

# Key Stage 1

## Spring Term

### Cycle A

# Our Wonderful World



## Year 1 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10)					Number: Addition and Subtraction (within 10)					Geometry: Shape	Consolidation/ Autumn term assessments
On-going: Flashbacks (to recap on previous learning/Wakey Wakey 8:55 -9:15) Time/Counting in groups of 2,5,10, writing numbers in words and numerals, days of the week/months of the year						KIRFS A1 = Write numbers in words 0 -10, order and write numerals to 20 KIRFS A2 = I know number bonds for each number to 6.						
Spring	Number: Place Value (within 20) (Multiples of 2, 5, 10 to be included)			Number: Addition and subtraction (within 20)			Number: Place Value (within 50) (Multiples of 2, 5, 10 to be included)		Measurement : Length and Height	Measurement : Weight and Volume	Consolidation/ Spring term assessments	
On-going: Flashbacks (to recap on previous learning/Wakey Wakey 8:55 – 9:15) Time/Counting in groups of 2,5,10, writing numbers in words and numerals, days of the week/months of the year/ 2D and 3D shape						KIRFS Sp1 –I know doubles to 20 and halves of even numbers to 20. KIRFS Sp2 -I know number bonds to 10.						
Summer	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)			Number: Fractions		Geometry: Position and Direction	Number: Place Value (within 100)		Measurement: Money	Measurement: Time		Consolidation/ Summer term assessments
On-going: Flashbacks (to recap on previous learning/Wakey Wakey 8:55 – 9:15) Time/Counting in groups of 2,5,10, writing numbers in words and numerals, days of the week/months of the year/ 2D and 3D shape						KIRFS S1 I can tell the time. Half past and o clock KIRFS S2 -I know number bonds for each number up to 10.						

## Years 1/2 Mixed age planning– Yearly Overview

Years 1/2 Mixed age planning – Yearly Overview												
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (Year 1 within 10)				Number: Addition and Subtraction (Year 1 within 10)					Geometry: Properties of Shape (Year 1 one week)		
On-going daily: Flashbacks (to recap on previous learning/Wakey Wakey 8:55 - 9:15) Time, counting in groups of 2,5,10, and 3s, writing numbers in words and numerals,  KIRFS A1 = Write numbers in words 0 -10, order and write numerals to 20 KIRFS A2 = I know number bonds for each number to 6. KIRFs Autumn 1: Bonds to 20 KIRFs Autumn 2: x2 and ÷ 2 facts												
Spring	Year 1 Number: Place Value (within 20) Year 2 Measurement: Money	Year 1 Number: Addition and Subtraction (within 20) + Place value to 50  Year 2 Number: Multiplication and Division					Measurement: Length and Height		Measurement: Mass, Capacity and Temperature (Year 1 Volume)  Year 1 Number: Multiplication and Division Week 11 and 12			
On-going daily: Flashbacks (to recap on previous learning/Wakey Wakey 8:55 - 9:15) Time, x2 x5 x10, counting in 3s, shape, SATs style questions  KIRFS Sp1 –I know doubles to 20 and halves of even numbers to 20. KIRFS Sp2 -I know number bonds to 10. KIRFs Spring 1: Doubles and halves to 20 KIRFs Spring 2: x10 and ÷ 10 facts												
Summer	Number: Fractions			Year 1 Place value to 100 (Week 5)  Measurement: Time		Year 1 Money  Year 2 Statistics		Geometry: Position and Direction		Consolidation		
On-going daily: Flashbacks (to recap on previous learning/Wakey Wakey 8:55 - 9:15) Time, x2 x5 x10, counting in 3s, shape, SATs style questions  KIRFS S1 I can tell the time. Half past and o clock KIRFS S2 -I know number bonds for each number up to 10. KIRFs Summer 1: Time KIRFs Summer 2: x5 and ÷ 5 facts												

