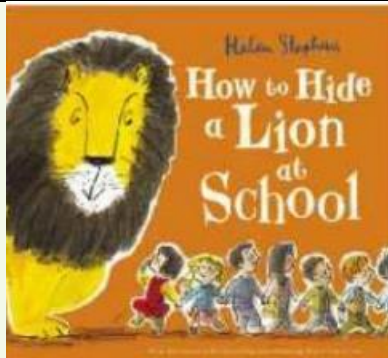
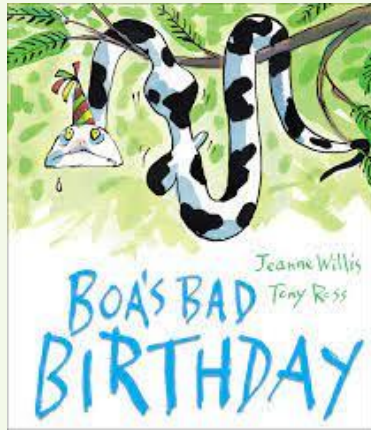
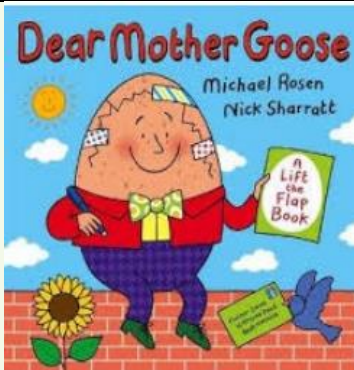
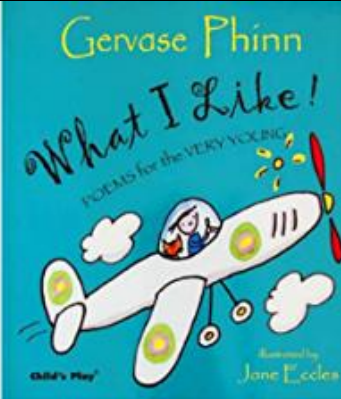
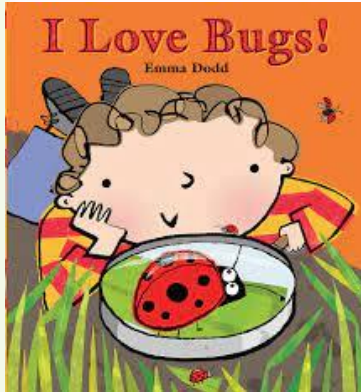
Skills Builder / Social Interaction Step 1			 	 		
Skills Builder Step 0 Training Area - Skills Builder Hub Educators Toolkit - Expanded Framework 2022.pdf (skillsbuilder.org)	<p>I listen to others without interrupting. The building blocks of this step are learning: The building blocks of this step are learning: What it means to listen What it means to interrupt and why to avoid it Some strategies to avoid interrupting.</p> <p>Reflection questions What is listening? How do we do it? Why do we listen? What is interrupting and why do we do it? What is wrong with interrupting someone? What are some things that we can do to stop interrupting</p> <p>Speaking Step 0 - Skills Builder Universal Framework</p> <p>Listening Workbook - FINAL Newham - INTERACTIVE (1).pdf</p>	<p>I can tell when I am feeling negative or positive. The building blocks of this step are learning: What emotions might feel positive, and what might feel negative Why understanding feelings is important</p> <p>Reflection questions What is an emotion? What do we mean by feeling positive? What do we mean by feeling negative? Why do we have emotions? How can we use our emotions to help us?</p> <p>Staying Positive Step 0 - Skills Builder Universal Framework</p> <p>Skill Workbook - Staying Positive - Skills Builder Hub</p>	<p>I work with others in a positive way. The building blocks of this step are learning: What working positively looks like When it is challenging to work positively Why we need to keep trying</p> <p>Reflection questions What does behaving positively look like to you? When do you find it easier or more challenging to work with others in a positive way? Can you give examples?</p> <p>Teamwork Step 0 - Skills Builder Universal Framework</p> <p>Skill Workbook - Teamwork - Skills Builder Hub</p> <p>I speak Clearly to someone I know. The building blocks of this step are learning: The building blocks of this step are learning: What speaking means How to speak clearly</p>	<p>I know how I am feeling about something. The building blocks of this step are learning: What different emotions might look and feel like Positive emotions and what might cause them Negative emotions and what might cause them</p> <p>Reflection questions What are different emotions? When do you feel different emotions? Can you give examples of what has caused different emotions for you?</p> <p>Leadership - Skills Builder Universal Framework</p> <p>Skill Workbook - Leadership - Skills Builder Hub</p> <p>I know when I am finding something difficult. The building blocks of this step are learning: How to know when something is too difficult What to do if something is too difficult</p>	<p>I complete tasks by following instructions. The building blocks of this step are learning: What are instructions. How can we be sure to follow them.</p> <p>Reflection questions What is meant by instructions? Can you give any examples? How do we best prepare to follow instructions? What might we do wrong when following instructions?</p> <p>Problem Solving Step 0 - Skills Builder Universal Framework</p> <p>Skill Workbook - Problem Solving - Skills Builder Hub</p>	<p>I imagine different situations. The building blocks of this step are learning: What is imagination How do we use imagination</p> <p>Reflection questions What does imagination mean? Why do you think imagination is useful? When do you use your imagination? Can you give examples?</p> <p>Creativity Step 0 - Skills Builder Universal Framework</p> <p>Skill Workbook - Creativity - Skills Builder Hub</p>





