


















Mental Health and Wellbeing (Whole School Approach) School Values	Kindness and Community		Respect and Relationships		Health and Happiness	
	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 

						
Skills Builder / Social Interaction Step 1			 	 		
Skills Builder Step 1 Training Area - Skills Builder Hub Educators Toolkit - Expanded Framework 2022.pdf (skillsbuilder.org)	<p>I listen to others and can remember short instructions The building blocks of this step are learning:</p> <p>Why recalling instructions matters How to concentrate and focus How to store and recall simple instructions</p> <p>Reflection questions When do you have to remember instructions? Why is it important that you do so accurately? When do you struggle to listen to instructions? What could you do to better listen to instructions?</p>	<p>I can tell when others feel positive or negative The building blocks of this step are learning:</p> <p>How to spot positive emotions How to spot negative emotions What events might lead others to have positive or negative emotions</p> <p>Reflection questions How can you tell when someone is feeling positive or negative? How can you tell what emotions other people are feeling? Aside from how someone looks, what else might help you to understand how someone is feeling?</p>	<p>I work well with others by behaving appropriately The building blocks of this step are learning:</p> <p>What behaviour means Behaviour which will never be appropriate How appropriate behaviour might vary</p> <p>Reflection questions What do you think appropriate behaviour means? Is appropriate behaviour the same in every setting? How can we know what appropriate behaviour looks like in different places? Can you give some examples of what behaviour is appropriate in different settings?</p>	<p>I know how to explain my feelings about something to my team The building blocks of this step are learning:</p> <p>Why it is helpful to explain how you are feeling Some bad ways of expressing how you are feeling Some good ways of expressing how you are feeling</p> <p>Reflection questions Why is it helpful to be able to explain your feelings to others in your teams? What should you be careful about doing when you talk about your feelings? Can you give any examples of when you have done this? What was the result?</p>	<p>I complete tasks by finding someone to help if I need them The building blocks of this step are learning:</p> <p>When do I need help Who can I turn to for help</p> <p>Reflection questions How does it feel when you need help? When do you ask others for help? Who can you turn to in different areas of your life for help? How do you know who the best people are to help you with different problems?</p>	<p>I imagine different situations and can say what I imagine The building blocks of this step are learning:</p> <p>Why it is helpful to explain what we imagine How to talk about what you have imagined</p> <p>Reflection questions What does imagination mean? Can you think about examples of when you have used your imagination? Why is it helpful to be able to explain what we imagine? How can we talk about what we imagine? What are some simple mistakes that we could make if we get it wrong?</p>

What can you do to help remember three simple instructions?	How can you use your understanding of the situation to help work out how someone is feeling?	<p>I speak clearly to small groups of people I know The building blocks of this step are learning:</p> <p>What is different about speaking to a small group How to speak clearly to a group</p> <p>Reflection questions What is different about speaking to a small group rather than an individual you know? Which do you find more difficult? Why do you think that is? How can you speak clearly in front of a group?</p>			
---	--	--	--	--	--

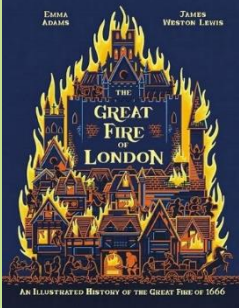
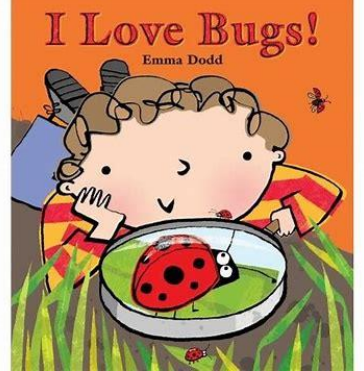
Planning To be submitted First Friday Back from The School Holiday

There are 2 templates choose which template you prefer.


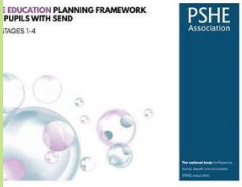
Staff planning 2023-2024


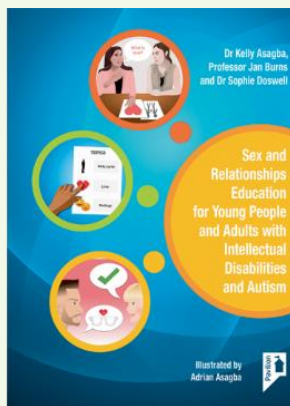
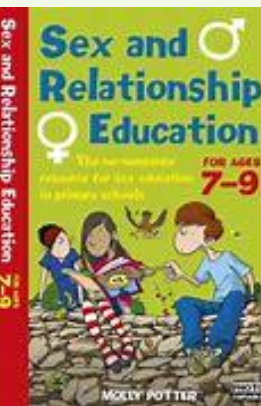
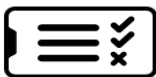







Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Moving and Growing	Homes	Monsters	Meerkat Mail	Fire! Fire!	On the Farm
<p>Reading</p> <p>Genre</p> <p>Shared planning</p> <p><u>Yr 2 - Pink</u></p>	 <p>Talk through Stories</p> 	<p>(DES planning)</p>  <p>(DES planning)</p> 	<p>(DES planning)</p>  <p>(DES planning)</p> 	<p>(DES planning (Adapt Yr 3-4 plan))</p>  <p>(DES planning)</p> 	<p>Talk through Stories</p>  <p>(DES planning (Adapt Yr 3-4 plan))</p>	<p>Talk through Stories</p>  <p>DES planning</p>

Year 2 Overview


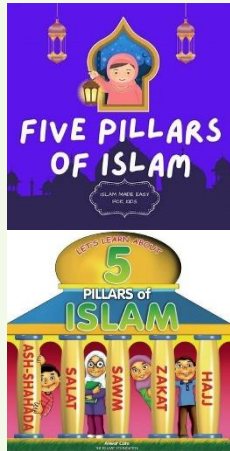
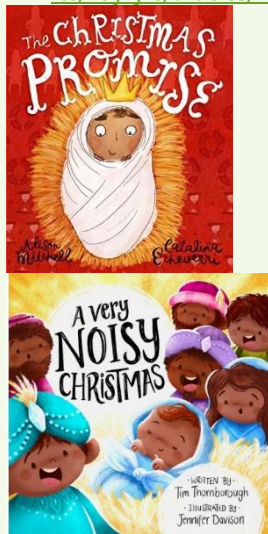
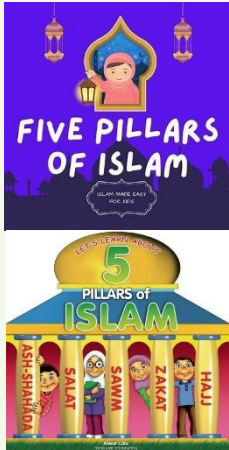


					 	
<p>Writing</p> <p>Purpose & Genre</p> <p>Shared Planning</p>	<p>Fiction: Avocado Baby Outcome: to retell in 5</p> <p>Fiction: Lost and Found Outcome: To Develop pleasure in reading, motivation to read, and vocabulary understanding</p>	<p>Fiction: Three little pigs Outcome: to retell the story</p> <p>Poetry: Christmas poetry Outcome: perform or write a short rhyming poem.</p>	<p>Fiction: The day Louis got eaten Outcome: Retell a monster story in 5.</p> <p>Non-fiction: My Day at the Zoo Outcome: To write a recount of a school trip or event.</p>	<p>Narrative: Meerkat Mail Outcome: Write a letter/postcard to a friend/family</p> <p>Non-Fiction: Grow your own lettuce Outcome: To write instructions to...</p>	<p>Narrative: Zog Outcome: Retell the story of Zog</p> <p>Non-fiction: The Great Fire of London Outcome: To write / sequence a chronological report on an historic event.</p>	<p>Fiction: Click, Clack, Moo – cows that type. Outcome: To Develop pleasure in reading, motivation to read, and vocabulary understanding</p> <p>Poetry: I love bugs! Outcome: To write a descriptive poem.</p>
<p>Maths</p>	<p>Maths</p> <p>Follow Power Maths/White Rose Scheme of Work</p> <p>Maths Whole School Long Term Overview.docx (sharepoint.com)</p>					
	<p>Number Place Value</p> <p>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664453</p> <p>Number: Addition and Subtraction</p> <p>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664454</p>	<p>Number: Addition and Subtraction</p> <p>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664455</p> <p>Number: Multiplication and Division</p> <p>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664457</p> <p>Number: Multiplication and Division</p> <p>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664459</p>	<p>Measurement: Money</p> <p>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664456</p> <p>Measurement: Length and Height</p> <p>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664461</p> <p>Statistics</p> <p>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664460</p>	<p>Problem-solving and efficient methods Consolidation</p> <p>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664466</p> <p>Number: Fractions</p> <p>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664463</p> <p>Consolidation and Problem solving</p>	<p>Measurement: Mass, Capacity and Temperature</p> <p>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664468</p> <p>Measurement: Time</p> <p>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664467</p> <p>Investigations</p>	<p>Geometry: Properties of Shape</p> <p>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664462</p> <p>Geometry: Position and Direction</p> <p>https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664465</p>