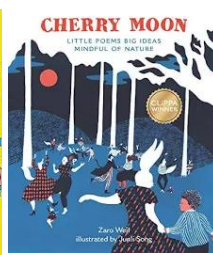
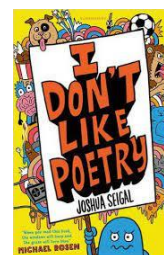
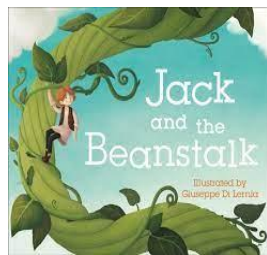
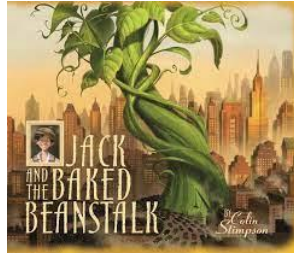
# Year 2 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn	Number: Place Value				Number: Addition and Subtraction					Geometry: Properties of Shape			
On-going daily: Flashbacks (to recap on previous learning/Wakey Wakey 8:55 -9:15) Time, counting in groups of 2,5,10, and 3s, writing numbers in words and numerals, KIRFs: Wednesdays													KIRFs Autumn 1: Bonds to 20 KIRFs Autumn 2: x2 and ÷ 2 facts
Spring	Measurement: Money		Number: Multiplication and Division					Measurement: Length and Height		Measurement: Mass, Capacity and Temperature			
On-going daily: Flashbacks (to recap on previous learning/Wakey Wakey 8:55 -9:15) Time, x2 x5 x10, counting in 3s, shape, SATs style questions KIRFs: Wednesdays													KIRFs Spring 1: Doubles and halves to 20 KIRFs Spring 2: x10 and ÷ 10 facts
Summer	Number: Fractions			Measurement: Time			Statistics		Geometry: Position and Direction		Consolidation		
On-going daily: Flashbacks (to recap on previous learning/Wakey Wakey 8:55 -9:15) Time, x2 x5 x10, counting in 3s, shape, SATs style questions KIRFs: Wednesdays													KIRFs Summer 1: Time KIRFs Summer 2: x5 and ÷ 5 facts



# Milverton English Thematic Map-Year 1/2 Cycle A – Spring Term – Our Wonderful World

## Core Texts:



Various non-fiction texts – Mary Seacole, Florence Nightingale

Main Genres:	Genre Success Criteria:
Recounts: To Recount (Christmas Holidays and Pizza Making)	<ul style="list-style-type: none"> <li>• Scene-setting opening (5Ws)</li> <li>• Chronological order</li> <li>• Temporal connectives</li> <li>• Past tense</li> <li>• Specific names of people, places, and objects.</li> <li>• Incidents of interest / amusement, using details</li> </ul>
Description: To Describe (giant, Jack, mythical creatures)	<ul style="list-style-type: none"> <li>• Sensory</li> <li>• Simile/adjectives/adverbs/powerful verbs</li> <li>• alliteration</li> </ul>
Narrative fairy tales: To Entertain (Innovations of Jack and the Beanstalk, story beginning and Noah's Ark)	<ul style="list-style-type: none"> <li>• Beginning, middle and ending</li> <li>• Opening includes a description of the setting and introduces character(s).</li> <li>• Sensory description (see, hear, smell, touch, taste)</li> <li>• Powerful verbs, adjectives and similes</li> </ul>
Discussion: To Compare (Nurses Now and Then)	<ul style="list-style-type: none"> <li>• A clear introduction</li> <li>• Statements and facts</li> <li>• Conclusion</li> <li>• Past and present tense</li> <li>• 1st or 3rd person</li> <li>• Conjunctions and, but, because</li> </ul>
Diaries: To Recount (Jack)	<ul style="list-style-type: none"> <li>• 1st person</li> <li>• Chronological order</li> <li>• key events/dates</li> <li>• Feelings/emotions</li> <li>• personal opinions</li> </ul>
Letters: To inform (To Florence Nightingale)/ apology letter from Jack to the Giant)	<ul style="list-style-type: none"> <li>• Date on the top right</li> <li>• Address, if appropriate</li> <li>• Formal greeting (Dear....)</li> <li>• Formal sign off (Yours sincerely)</li> <li>• Questions, exclamations and statements</li> </ul>
Poetry: To Entertain - Weather	<ul style="list-style-type: none"> <li>• Sensory</li> <li>• Simile / comparative</li> <li>• Alliteration</li> <li>• Repetitive text</li> <li>• Pattern in words / shape / rhythm</li> <li>• Simple rhyming pairs</li> <li>• Rhyme at end of line</li> </ul>
Newspaper recount: To Inform (Y2 – Jack and the Baked Beanstalk)	<ul style="list-style-type: none"> <li>• Short, effective headline (alliteration)</li> <li>• Introduction sets the scene with the five Ws;</li> <li>• Recounted events in chronological order</li> <li>• Closing statement brings the writing to a conclusion</li> <li>• Concluding line which grabs attention</li> <li>• Past tense</li> <li>• 3rd person</li> </ul>
Instructions: to Inform (How to build an ark)	<ul style="list-style-type: none"> <li>• Title explains what the instructions are for.</li> <li>• 'What you need' box lists materials in order</li> <li>• Short, clear, sequenced steps ('first' 'then' 'next')</li> <li>• Numbered instructions in the right order</li> <li>• Imperative (bossy) verbs in the present tense to begin each instruction</li> <li>• Adverbs</li> <li>• Diagrams linked to instructions</li> </ul>



