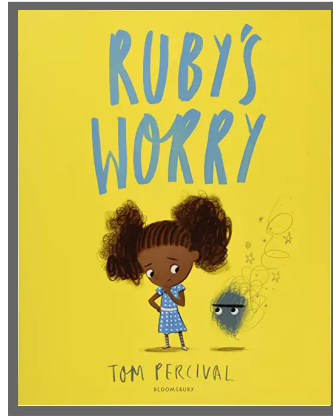


Ruby's Worry



Term	Topic Name	Key Text / supporting texts	Key Focus	Key emotional, physical and social intent
Spring 1	Don't Worry, be happy.	Ruby's Worry Worrysaurus Huge Bag of Worries. The Colour Monster	PSHE <i>How do we tell the difference between different feelings?</i>	How to manage emotions, including worry.

PSHE coverage

Key Question	Ancillary Questions and content focus	PSHE Objectives	Learning Goals, taken from skills progression document
How do we tell the difference between different feelings?	<ol style="list-style-type: none"> 1) What different types of feelings are there? Explore new feelings. 2) What might these feelings look like in different people and situations? 3) What happens to our body for different feelings? 4) What can we do to regulate our feelings? 5) When might we feel loss? How would this feel? 6) What can we do to manage the feeling of loss? 	Learn about different types of feelings Learn about managing different feelings Learn about change or loss and how that can feel Assessment lesson - self reflection	<ol style="list-style-type: none"> 1. To recognise different types of feelings 2. To Identify different feelings and how they might look. 3. To recognise what happens to our bodies when showing different emotions. 4. To recognise and sequence how to manage different feelings 5. To sequence change or loss and how that can feel 6. To recognise and sequence how to manage feelings of loss. Assessment lesson - self reflection

English coverage

Text types	Key skills
Poetry - feelings (2)	<ul style="list-style-type: none"> • <i>Revise:</i> Use knowledge of phonics to write words. • <i>Revise:</i> Capital letters full stops word spaces • <i>Revise:</i> Nouns and Adjectives • Rhyme and Rhythm
Wishing Story	TBC

Science coverage

Topic Seasons	Objectives
Working Scientifically	<ul style="list-style-type: none"> - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions
Seasonal Changes (ongoing)	<ul style="list-style-type: none"> - observe changes across the 4 seasons

	- observe and describe weather associated with the seasons and how day length varies
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Science objectives coverage

Key Question	Ancillary Questions and content focus	Science Objectives	Learning Goals, taken from skills progression document
What types of weather are associated with spring?	<ol style="list-style-type: none"> 1. What is the weather like in spring? 2. What is the temperature in spring?. 3. What is the wind speed in spring? 4. How much rain falls in a week? 5. How is the weather different from the Autumn? 6. What are the different types of clouds? 7. What happens to nature in the spring? 8. How much daylight is there in the spring? 	<p>Observe changes across the 4 seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p>	<ol style="list-style-type: none"> 1. To observe and describe the weather in spring. 2. To observe the temperature each day. 3. To observe the wind speed each day. 4. To observe the weekly rainfall. 5. To compare and contrast the weather in spring with Autumn. 6. To classify the different types of clouds. 7. To describe what happens to nature in spring. 8. To observe and compare daylight hours within spring.

RE objectives coverage

Key Question	Ancillary Questions and content focus	RE Objectives	Learning Goals, taken from skills progression document
Was it always easy for Jesus to show friendship?	<p>How could you show friendship to make them feel included?</p> <p>Do I need friends? Why?</p> <p>How did Jesus show this friendship and was it always easy?</p> <p>When was it easiest for Jesus to show friendship and why? When was it hardest for Jesus to show friendship and why?</p> <p>What do you value about my friends?</p>	To identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult.	<ol style="list-style-type: none"> 1. To recognise things that a good friend does and doesn't do. 2. To identify what makes a good friend. 3. To describe how Jesus showed friendship 4. To compare and contrast how Jesus showed friendships. 5. To recognise what values make a good friend.

Other subject coverage

Subject	Objectives	Learning opportunities
Art and / or DT	Can weave through a stiff card loom, using paper and different materials.	Looking at the work of artists who have worked using different colours (happy colours, cold colours etc. Link to PSHE emotions) Colour charts Group weaving (on garden mesh?) - create mood board of different colours
Computing	Explain different ways to keep themselves safe offline and online. Improve their keyboard geography and ability to type accurately.	Follow Safety internet Day resources and powerpoints. Looking at digital footprints and leaving a trace. Feelings and how they can be seen differently online. Weekly practice on own and with partners to speed up their typing skills.
PE	Travelling - Functional Movement Jumping	Develop technique and body shape through different stages of jumping (vertical and horizontal) Take off - flight - landing
Music	NC: Using voices expressively	Exploring feelings and emotions through music and song