Year 2 Overview

				https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/664466		
Science Not a 2-year programme anymore Grammarsaurus Login - Grammarsaurus  Grammarsaurus Science - Grammarsaurus	Animals Including Humans Why do we need to keep healthy? I can find out about and describe the basic needs of animals, including humans, for survival. I notice that animals, including humans have offspring which grow into adults. I can describe the importance for humans to exercise. I can describe the importance for humans to eat the right amounts of different types of food. I can describe the importance for humans to have good hygiene. I can describe the importance for humans to look after themselves. First week back after ½ term plant daffodil bulbs in a pot for the Plants Science in Spring 2.		Materials How are materials chosen in design? I can identify a variety of everyday materials. I can distinguish between an object and the material it is made from. I can investigate the properties of different materials. Which material will protect Humpty Dumpty? I can investigate the properties of different materials.	Plants How do seeds and bulbs grow into healthy plants? I can identify that fruit, vegetables and herbs are types of plant that we eat. I can observe and describe how seeds grow into mature plants. I know what plants need to grow and stay healthy. I can explain the life cycle of plants.	Living things and habitats? How do we know something is alive? I can explore and compare the differences between things that are living, dead, and things that have never been alive. I can identify and name a variety of plants and animals in their habitats, including microhabitats. I can identify and name a variety of plants and animals in their habitats. I can identify that most living things live in a habitat to which they are suited. I can construct a simple food chain.	
PE	Co-Operative Games	Locomotion	Manipulative	Stability	Manipulative	Locomotion
PSHE PSHE Framework PSHE Association Charity and membership body for PSHE education (pshe-association.org.uk) 	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 CG1 -Baby to adult. CG2 -Changes at puberty.	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 WILI 1 - Respecting differences between people. WILI2 - Jobs people do. WILI3 - Rules and laws.
Resources For PSHE	Family Planning RSHE for Teachers (fpa.org.uk)					


	<div><div></div><div></div><div></div></div>					
<div><div>PD</div><div>Whole School E-Safety Overview</div><div>From Project EVOLVE</div><div>Sign In to your Account ProjectEVOLVE</div><div>Toolkit Resources Year 2 or below</div></div>	<div><div></div><div>Managing Online Information</div><div></div><div>Privacy and Security</div></div>	<div><div></div><div>Online Bullying</div><div></div><div>Online Relationships</div><div>Anti-Bullying week: Online bullying https://anti-bullyingalliance.org.uk/</div></div>	<div><div></div><div>Self-Image and Identity</div><div>Safer Internet Day: https://saferinternet.org.uk/</div></div>	<div><div></div><div>Copyright and Ownership</div><div>CSE Awareness Day March 18th https://stop-cse.org/national-child-exploitation-awareness-day/</div></div>	<div><div></div><div>Health, Well-being and Lifestyle</div></div>	<div><div></div><div>Online Reputation</div></div>
<div><div>Search and Access Resources ▶ Year Group ProjectEVOLVE</div><div>Managing online information objectives: Search and Access Resources ▶ Year Group ▶ Year Two ProjectEVOLVE</div><div>Privacy and security: Search and Access Resources ▶ Year Group ▶ Year Two ProjectEVOLVE</div></div>						
<div><div>PD</div><div>Life Skills</div><div>Lifeskills Challenge</div><div>Resources: Get Started - Skills Builder Hub</div></div>	<div><div>Snack Time</div><div>Lunch Time</div></div>	<div><div>Sorting</div><div>Organising</div><div>Recycling</div></div>	<div><div>Adult led Socialising</div></div>	<div><div>Safety in school</div><div>Healthy Eating</div></div>	<div><div>Walking</div><div>Travel A to B</div></div>	<div><div>Counting</div><div>Value/Exchange</div><div>Money</div></div>
<div><div>PD</div><div>Careers</div></div>	<div><div>EYFS: People who help us</div><div>KS1: Jobs in the community</div></div>		<div><div>EYFS: People who help us</div><div>KS1: Jobs in the community</div></div>		<div><div>EYFS: People who help us</div><div>KS1: Jobs in the community</div></div>	