# Milverton Primary School Knowledge Map – Year 1/2, Science, Cycle A, Spring - Our Wonderful World

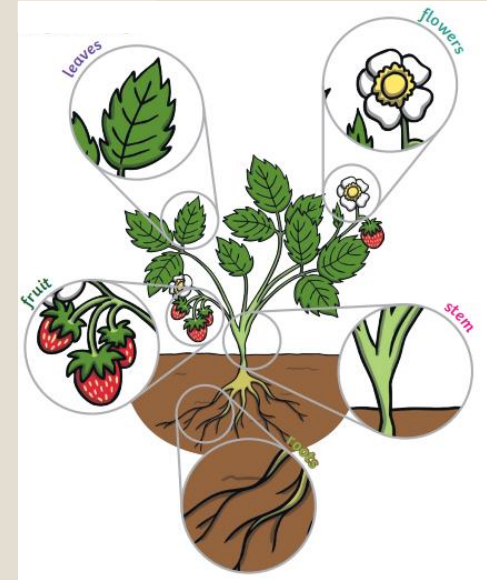


## Key Vocabulary

<b>Roots</b>	Roots take in water and nutrients from the soil and keep the plant in the ground
<b>Stem</b>	The stem holds the plant up and carries the water and nutrients from the roots to the leaves and flowers .
<b>Leaves</b>	Leaves catch sunlight to help the plant to make its own food.
<b>Flowers</b>	Flowers attract insects and birds.
<b>Petals</b>	Petals are the colourful part of the flower .
<b>Fruit</b>	Fruit contains the plant's seeds. Sometimes humans try to grow fruit without seeds because it's easier to eat.
<b>Seeds</b>	Seeds grow into new plants.
<b>Bulbs</b>	Bulbs grow into new plants.

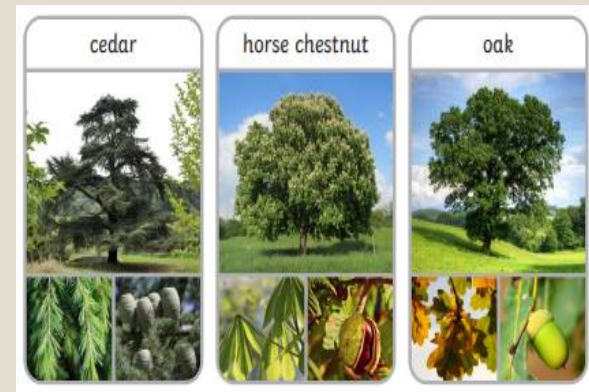


## Plants



## Plants vocabulary

<b>Wild plants</b>	A wild plant seed grows where it falls. It doesn't need to be planted or cared for as it grows.
<b>Garden plants</b>	Garden plants are plants that people choose to grow in their gardens.
<b>Weed</b>	Weeds are wild plants that grow in places where people don't want them.
<b>deciduous</b>	A deciduous tree loses its leaves each year.
<b>evergreen</b>	An evergreen tree keeps its green leaves all year round, even in the winter.







