

Beginning of the Year

How do I feel?

Key Texts



Communication and Language

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Develop social phrases.
- Engage in story times.

Physical Development

- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Further develop the skills they need to manage the school day successfully: lining up and queuing mealtimes.

Wow Event

Collaborative art project

Achievement - Outcomes

- Identify and name a wide range of feelings using stories, colour monsters and mirrors.
- Express feelings through drawing, painting and role play (e.g. feelings puppets, emotion wheels).
- Use sentence stems to explain emotions: "I feel... because..." and respond to others using empathy.
- Work together to create a 'Class Charter' and agree ways to show kindness and calmness.
- Use story characters (e.g. Ruby's Worry, The Colour Monster) to talk about ways to feel safe.
- Explore vocabulary and concepts of same/different feelings, and how we change during the day.
- Match quantities to numerals to 3, compare sets using language of

PSED

- See themselves as a valuable individual.
- Express their feelings and consider the feelings of others.
- Identify and moderate their own feelings socially and emotionally.

Expressive Arts and Design

- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Understanding the World

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Draw information from a simple map.

Maths

- Count objects, actions and sounds.
- Subitise quantities up to 3.
- Begin to link the number symbol (numeral) with its cardinal number value.

Does everyone worry sometimes?

Teaching

Key REACH Principle: Emotionally Literate

How do we get back to the green zone?

We show **care** through beginning to develop our positive learning behaviours and familiarity with routines.

We **co-operate** and work together to make our classroom feel calm and friendly

We show **forgiveness** by learning how to say sorry and move on when we've hurt someone's feelings.

We show **respect** by thinking about the feelings of others.

We show **resilience** when we talk about how we can feel better after tricky emotions and practise calming strategies.

Literacy

- Engage in extended conversations about stories, learning new vocabulary.
- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing

We show **honesty** through identifying our feelings.

Vocabulary

Feelings, emotions, green zone, happy, calm, proud, yellow zone, excited, nervous, anxious, silly, confused, embarrassed, shy, fidgety, frustrated, blue zone, sad, lonely, tired, hurt, poorly, red zone, lost control, angry, furious, terrified, ecstatic, regulate, strategies, return to green zone, ready to learn

Outdoor Learning

- Build calm dens and emotion zones using natural materials and fabric.
- Play movement games to explore body language for different emotions (e.g. "Show me a happy/sad/stompy walk").
- Collect natural objects in calming colours and sort them by shape or texture.
- Use chalks or water painting to express feelings through large-scale art outdoors.

Curriculum Objectives and values