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			Reflection questions What is speaking? Why do we speak to each other? What does it mean to speak clearly? How do we know if we are speaking clearly? Speaking Step 0 - Skills Builder Universal Framework Skill Workbook - Speaking - Skills Builder Hub	Reflection questions How do you know if something is too difficult for you? Why might something be too difficult? Why is it important to think about the safety of what you are trying to do? What do we mean by danger? Why is it important to think about danger? Aiming High Step 0 - Skills Builder Universal Framework Skill Workbook - Aiming High - Skills Builder Hub		
Planning To be submitted First Friday Back from The School Holiday There are 2 templates choose which template you prefer. Staff planning 2023-2024						
Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



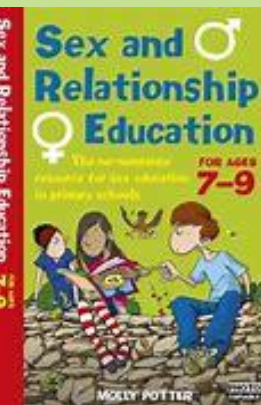



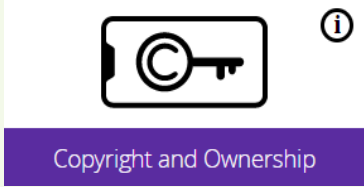
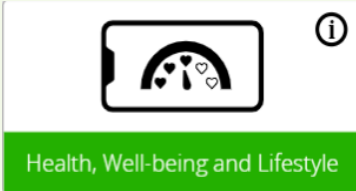

Year 1 Overview

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	<div><div>Writing</div><div>Purpose & Genre</div><div>Shared Planning</div></div> <div><p>Fiction narrative: Knock knock open the door Outcome: To write a knock knock short story.</p><p>Non-fiction recount: How do I feel? Outcome: To write a similar short text to express feelings.</p></div>	<div><p>Fiction narrative: Three little pigs Outcome: to retell the story</p><p>Poetry: Snow in the Garden Outcome: Christmas themed poems.</p></div>	<div><p>Fiction narrative: The Disgusting sandwich Outcome: To write instructions for making a sandwich.</p><p>Non-fiction: Hot and Cold Outcome: to write an information text.</p></div>	<div><p>Fiction narrative: How to hide a lion at school Outcome: To write a short story about hiding a toy animal.</p><p>Poetry: Animal themed poem</p></div>	<div><p>Fiction narrative: Dear Mother Goose Outcome: To write a letter to a nursery rhyme character</p><p>Non-fiction: write a Letter</p></div>	<div><p>Fiction narrative: What I like. Outcome: Description of something they love</p><p>Poetry: I love Bugs! Outcome: to write a rhyming bug poem</p></div>						
<div>Maths</div>	<div>Maths</div> <div>Follow Power Maths/White Rose Scheme of Work</div> <div>Maths Whole School Long Term Overview.docx (sharepoint.com)</div> <table><tr><td><div>Number: Place Value (within 10)</div><div>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664303</div><div>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664304</div><div>Number: Addition and Subtraction (within 10)</div></td><td><div>Number: Addition and Subtraction (within 10)</div><div>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664306</div><div>Number: Place Value (within 20)</div><div>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664308</div></td><td><div>Number: Addition and Subtraction (within 20)</div><div>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664310</div><div>Measurement: Length and Height</div><div>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664313</div></td><td><div>Number Place Value (within 50) (Multiples of 2,5 and 10 included)</div><div>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664312</div><div>Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)</div><div>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664316</div></td><td><div>Measurement: Money</div><div>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664322</div><div>Consolidation</div><div>Measurement: Time</div><div>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664321</div></td><td><div>Geometry: Shape</div><div>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664307</div><div>Number: Place Value (within 100)</div><div>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664320</div><div>Geometry: Position and Direction</div></td></tr></table>						<div>Number: Place Value (within 10)</div> <div>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664303</div> <div>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664304</div> <div>Number: Addition and Subtraction (within 10)</div>	<div>Number: Addition and Subtraction (within 10)</div> <div>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664306</div> <div>Number: Place Value (within 20)</div> <div>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664308</div>	<div>Number: Addition and Subtraction (within 20)</div> <div>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664310</div> <div>Measurement: Length and Height</div> <div>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664313</div>	<div>Number Place Value (within 50) (Multiples of 2,5 and 10 included)</div> <div>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664312</div> <div>Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)</div> <div>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664316</div>	<div>Measurement: Money</div> <div>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664322</div> <div>Consolidation</div> <div>Measurement: Time</div> <div>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664321</div>	<div>Geometry: Shape</div> <div>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664307</div> <div>Number: Place Value (within 100)</div> <div>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664320</div> <div>Geometry: Position and Direction</div>
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Year 1 Overview