# Milverton Primary School Knowledge Map – Year 1/2, Science, Cycle A, Spring -Our Wonderful World

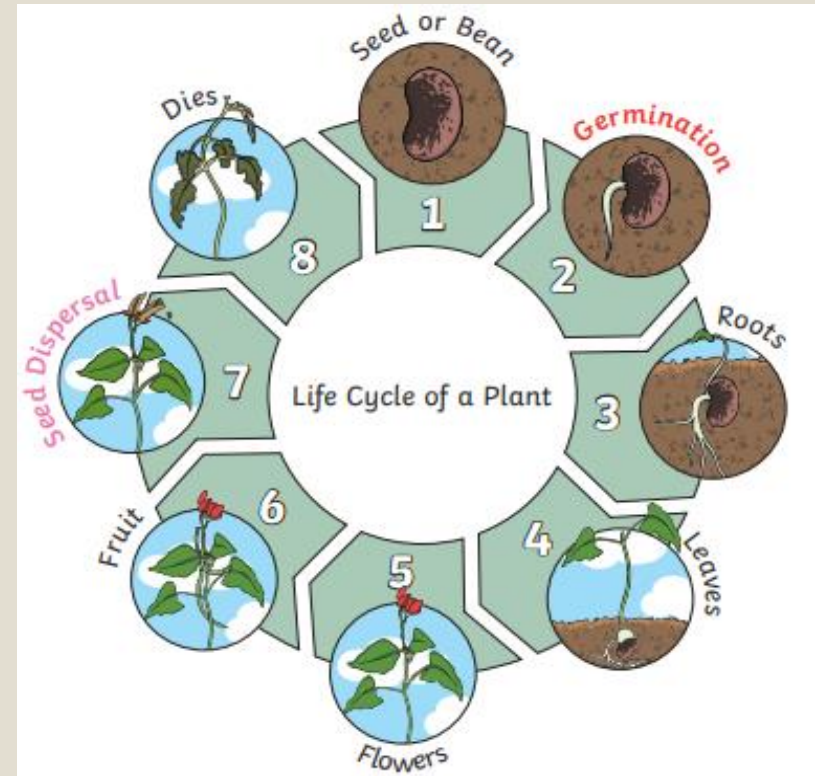


## Key Vocabulary

<b>Germination</b>	When the conditions are right, the seed soaks up water and swells, and the tiny new plant bursts out of its shell. This is called germination.
<b>Sprout</b>	When a new plant sprouts, it grows new shoots.
<b>Shoot</b>	A shoot grows upwards from the seed or plant to find sunlight
<b>Seed Dispersal</b>	Seed dispersal is when the seeds move away from the parent plant. They can be moved by the wind or animals.

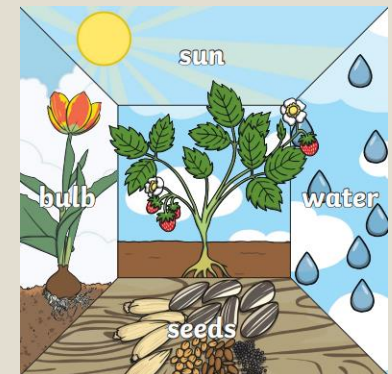


## Plants



## What do plants need to grow well?

<b>Sunlight</b>	All plants need light from the sun to grow well. Some plants need lots of sunlight. Some plants only need a little sunlight.
<b>Water</b>	All plants need water to grow. Without water, seeds and bulbs will not germinate.
<b>Temperature</b>	Temperature is how warm or cold something or somewhere is. Some plants like cooler temperatures and some like warmer temperatures.
<b>Nutrition</b>	Food or nourishment. Plants make their own food in their leaves using sunlight.





## Key Vocabulary

### Personal information

Personal information includes details that are true about a person



### Ownership



photographs

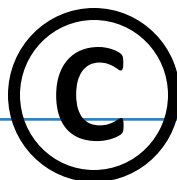
videos

stories

artwork

### Copyright

Ownership of something you create – if you own the copyright of something, you decide what happens to it



### Search Engines

A search engine is a website that allows you to find information on anything you want

## Key Concept: Online Safety

### SMART

- **Safe** - Keep details like your name, where you live and where you go to school away from strangers.
- **Meet** - Don't meet people that you only know online unless you're with a trusted adult.
- **Accept** - Don't click on any links that you're not sure about or that seem too good to be true. Ask a trusted adult if you are not sure.
- **Reliable** - Don't believe everything people tell you. Check other websites to find out the truth.
- **Tell** - If anything you do or see online upsets you, tell a trusted adult straight away!

### Internet

We can go on the Internet using computers, tablets or phones. You can do lots of great things online, like playing games and finding out interesting information.

### Email

People use computers, phones or tablets to send emails. This is like sending a letter digitally through the internet. Instead of a home address, people have an email address. It always contains the @ symbol. This address tells the email where to go.





# Milverton Primary School Knowledge Map – Year 1 and 2, History, Cycle A, Spring 1 and 2 Our Wonderful World



## Historical Figures looking at Conflicts and Society



**Florence Nightingale** was a British nurse born in 1820 in Italy. She changed the way society viewed women, hospitals were run and how nurses behaved. She treated soldiers during the Crimean War and became known as 'The Lady of The Lamp'.



**Mary Seacole** was born in Jamaica in 1805. Her mother was Jamaican and her father was Scottish. She paid for herself to join the soldiers in The Crimean war and nurse them. She set up 'The British Hotel' and treated soldiers from both sides with herbal remedies and gave them food and drink.