Year 2 Overview

	People who help us fire service visit / trip. People who help us Police Visit	People who help us fire service visit / trip. People who help us Doctor / Nurse	People who help us fire service visit / trip. People who help us Fire Service		
Careers Resources					
RE	<p>Religious Education.pptx Islam - The First Pillar of Islam</p> <p>This is the first time we have learned about Islam</p> <p>This will help our learning later in year 2 the second pillar of Islam.</p> 	<p>Religious Education.pptx Christianity - Christmas in the Gospel</p> <p>This will build on year 1 learning.</p> <p>This will help our learning later in year 2 when we learn about 'Good news in the gospels'</p> <p>Visit your local Church</p> <p>https://www.bbc.co.uk/bitesize/topics/zdykixs/articles/ztgqjsg</p> 	<p>Religious Education.pptx Islam - The Second Pillar Of Islam</p> <p>This is building on our learning about the first pillar of Islam in year 2.</p> <p>This will help us learn about Muslim worship and festivals is year 3.</p> 	<p>Religious Education.pptx Christianity - Salvation (1)</p> <p>This builds on our learning in year 2 about 'Christmas in the gospels'</p> <p>This will help our learning later in year 2 when we study 'Good news in the Gospels'</p> 	<p>Religious Education.pptx This is building on our year 1 & 2 learning.</p> <p>This will help our learning later in year 3 when we study 'Jesus in the gospels'</p> 
	Design & Technology DT - PlanBee	Prefect Pizza Yr 1-2 DT Perfect Pizzas			
	Puppets Yr 1-2 DT puppets				
	Vehicles Yr 1-2 DT Vehicles				

<div>History</div> <div>Grammarsaurus</div>	<div><div><div>Hospitals and healthcare</div><div>(Significant individuals and local individuals)</div><div>How did Florence Nightingale and Edith Cavell help to improve hospitals?</div></div></div>				<div><div><div>The Great Fire of London</div><div>(Events beyond living memory)</div><div>How did the Great Fire change London?</div></div></div>	
	<div>Chronology</div> <div>I can place events, artefacts and people on a timeline.</div> <div>I can begin to use some dates where appropriate.</div> <div>Evidence & Interpretation</div> <div>I can observe or handle evidence to ask questions and find answers to questions about the past.</div> <div>Cause & Consequence</div> <div>I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.</div>	<div>Change & Continuity</div> <div>I can describe changes and the historical events they led to.</div> <div>Similarity & Difference</div> <div>I can use pictures, stories and film footage to find out about the past.</div> <div>I can identify some of the different ways the past has been represented.</div> <div>Historical Significance</div> <div>I can describe significant people and events from the past and explain why they are important.</div>			<div>Chronology</div> <div>I can place events, artefacts and historical figures on a timeline.</div> <div>I can use dates where appropriate.</div> <div>Evidence & Interpretation</div> <div>I can observe or handle evidence to ask questions and find answers to questions about the past.</div> <div>I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary)</div> <div>Cause & Consequence</div> <div>I can explain the causes of the Great Fire of London and what the consequences were.</div>	<div>Change & Continuity</div> <div>I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.</div> <div>Similarity & Difference</div> <div>I can use artefacts and diary entries to compare similarities and differences.</div> <div>I can identify some of the different ways the past has been represented.</div> <div>Historical Significance</div> <div>I can describe significant people from the past and explain why they are important.</div> <div>I can name a monarch</div>
<div>Geography</div> <div>Local Knowledge to be taught throughout</div> <div>Grammarsaurus</div>			<div><div><div>Mexico</div><div>What are the similarities and differences between my town and Tulum, Mexico?</div></div></div>			
			<div>Place</div> <div>I can understand that places can have meaning to people.</div> <div>Space</div>			

Year 2 Overview

			<p>I can understand that the world has seven continents and five oceans.</p> <p>I can understand that the UK is split into countries.</p> <p>I can identify some key human and physical features of my local area.</p> <p>I can use simple compass directions and locational and directional language to describe the location of features on a map.</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks and devise simple maps.</p> <p>I can use a key.</p> <p>Scale</p> <p>I understand that England, Scotland, Wales and Northern Ireland are countries within the UK.</p> <p>I can understand how my local area fits within the United Kingdom.</p> <p>Physical and Human Processes</p> <p>I can understand that the poles and equator impact the climate on Earth.</p> <p>Cultural Awareness and Diversity</p> <p>I can understand the similarities and differences between my country and other countries.</p>			
Creative Arts						
Art  PlanBee: The Hive of Primary Resources and Lesson Plans	Yayoi Kusama To use drawing to develop and share their ideas, experiences and imagination. Yr 1-2 ART Yayoi Kusama		Earth Art To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Yr 1-2 ART Earth Art		Henri Rousseau To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Yr 1-2 ART Henri Rousseau	
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	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	



Year 2 Overview

	Charcoal Pencils Woodland Diorama				
--	--------------------------------------	--	--	--	--