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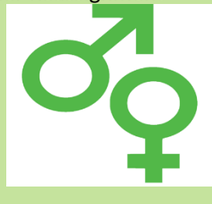
Whole School Mental Health and Wellbeing (Whole School Approach) School Values	Kindness and Community		Respect and Relationships		Health and Happiness	
	EH4MH 10-a-day Kindness Calendar Happier Kinder Together | Action for Happiness https://www.normalmagic.co.uk/ https://happymaps.co.uk/					
Termly and Assembly Themes	**Kindness** 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 	**Community** Actively care for others What are our communities? How can we support our school community and each other **Protected Characteristics** Disability 	**Respect** 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 Beliefs Sex 	**Relationships** Talk about your feelings Ask for help Positive healthy relationships. **Protected Characteristics** Marriage and Civil Partnerships **Protected Characteristics** Sexual Orientation 	**Happiness** 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 	**Health** Keep yourself Hydrated! Keep active in Mind and Body How to get help Healthy choices **Protected Characteristics** Pregnancy and Maternity

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Skills Builder / Social Interaction Step 5			 	 		
Skills Builder Step 5 Training Area - Skills Builder Hub Educators_Toolkit_-_Expanded_Framework_2022.pdf (skillsbuilder.org)	**I listen to others and record important information as I do**. The building blocks of this step are learning how to: Sustain concentration and focus when listening over a longer time. Identify key pieces of information. Record information in a way that makes it accessible again in the future **Reflection questions** How do you find listening for 20-30 minutes? What causes you to lose focus and concentration? Do you have any ways of helping to maintain concentration? Can you just write down everything you hear? If not, how do you know which information to write down? How do you take notes at the moment?	**I keep trying when something goes wrong and help cheer others up.** The building blocks of this step are learning: How to recognise others' emotional responses to something going wrong How to cheer up others when something goes wrong **Reflection questions** When something goes wrong, how do you sometimes react? How do you think other people feel when something goes wrong? How might you be able to tell? Why is it helpful to cheer people up? How can you cheer other people up when something goes wrong?	**I work well with others by understanding and respecting diversity of others 'culture, beliefs and background.** The building blocks of this step are learning: What is diversity What is equality What is inclusivity **Reflection questions** What does diversity mean? What does it mean to be inclusive? What does it mean to discriminate? How do you create an environment where everyone is respected and able to make a full contribution? I speak effectively by using appropriate language. **The building blocks of this step are learning:** What is meant by language and how it varies	**I manage group discussions to reach shared decisions.** The building blocks of this step are learning: How to organise a meeting What different roles exist in a meeting How to chair a meeting **Reflection questions** What do you need to do to plan a good meeting? How do you make sure everyone has a chance to contribute their ideas? How to you get to decisions? Have you had experience of bad meetings? What went wrong? **I set goals for myself** The building blocks of this step are learning**:** How to set goals in a stretch zone How to know if a goal has been achieved **Reflection questions** What is a goal? How can we set goals in our stretch zone?	**I explore problems by thinking about the pros and cons of possible solutions.** The building blocks of this step are learning: How to identify the pros and cons of possible answers for complicated problems How to evaluate the pros and cons to help make a decision **Reflection questions** What is meant by pros and cons? Why can it be helpful to use these on complicated problems? How can you use pros and cons to make a decision? What mistakes do people sometimes make?	**I generate ideas by combining different concepts.** **The building blocks of this step are learning:** How to identify the components of ideas and concepts How to combine these components to create something new **Reflection questions** What are concepts? What are components? How can you break an idea or concept into components? How can we combine the components of ideas to create new ones? What are the advantages of doing this? What are the risks of doing this?