**Edith Cavell** was born in England in 1865. She trained as a nurse in 1896. In WWI Edith treated soldiers from both sides of the war. She hid over 200 soldiers from The Germans. She was arrested for treason and sentenced to death by the Germans.

## Vocabulary

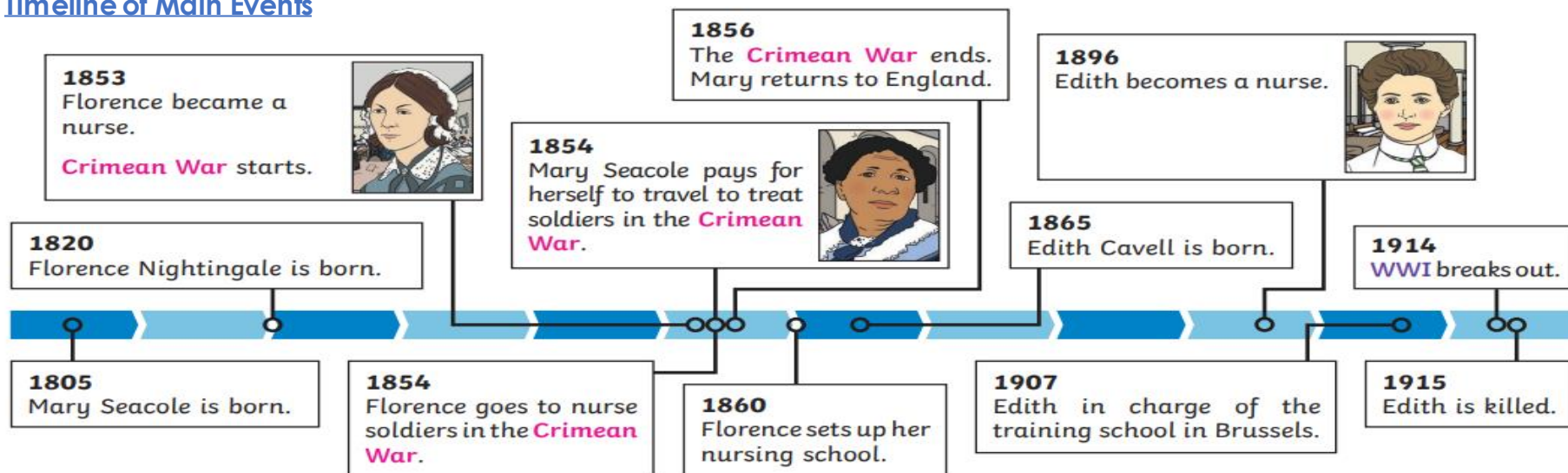
<b>Crimean War</b>	(1853-1856) A war between Russia on one side and Britain, France, the Ottoman empire (Turkey) and Kingdom of Sardinia on the other.
<b>WWI</b>	(1914-1918) First World War or World War I
<b>treason</b>	The crime of betraying your country by helping the enemy.
<b>allies</b>	Countries that fight together against other countries.

## Artefacts

Lantern  
Scutari Hospital Sash  
Sebastapol Medal



## Timeline of Main Events





## Milverton Primary School Knowledge Map – Year 1 and 2, RE, Cycle A, Spring Our Wonderful World



### How should we care for others and the world and why does it matter?

- . Should we care for everyone?
- . What do some Christians believe about caring for people?
- . What do other religions say about caring for other people?
- . How have some people shown they cared?
- . How is the golden rule an encouragement to care?

### Key concepts – Rules of Living:

#### **What do Christians say about caring for others?**

Christians believe that it is their duty to act in a moral way and that helping people is its own reward.

#### **What do Jewish people say about caring for others?**

Jews believe that giving help to those who need it makes the world a better and fairer place.

### People who have shown they care.



**Florence  
Nightingale**



**Mary Seacole**

### Key Vocabulary

Judaism	Jewish people believe in one God that created the universe but that every Jewish person can have a personal relationship with God.
Christian	Christians believe in one God, that is revealed in three forms: The Father, The Son and the Holy Spirit
Moral	Standards of behaviour: knowing what is right and wrong.
Humanism	A philosophy or way of thinking about the world. It is a set of ethics or ideas about how people should live and act.
Beliefs	A state of mind in which trust/confidence is placed in some one or some thing.
Atheism	Absence of/having no belief.
Values	Beliefs of a person in which they have an emotional investment, for example: honesty.
Tzedakah	The Jewish idea of charitable giving to those who need help.



