

Beginning of the Year

Key Texts



Communication and Language

- We take turns in discussions and use new vocabulary to explain how we feel.
- We listen carefully to stories about feelings and ask questions about characters.
- We explain how our zones change and why.

How do I feel?

PE and Physical Development

- We move in different ways to match feelings (e.g. slow and heavy for sad, quick and light for happy).
- We practise team games that build cooperation and resilience.

Computing (Online Safety)

- We know and follow the online safety rule: *Stop. Close. Tell.*
- We talk about what information is safe to share and what should be kept private.

Wow Event

Feelings art gallery and Zones display

We show **respect** by listening to others' feelings and ideas.

Achievement - Outcomes

- Confidently using Zones of Regulation to name and manage emotions
- Writing personal sentences with correct punctuation
- Describing body signals linked to feelings
- Creating visual and musical responses to emotion words
- Creating and walking a feelings trail outdoors
- Collaborative art for class display on "What helps me feel calm/happy/brave"
- Building 'calm kits' and practising self-regulation tools
- Acting out social stories using feelings puppets
- A "Me and My Zones" mini-booklet for display and books
- Self-portrait in mood colours for classroom gallery
- Annotated story map from Tilda Tries Again
- Group feelings collage
- "Stop. Close. Tell." poster

Art and Design

- We use colours, lines, and shapes to express feelings in our artwork.
- We create a collaborative class display that shows everyone's strengths.

PSED

- We name and talk about our feelings using a wide range of words.
- We learn to notice how our bodies feel when we are calm, worried, angry, or sad.
- We practise ways to calm down when we feel big emotions.
- We know what to do if something online or in real life makes us feel uncomfortable (Stop. Close. Tell.).

We show **honesty** through naming our feelings and asking for help when we need it.

We show **forgiveness** by trying to understand others' actions.

We show **resilience** by trying again even when things are tricky.

Does everyone worry sometimes?

Teaching

We show **co-operation** through creating collaborative artwork.

Key REACH Principle: **Emotionally Literate**

How can we get back to the green zone?

Vocabulary

Feelings words: happy, sad, angry, scared, worried, excited, calm, proud, brave, shy, silly

Zones of Regulation: blue zone, green zone, yellow zone, red zone

Body clues: heart beating, tense tummy, clenched fists, wobbly legs

Actions: breathe, pause, stretch, ask for help

Online safety: stop, close, tell, private, safe

Outdoor Learning

- Use outdoor role play to act out stories that show how characters feel.
- Create a 'feelings walk' to notice how different spaces make us feel (calm, excited, scared, curious).
- Build zones-themed obstacle courses that match different emotions.
- Practise calming strategies outside, such as breathing with nature sounds or stretching in the garden.

Curriculum Objectives and values

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

Literacy

- We write simple sentences about ourselves and how we feel.
- We enjoy stories like Tilda Tries Again and The Koala Who Could, joining in with repeated phrases and retelling.
- We learn to punctuate a sentence with a capital letter and full stop.