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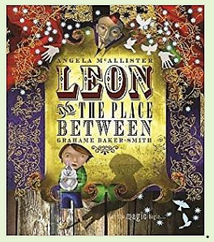
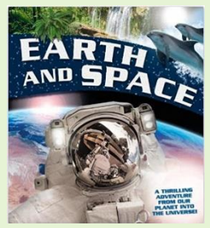
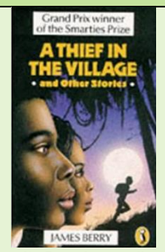
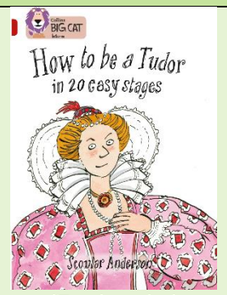
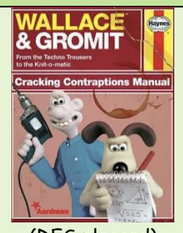
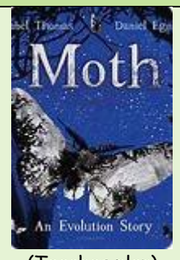
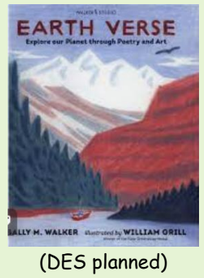
	What tricks can you use to save writing words when you're listening?	How does it depend on what emotional state they are in?	How to judge what language is appropriate in different settings **Reflection questions** How does the language we use change in different settings? What are some examples of different language that give us a clue as to how formal or informal it is? Thinking about the three broad types of language (formal, informal and technical), which do you think is appropriate in what setting? Why do you think it is vital to get this right?	Can you give examples of when you've done this? How can you tell if a goal has been achieved? How do goals and success criteria fit together? Why can numbers help you measure a goal?		

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
Reading **Core Text** **Text Outcomes** **Fiction** **Non-fiction** **Shared Plannin**	 (DES planned) 	 (DES planned) (DES planned)	 (Teacher plan) (Teacher plan)	 (DES planned) (DES planned)	 (Teacher plan)  (DES planned)	
Writing **Purpose & Genre** **Shared Planning**	**Fiction:** Leon and the Place Between Outcome: Narrative with portal story.	**Fiction:** A thief in the Village Outcome: To write a story about a toy that the children really want	**Non-fiction:** How to be a Tudor Outcome: to write an information text about life in the Tudor times.	**Non-Fiction:** Wallace and Gromit Cracking contraptions Outcome: Devise and write about your own cracking	**Fiction:** Moth Outcome: to create your own imaginary animal and write a fact file about it.	**Non-Fiction:** The Nameless holiday Outcome: To write a non-chronological report/information text about

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	Non-Fiction: Earth and Space Outcome: Explanation text.	**Non-fiction:** 101 things to do to become a superhero... or evil genius Outcome: To write their own page for a book of Things to do to Become a Superhero …or evil genius.	**Fiction:** Tudor Boy Spy Outcome: to write a diary entry.	contraption to create a class Haynes Manual. **Non-fiction:** How to invent Outcome: Choose an inventor and/or invention and create an Inventors portfolio and/or an invention timeline.	**Poetry:** Earth Verse Outcome: To write haiku poetry about a natural event/process including technical vocabulary and poetic imagery.	a holiday celebration, rite or ritual either invented or from learning in another subject area, e.g. R.E., geography, history.
Maths	**Follow White Rose Scheme of Work** Maths Whole School Long Term Overview.docx (sharepoint.com)					
	Number Place Value https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788612 Number: Addition, Subtraction, Multiplication and Division https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788613 https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788614	Consolidation :Fractions https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788615 https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788616 Consolidation	Number: Decimals https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788619 Measurement: Perimeter, Area and Volume https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788623 Statistics https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788628	Number: Percentages https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788620 Number: Ratio https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788624 Consolidation	Number: Algebra https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788621 Problem Solving https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788627 Measurement: Converting Units https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788622 Problem Solving https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788627	Geometry: Properties of Shape https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788626 Geometry: Position and Direction https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788617 Investigations
Science **Grammarsaurus** Login - Grammarsaurus Science - Gammarsaurus	**Animals including Humans** How does an animal's living system work together to maintain a healthy body?	**Evolution** What is evolution?	**Light** What is light?	**Electricity** What is electricity?	**Living things and Habitats** What is classification?	
PE	**Co-Operative Games**	**Games: Invasion Hand Ball**	**Gym**	**Get Healthy Get Fit**	**Games Strike / Fielding**	**Athletics**
Outdoor Education						
PSHE **PSHE** **PSHE Framework** PSHE Association | Charity and	**Self-Awareness** PSHE Association planning framework for SEND - KS1 & 2 Pg 9 – 10	**Self-Care, Support and Safety** PSHE Association planning framework for SEND - KS1 & 2 Pg 12 –14	**Changing and Growing** PSHE Association planning framework for SEND - KS1 & 2 Pg 16 – 17	**Managing Feelings** PSHE Association planning framework for SEND - KS 1 & 2 Pg 15	**Healthy Lifestyles** PSHE Association planning framework for SEND - KS1 & 2 Pg 18 – 19	**The World I Live In** PSHE Association planning framework for SEND - KS1 & 2 Pg 21