# Milverton Primary School Knowledge Map Years 1&2 : Our Wonderful World

## PE – : Plants Cycle A – Spring Dance



### Key vocabulary

**Balance** - the ability to hold your body upright and steady without falling down. This could be sitting, standing, walking or running.

**Co-ordination** - Different parts of your body working together.

**Travel** – Moving from one place to another.

**Movement pattern** – Repeating a sequence of movements.

**Unison** - Performing exactly the same movements with a partner or group at the exactly the same time.

**Canon effect** - Performing the same action one after another.

**Motif** – A group of movements related to a theme.

**Sequence** – Performing different movements one after another.

**Timing** – Moving in time to music, following the beat.

**Evaluate** - Looking for the things that the person is doing well and the things that they could improve



unison



canon



motif



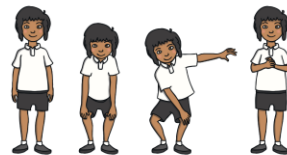
travel



timing



sequence



### Motif

In this unit, you will be creating a motif based on plants and growing.

You will think about the different parts of plants and their shapes, as well as how they move and grow.



### Health and Safety

- Exercise in a safe space, be mindful of others.
- Keep your head up and know what is around you.
- Warm up properly.
- Make sure liquids are kept away from the dance area.
- Bend your knees when landing any jumps.
- Hair should be tied back.
- Jewellery should be removed.
- Appropriate clothing and footwear should be worn.

### Music



The Blue Danube Waltz by Johann Strauss

English Country Garden by Jimmie Rodgers



# Milverton Primary School – Year 1 & 2 – Spring Cycle A Knowledge Organiser - Physical Education



## Invasion Games - Hockey

### Key Vocabulary

#### Hockey

Hockey stick

Goal

Dribbling

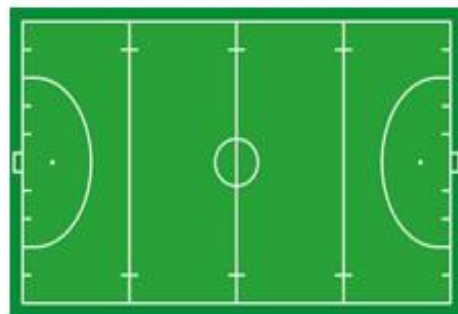
Puck or Ball

Stop and Control

Pass

### Key Knowledge – Coaching Points

	Send & Receive	Attack and Defend	Moving	Scoring	Tactics and Rules
HOCKEY	<ul style="list-style-type: none"> <li>Two hands on the stick</li> <li>Head of stick on the ball or puck</li> <li>Move head of stick forwards pushing ball or puck towards target</li> <li>Aim to a partner's stick</li> <li>Control the pass with your stick</li> </ul>	<ul style="list-style-type: none"> <li>Move up the pitch to get closer to the goal to score</li> <li>Pass or run with the ball to move up the pitch</li> <li>Try to intercept passes between attacking players</li> <li>Stand in front of an attacker with the ball and make it hard for them to pass or shoot</li> </ul>	<ul style="list-style-type: none"> <li>Run when without the ball</li> <li>Run with the ball or puck by doing small taps with the stick on the ball to keep it moving</li> <li>Change direction by moving the puck or ball in another direction</li> </ul>	<ul style="list-style-type: none"> <li>Hit the puck or ball into the opponents net to score a goal</li> <li>A goal is 1 point</li> <li>The goalkeeper may try to save the shot</li> <li>The <u>goalkeeper</u> can kick the puck or ball with their feet</li> </ul>	<ul style="list-style-type: none"> <li>The game starts with a pass backwards from the centre circle</li> <li>Pass and then move to a better position to get the ball back</li> <li>Don't foul by <u>making contact</u> with your body or stick</li> <li>Stay inside the lines</li> <li>Always keep your stick below your knee</li> </ul>

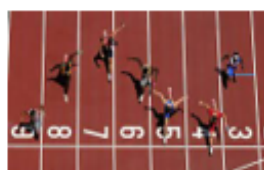


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# Milverton Primary School – Year 1 & 2 – Spring Cycle A

