

Whole School Kindness and Community Mental Health and Wellbeing (Whole School Approach) EH4MH 10-a-day **School Values** Kindness Calendar Happier Kinder Together | Action for Happiness https://www.normalmagic.co.uk/ https://happymaps.co.uk/ Kindness Community Stay connected to those you care about. Being kind to one another what does that look like? Being kind to yourself and the other school community Disability **Protected Characteristics** Race



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

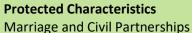




Talk about your feelings

Ask for help

Positive healthy relationships.





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!

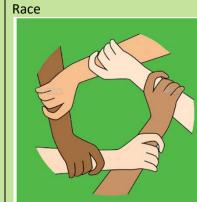
Keep active in Mind and Body

How to get help

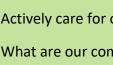
Healthy choices

Protected Characteristics Pregnancy and Maternity





Termly and Assembly Themes



Actively care for others

What are our communities?

How can we support our school community and each

Protected Characteristics







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| Thinking about the three broad types of language (formal, informal and technical), which do you think is appropriate in what setting? | What tricks can you use to save writing words when you're listening? | How does it depend on what emotional state they are in? | broad types of language (formal, informal and technical), which do you think is appropriate in what setting? | 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? | |
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| is appropriate in what setting? Why do you think it is vital to get this right? | | | Why do you think it is vital to | | |

Planning To be submitted First Friday Back from The School Holiday There are 2 templates choose which template you prefer.

| | Staff planning 2023-2024 | | | | | | | | | | | |
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| Terms | Terms Autumn 1 Autumn 2 | | Spring 1 | Spring 2 | Summer 1 | Summer 2 | | | | | | |
| Reading Core Text Text Outcomes | LEON STIPPLACE BETWEEN BUILDE TAKETE SHIPTI | Grand Prix winner of the Smarties Prize ATHIEF IN THE VILLAGE and Grint Storie (DES planned) | How to be a Tudor in 20 casy stages | WALLACE & GROMIT Town the fetnor tower to true fetnor and to the fetnor and th | Moth An Evolution Story (Teacher plan) | tales from Outer Suburbia shaun tan | | | | | | |
| Fiction Non-fiction Shared Plannin | (DES planned) EARTHAND SPACE AMELIAN STREET OF THE LANGUAGE THE LANGU | 101 Things To Do to Become a Superhero or evil general Will produced force and plant force and plant force and plant force and plant force (DES planned) | (Teacher plan) Tudor Tudor Boy Spy (Teacher plan) | COULD YOUR THEATT IS CONTROLLY CONTR | EARTH VERSE Explore our Blanet through Paetry and Art AND THE SHAPE SHA | | | | | | | |
| Writing Purpose & Genre | Fiction: Leon and the Place Between Outcome: Narrative with | Fiction: A thief in the Village Outcome: To write a story about a toy that the children | Non-fiction: How to be a Tudor Outcome: to write an | Non-Fiction: Wallace and Gromit Cracking contraptions Outcome: Devise and write | Fiction: Moth Outcome: to create your own imaginary animal and write a | Non-Fiction: The Nameless holiday Outcome: To write a non- | | | | | | |
| Shared Planning | portal story. | really want | information text about life in the Tudor times. | about your own cracking | fact file about it. | chronological report/information text about | | | | | | |



| | 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 Superheroor evil genius. | Fiction: Tudor Boy Spy Outcome: to write a diary entry. Non-fiction: Outcome: Ch and/or inventant Inventors | | Haynes Manual. Non-fiction: How to invent Outcome: Choose an inventor | | 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. | | |
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| Science Grammarsaurus | Animals including Humans | Evolution | | Lię | ght | | Electricity | | Living things and Habitats | | |
| Login - Grammarsaurus Grammarsaurus Science - Gammarsaurus | How does an animal's living system work together to maintain a healthy body? | What is evolution? | What is light? | | What is elec | | Wha | | is classification? | | |
| PE | Co-Operative Games | Games: Invasion Hand Ball | Gym | | Get Healthy Get Fit | | Games Strike / Fielding | | Athletics | | |
| Outdoor Education | | | Changing and Growing | | | | | | | | |
| PSHE | Self-Awareness | Self-Care, Support and Safety | | | Managing Fe | eelings | Healthy Lifestyles | | The World I Live In | | |
| PSHE PSHE Framework PSHE Association Charity and | PSHE Association planning framework for SEND - KS1 & 2 Pg 9 – 10 | PSHE Association planning framework for SEND - KS1 & 2 Pg 12 –14 | framework | ociation planning for SEND - KS1 & 2 g 16 – 17 | PSHE Association framework for SEN Pg 15 | ND - KS 1 & 2 | PSHE Association plans framework for SEND KS1 & 2 Pg 18 – 19 |) - | PSHE Association planning framework for SEND - KS1 & 2 Pg 21 | | |