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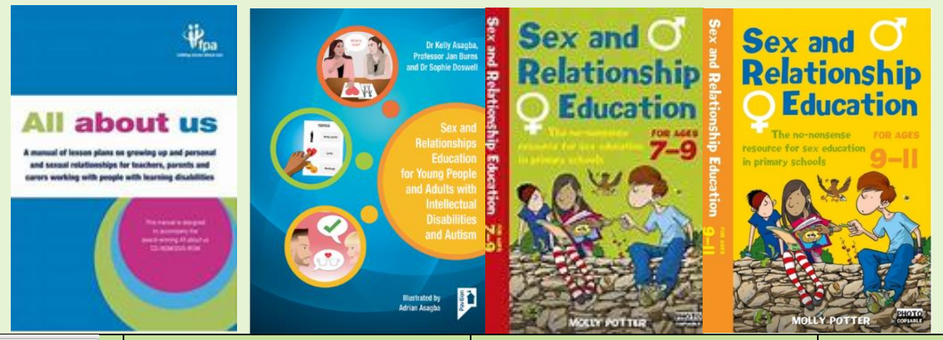
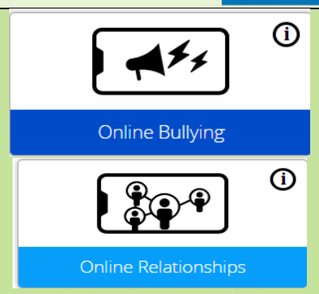
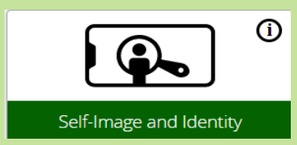
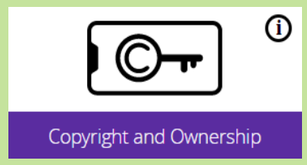
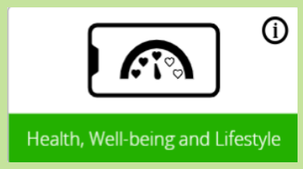
membership body for PSHE education (pshe-association.org.uk)	SA4 - People who are special to us. SA5 - Getting on with others.	SSS4 - Keeping safe online. SSS5 -Public and private.	CG2 - Changes at puberty. CG3 -Dealing with touch. CG4 -Different types of relationships.	MF2 - Managing strong feelings.	HL2 - Taking care of physical health. HL3 - Keeping well.	WILI4 - Taking care of the environment. WILI5 - Belonging to a community. WILI6 - Money.
Additional Resources	Family Planning RSHE for Teachers (fpa.org.uk) Growing up with Yasmine and Tom (fpa.org.uk) NSPCC | The UK children's charity | NSPCC 					
PD **Whole School E-Safety Overview** From Project EVOLVE Sign In to your Account | ProjectEVOLVE Toolkit Resources Year Group 6		 Anti-Bullying week: Online bullying https://anti-bullyingalliance.org.uk/	 Safer Internet Day: https://saferinternet.org.uk/	 CSE Awareness Day March 18th https://stop-cse.org/national-child-exploitation-awareness-day/		
PD **Life Skills**	Hot and Cold Snacks Hot and cold drinks Invitations	Gardening Cleaning Sewing	Adult/Peer Interactions	Emergency Services Danger How to get help	Walking Planning a journey Shopping	Internet research and Administration Skills Application Letters
PD **Careers**	Belonging to the community People who help us visit Police. What skills do you need to work for the emergency services.		Belonging to the community People who Help us Visit Doctor / Nurse Visit the fire Station What skills do you need to work for the emergency services.		People who Help us lifeguard / Life Boat What skills do you need to work for the emergency services. What investigate what jobs are there in the emergency services? What skills do you need for specifically to the job titles?	