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Science Not a 2-year programme anymore Grammarsaurus Login - Grammarsaurus  Grammarsaurus Science - Grammarsaurus	Animals including Humans How can we group animals? I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. I can compare a variety of common animals including fish, amphibians, reptiles, birds and mammals. I can identify and name a variety of common animals that are carnivores, omnivores and herbivores. I can identify, name, draw and label the basic parts of the human body I can identify which part of the body is associated with each sense. I can compare humans.	Seasonal Changes Why does the weather change during different seasons? I can observe and describe changes across the four seasons. I can observe and describe changes across the four seasons. I can observe and describe changes across the four seasons. I can observe and describe changes across the four seasons. I can observe how day length varies. I can describe weather associated with the seasons.	Materials Why do we use different materials for different things? I can identify a variety of everyday materials. I can describe the physical properties of a variety of everyday materials. I can distinguish between an object and the material from which it is made. I can compare and group together a variety of everyday materials on the basis of their simple physical properties. I can investigate the properties of different materials. I can investigate the properties of different fabrics.	Plants How can we identify different plants and trees? I can identify different plants. I can identify and describe the basic structure of plants. I understand that plants can grow. I can name a variety of common wild plants. I can sort a variety of plants. I can name a variety of common plants that we can eat. I can identify, name and describe the basic structure of deciduous and evergreen trees. I can identify and classify.		
PE	Locomotion	Locomotion	Stability	Locomotion	Manipulative	Stability
PSHE Key Stage 1&2 from the PSHE Education Planning Framework For Pupils with SEND. Page 8 – 21 	Self-Awareness PSHE Association planning framework for SEND - KS1 & 2 Pg 8 – 9 SA1 - Things we are good at. SA2 - Kind and unkind behaviours. SA3 - Playing and working together.	Self-Care, Support and Safety PSHE Association planning framework for SEND - KS1 & 2 Pg 11 - 12 SSS1 - Taking care of ourselves. SSS2 - Keeping safe. SSS3 - Trust. Changing and Growing PSHE Association planning framework for SEND - KS1 & 2 Pg 16	Changing and Growing PSHE Association planning framework for SEND - KS1 & 2 Pg 16 CG1 -Baby to adult. CG2 -Changes at puberty. The World I Live In PSHE Association planning framework for SEND - KS1 & 2 Pg 20	Managing Feelings PSHE Association planning framework for SEND - KS1 & 2 Pg 15 MF1 - Identifying and expressing feelings.	Healthy Lifestyles PSHE Association planning framework for SEND - KS1 & 2 Pg 18 HL1 -Healthy eating.	The World I Live In PSHE Association planning framework for SEND - KS1 & 2 Pg 20 WILI1 - Respecting differences between people. WILI2 - Jobs people do. WILI3 - Rules and laws.

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		<p>CG1 -Baby to adult. CG2 -Changes at puberty.</p> <p>Managing Feelings</p> <p>PSHE Association planning framework for SEND - KS1 & 2 Pg 15</p> <p>MF1 - Identifying and expressing feelings.</p>	<p>WILI 1 - Respecting differences between people. WILI2 - Jobs people do. WILI3 - Rules and laws.</p>			
Resources For PSHE	<p>Family Planning</p> <p>RSHE for Teachers (fpa.org.uk)</p> <p>Growing up with Yasmine and Tom (fpa.org.uk)</p> <p> NSPCC The UK children's charity NSPCC</p> <p> </p>					
<p>PD E-safety From Project EVOLVE</p> <p>Sign In to your Account ProjectEVOLVE</p> <p>Resources Year 1 or below</p>		 <p>Online Relationships</p> <p>Anti-Bullying week: Online bullying https://anti-bullyingalliance.org.uk/</p>	 <p>Safer Internet Day: https://saferinternet.org.uk/</p>	 <p>CSE Awareness Day March 18th</p> <p>https://stop-cse.org/national-child-exploitation-awareness-day/</p>		
<p>PD Life Skills Lifeskills Challenge</p> <p>Resources - Skillsbuilder</p>	<p>Snack Time</p> <p>Lunch Time</p>	<p>Sorting</p> <p>Organising</p> <p>Recycling</p>	<p>Adult led Socialising</p>	<p>Safety in school</p> <p>Healthy Eating</p>	<p>Walking</p> <p>Travel A to B</p>	<p>Counting</p> <p>Value/Exchange</p> <p>Money</p>