| 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 | | A manual of leason plans as and sexual relationships t | Family Planning RSHE for Teachers (fpa.org.uk) Growing up with Yasmine and Tom (fpa.org.uk) Family Planning ASSOciation NOT THE UK children's charity NSPCC NSPCC The UK children's charity NSPCC Relationship Family Planning Sex and C Relationship Family Planning S | | | | | | | |
| PD Whole School E- Safety Overview From Project EVOLVE Sign In to your Account ProjectEVOLVE Toolkit Resources Year Group 6 | Managing Online Information Privacy and Security | Online Bullying Online Relationships Anti-Bullying week: Online bullying https://anti-bullyingalliance.org.uk/ | Self-Image and Identity Safer Internet Day: https://saferinternet.org.uk/ | Copyright and Ownership CSE Awareness Day March 18th https://stop-cse.org/national- child-exploitation-awareness- day/ | Health, Well-being and Lifestyle | Online Reputation | | | | |
| 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 | Invitations Sewing Belonging to the community People who help us visit Police. What skills do you need to work for the emergency services. What skills do you need to work for the emergency services. What skills do you need to work for the emergency services. What skills do you need to work for the emergency services. What skills do you need for specifically to the job titles? | | | | | | | | | |



| | Widget jobs to support KS 2 3 Jobs Wid | gets Lesson.pptx | What investigate what jobs are What skills do you need for spe Widget jobs to support KS 2 3 Jobs Wi | cifically to the job title | - | Did you know that there are Widget jobs to support KS 2 3 Jo | so many jobs in the emergency services? obs Widgets Lesson.pptx |
|---|--|---|--|---|---|---|---|
| Careers Resources | | "I Want To Be" BIG BOOK OF JOBS | WORLD'S COOLEST JOBS Discover 1 O awesone 1 O awesone 2 April 1 Like 2 SPORT 3 April 1 Like 3 SPORT 4 O awesone 5 | X | | THAT'S A JOB? I Like ANIMALS are there? THAT'S A JOB? THAT'S A JOB? THAT'S A JOB? THAT'S A JOB? ANIMALS are there? | I Like ART what jobs are there? |
| RE / Philosophy Children's BOOK OF Philosophy An extraorder of the Printer gree maters and then Printer | Non-Religious Beliefs - What Humanism? What is Humanism? - BBC Bites | What is nothing? Pg16-1 | How do I know when when the second of the se | ent from my body? | | I decide what's right? what's right and wrong? Pg 87 – 89 | Why do we need rules |
| Craft and Construction 2 Rotations of 18 weeks double lesson | Health and safety Intro to project. | 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 In project. Marking and measur | | Research and design. Looking at Alessi products inspiration 2D design and laser cutter | confidence and health and safety. |
| Home Cooking Skills 2 Rotations of 18 weeks double lesson Needs updating by Amanda | | | | | | | |
| History | | | | | | | |
| Geography | | | | | | | |



| Creative Arts | | | | | | | | | |
|---------------|---|--|--|------------|--------------------------|---|-----------------------------------|--|--------------------------------------|
| Art | Potting Seeds Clearing and development of the Making Compost area B | | Sculpting Vases Year 5-6 ART Sculpting Vases | | | Express Yourself Yr 5-6 ART Express Yourself | | | |
| Horticulture | | | Winter Pruni Signs of Win Birdwatching Preparing wo | ter Growth | and dark makes to plants | | Planting seeds fruit and judging. | | Preparing plants for the summer fate |
| Forest School | | | | | | ging items | change Den bu | | |