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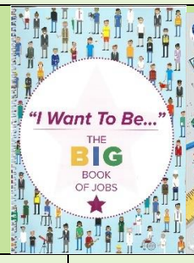
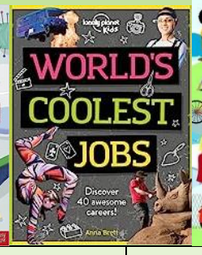
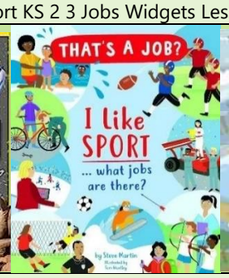
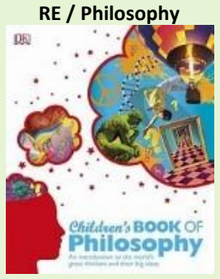
	Widget jobs to support KS 2 3 Jobs Widgets Lesson.pptx		What investigate what jobs are there in the emergency services? What skills do you need for specifically to the job titles? Widget jobs to support KS 2 3 Jobs Widgets Lesson.pptx		Did you know that there are so many jobs in the emergency services? Widget jobs to support KS 2 3 Jobs Widgets Lesson.pptx	
Careers Resources	  			
RE / Philosophy 	**Non-Religious Beliefs - What is Humanism?** What is Humanism? - BBC Bitesize	**What is Philosophy?** Pg 8-9 Is the world Real? Pg 12 – 13 Why is there something rather than nothing? 14- 15 What is nothing? Pg16-17 Is there a god? Pg 20 – 21Is colour in the mind or an object? Pg 28 -29 What makes something true? Pg 32-33 Can you trust your senses? Pg 34 - 35	**What am I?** How do I know what is real? Pg38-39 Who am I? pg 42- 43 Is my mind different from my body? Pg46 – 49 How do we learn? Pg 50 -51 Siddhartha Gautama pg56 – 59	**How do I decide what's right?** Who says what's right and wrong? Pg 87 – 89	**Why do we need rules**	
Craft and Construction 2 Rotations of 18 weeks double lesson	**Trick Toy** Health and safety Intro to project. Marking and measuring	Research and design. Looking at Alessi products for inspiration 2D design and laser cutter	Use of basic tools and machinery. Building confidence and health and safety. Evaluation	**Trick Toy** Health and safety Intro to project. Marking and measuring	Research and design. Looking at Alessi products for inspiration 2D design and laser cutter	Use of basic tools and machinery. Building confidence and health and safety. Evaluation
Home Cooking Skills 2 Rotations of 18 weeks double lesson Needs updating by Amanda						
History						
Geography						

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Creative Arts						
Art	**Landscape Art** Yr 5-6 ART Landscape art		**Sculpting Vases** Year 5-6 ART Sculpting Vases		**Express Yourself** Yr 5-6 ART Express Yourself	
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	