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Get Started - Skills Builder Hub						
PD Careers	EYFS: People who help us KS1: Jobs in the community People who help us fire service visit / trip. People who help us Police Visit		EYFS: People who help us KS1: Jobs in the community People who help us fire service visit / trip. People who help us Doctor / Nurse		EYFS: People who help us KS1: Jobs in the community People who help us fire service visit / trip. People who help us Fire Service	
Careers Resources						
RE	Religious Education.pptx Christianity - God in the Bible This is the first time we have learnt about Christianity in year 1. This will help us later is year 1 when we learn about how do Christian's care? https://www.bbc.co.uk/bitesize/topics/zdykjsx/articles/zbjnp4j	Religious Education.pptx Christianity - How Do Christians show they care? This builds on our learning earlier in year 1 about God in the Bible This will help us later is year 1 when we learn about The Creation Story in year 1  	Religious Education.pptx Judaism - An introduction to Judaism This is the first time we have learnt about Judaism. This will help our learning in year 1 when we learn about how do Jewish people care?  	Religious Education.pptx Judaism - How do Jewish people show care? This will help our learning in year 3 when we learn about Jewish Festivals. https://www.bbc.co.uk/bitesize/topics/zqbw2hv/articles/zc2fsk7	Religious Education.pptx Christianity - Christian Creation ‘The creating story’ This builds on our learning earlier in year 1 about God in the Bible This will help our learning in year 2 when we learn about Christmas in the Gospel. 	
	Religious Education					

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Design & Technology DT - PlanBee	Eat more Fruit & Vegetables Yr 1-2 DT Eat More Fruit and Vegetables		Moving Mini Beast Yr 1-2 DT Moving minibeasts		Stable Structures Yr 1-2 DT Stable Structures	
History  Grammarsaurus						
	Chronology I can label timelines with words such as: past, present, older and newer. I can recount changes that have occurred in my own life. Evidence & Interpretation I can look at sources and ask, "What was it like for people?" "What happened?" "What was this used for?" "How long ago?" Cause and Consequence I can discuss causes that lead to toys changing.	Change and Continuity I can say which toys have stayed the same and which toys have changed overtime. Similarity and Difference I can compare toys using pictures from the past and present. Historical Significance			Chronology I can place events and some artefacts on a timeline. Evidence & Interpretation With support, I can observe or handle some evidence to ask questions about the past. Cause and Consequence I can begin to explain why monarchs-built castles and what the consequences of these actions were.	Change and Continuity I can describe changes and historical events. Similarity and Difference I can compare the similarities and differences between different castles. Historical Significance I can begin to talk about key events of a significant king/queen or castle.
Geography Local Knowledge to be taught throughout  Grammarsaurus						
			Place I can understand that places can have meaning to people. Space I can understand that the world has seven continents and five oceans.			



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			I can understand that the UK is split into countries. Scale I can understand how my local area fits within the United Kingdom. Physical and Human processes I can identify seasonal and daily weather patterns in the UK.			
Expressive Arts						
Art  PlanBee: The Hive of Primary Resources and Lesson Plans	Mark Making <u>Yr 1 ART Mark Making</u>		Colour Creation <u>Yr 1-2 ART Colour Creations</u>		Self Portraits <u>Yr 1-2 ART Self Portraits</u>	
Horticulture	Clearing and Harvesting Potting Seeds Making Compost Planting Bulbs	Polytunnel Clearing and development of the area Bird Feeders and Feeding Making Christmas wreaths	Winter Pruning Signs of Winter Growth Birdwatching Preparing woodland grounds	Looking for signs of spring Looking and the difference light and dark makes to plants	Grass maintenance Planting seeds fruit and vegetables Protecting plants from animals Preparing for Dawlish om Bloom and OMS in bloom	Dawlish and OMS in Bloom judging. Preparing plants for the summer fate Gathering crops grown
Forest School	Tarpaulin folding group activity. Basic tool Use and Health and safety Basic fire starting and Health and safety Charcoal Pencils Woodland Diorama	Christmas decorations Woodland reindeers wreaths	Bug Hotels Developing and looking after the forest school Bird feeders Clay insects	Looking at signs of spring Developing and looking after the forest school Making hanging items Development of skills	Looking at summer and the seasonal changes Den building Securing skills	