## Knowledge Organiser - Physical Education



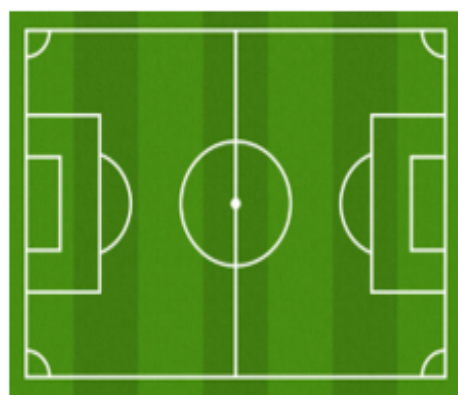
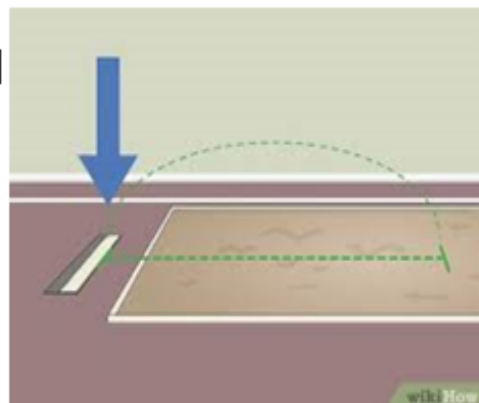
### Indoor Athletics Invasion - Football

### Key Vocabulary

Indoor Athletics	Football
Start and Finish	Foul
Sprint	Football
Javelin	Dribble, Pass, Control and Shoot
Standing Long Jump	Header

### Key Knowledge – Coaching Points

Indoor Athletics	Throwing		Running		Jumping	
	<ul style="list-style-type: none"><li>• Stand sideways on with your throwing arm drawn back</li><li>• Twist at the hips to get the most power</li><li>• Move your throwing arm across your body after you have let go of the object</li></ul>		<ul style="list-style-type: none"><li>• Sprint events ask runners to go as fast as they can</li><li>• Try to drive knees upwards and take long strides</li><li>• Pump your arms to help you move faster</li></ul>		<b>Standing Long Jump</b> <ul style="list-style-type: none"><li>• Swing your arms to help you jump further</li><li>• Bend your knees and spring forwards</li><li>• Move forwards after landing</li></ul>	
Football	Send & <u>Receive</u>	Attack and <u>Defend</u>	Moving	Scoring	Tactics and Rules	
	<ul style="list-style-type: none"><li>• Pass to the receiver</li><li>• Pass with the inside of the foot</li><li>• Draw back the leg, connect with the ball in the middle of the ball</li><li>• Control with the inside of the foot and push the ball just in front of your feet</li></ul>	<ul style="list-style-type: none"><li>• Move up the pitch to get closer to the goal to score</li><li>• Pass or run with the ball to move up the pitch</li><li>• Move into free space towards the <u>opponents</u> goal</li><li>• Stand in front of an attacker with the ball and make it hard for them to pass or shoot</li></ul>	<ul style="list-style-type: none"><li>• Run when without the ball</li><li>• Run with the ball by doing small taps with the foot</li><li>• Change direction by moving the ball in another direction</li></ul>	<ul style="list-style-type: none"><li>• Kick or head the ball into the <u>opponents</u> goal to score</li><li>• A goal is 1 point</li><li>• The <u>goal keeper</u> can use their hands to save the ball and pick it up</li></ul>	<ul style="list-style-type: none"><li>• The game starts with a pass from the centre circle</li><li>• Pass and then move to a better position to get the ball back</li><li>• Don't foul by kicking or pushing your opponent</li><li>• The ball stays inside the lines</li></ul>	





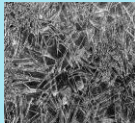








# Milverton Primary School Knowledge Map – Year 1 and 2, Art, Cycle A, Spring Our Wonderful World



## Key Vocabulary

Sketch	A rough drawing to help you	
Colour	Looking at the effects of colour in artwork.	
Texture	The design and looks of different objects.	
Self Portrait	A painting or picture of you	
Charcoal/sketch	Drawing material to assist sketching	
Painting swirls, dabs, short lines	Techniques for painting	
observation	Closely looking at an object	

## Master Practical Skills

I can identify a picture by Van Gogh and Frida Kahlo.

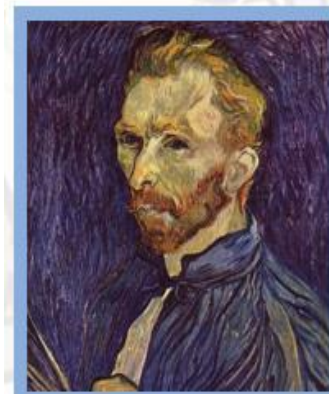
I use swirls, dabs and short lines as painting techniques.

I change my brushstrokes for different effects.

I can paint a Self-portrait in the style of Van Gogh.

## Significant Artists

Van Gogh



Frida Kahlo



Self-Portrait Dedicated to Dr. Eloesser  
Frida Kahlo

## Styles and Periods

A Self- portrait is a picture that an artist makes of themselves.



# Milverton Primary School Knowledge Map – 1/2 D&T Spring Term – Perfect Pizzas – Food



## Key vocabulary

### Food groups –



**Balance plate** – all food groups represented in the correct quantity

**Ingredients** – the different foods used in a recipe

**Bridge hold** –



**Fork secure** –



**Grating** –



## Imagine and plan

To design a balanced, healthy pizza thinking about the different food groups.

## Research

Tasting and evaluating existing pizza bases and toppings thinking about a balanced healthy plate and food groups.

## Techniques

Cooking processes are the different ways that we heat food before it is eaten.

**Baking** To cook something in a heated oven.

## Create and test

To be able to make and evaluate a pizza based on a design.

## Tools



oven



grater



Chopping board



knife

## Health and safety



## Materials

Different bases bread and bread alternatives.



All food groups represented for choosing toppings.





# Milverton Primary School Knowledge Map – Music, Y1&2, Spring, Cycle A, Our Wonderful World



## Focus Areas: Listening and Appraising, Performing

### Key Vocabulary:

- Pulse/Rhythm/Pitch
- Style
- Rock
- Guitar
- Bass Guitar
- Drum Kit
- Keyboard
- Vocals



### Listen and Appraise:

- Do I like this Music?
- What can I hear?  
(Instruments)
- How would I describe it?  
(adjectives, plus musical vocab)
- How does the music make me feel/what does it make me think of?



### Listening techniques:

- Stillness/tap the beat calmly
- Silence
- Eyes closed
- Attention

### Music to listen to:

- Tchaikovsky – Waltz of the flowers
- Delibes – Flower duet
- Derek Fiechter – Jack and the Beanstalk



### Singing techniques:

- Posture
- Diction
- Expression
- Contrast eg dynamics



### Songs to sing and play:

- I Wanna Play In A Band -Joanna Mangona
- First the little roots grow – Nick Perrin
- Jack and the Beanstalk songs – Donna Minto

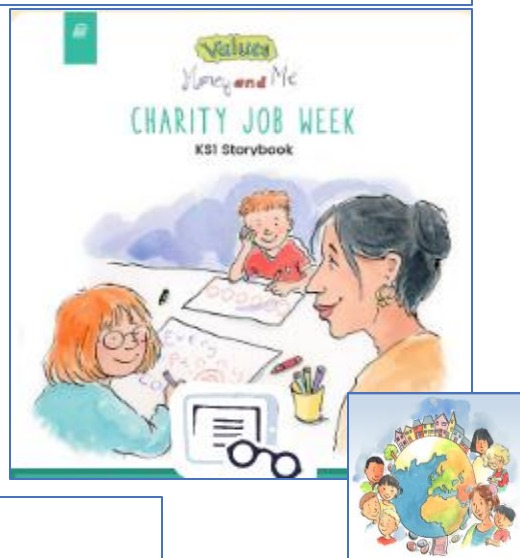




# Milverton Primary School Knowledge Map – PSHE (Values, Money and ME/ SLS) Our Wonderful World



## Economic well being



- I can describe some different perspectives on 'need' v 'want', including waiting, doing without, and the consequences of being selfish.
- I am able to organise my spending choices, negotiating with others about their relative importance.
- I can explain my choices, linking them to feelings e.g. happiness, safety and security.
- I can plan a charity event, price goods and services and undertake basic financial planning as part of this process.

## Key Vocabulary – Values, Money and Me

<b>chores</b>	A job or activity we can do at home, school or work
<b>selfish</b>	Thinking only about our self and not others feelings or desires.
<b>security</b>	Having enough money or belongings to feel safe
<b>essential</b>	What is needed not wanted
<b>charity</b>	An organisation that helps and supports others in need

## Spring Super Learning Skills (SLS)

### ENQUIRY

**Ernie the Eagle**

**I can...**

- \*Ask open questions using the question fruits
- \*Use my thinking brain
- \*Use books and the Internet to find the answers to questions
- \*Test out my ideas in different ways

Spring 1

### SELF-AWARENESS

**Sally the Skunk**

**I can...**

- \*Talk about how I am feeling using the right language
- \*Use different strategies to help with difficult feelings
- \*Recognise how other people are feeling
- \*Use my strengths to help others
- \*Talk about things I find harder and find ways to improve

Spring 2