



# Roe Green Infant School

## Autumn MEDIUM TERM PLANNING 2025-26

### YEAR 1



#### SUBJECT SPECIFIC VOCABULARY FOR EACH LESSON WILL BE SHOWN ON THE WEEKLY PLANS

|        |         | Week 1<br>3/9/26 | Week 2<br>7/9/26                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Week 3<br>14/9/26                                                                                                                                                                                                                                                                          | Week 4<br>21/9/26                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Week 5<br>28/9/26                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Week 6<br>5/10/26                                                                                                                                                                                                                                                                                                                                                                                             | Week 7<br>12/10/26                                                                                                                                                                                                                                                                                                                                                                                            | Week 8<br>19/10/26                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Week 9<br>2/11/26                                                                                                                                                                                                                                                                                                                                                                                                                    | Week 10<br>9/11/26                                                                                                                                                                                                                                                                                                                                                                                                            | Week 11<br>16/11/26                                                                                                                                                                                                                                                                                                                                                                                                  | Week 12<br>23/11/26                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Week 13<br>30/11/26                                                                                                                                                                                                                                                                                                                                           | Week 14<br>7/12/26                                                                                 | Week 15<br>14/12/26                                                                                                                                                                                                                                                                    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| AUTUMN | ENGLISH |                  | <p>Nursery Rhymes<br/>Incy Wincy Spider<br/>10 Little Monkeys<br/>Twinkle Twinkle Little Star<br/>Row Row Row your Boat<br/>Humpty Dumpty</p> <p>Skill:</p> <ul style="list-style-type: none"><li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li><li>• recognising and joining in with predictable phrases</li><li>• learning to appreciate rhymes and poems, and to recite some by heart</li></ul> | <p>Old McDonald</p> <p>Skill:</p> <ul style="list-style-type: none"><li>• learning to appreciate rhymes and poems, and to recite some by heart</li><li>• spell words using phonic sounds taught so far.</li><li>• re-reading what they have written to check that it makes sense</li></ul> | <p>Ruby's Worry</p> <p>Skill:</p> <ul style="list-style-type: none"><li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li><li>• making inferences based on what is being said and done</li><li>• Participate in discussion about what is read to them, taking turns and listening to what others say</li><li>• sequencing sentences to form short narratives</li><li>• saying out loud what they are going to write about</li><li>• composing a sentence orally before writing it</li><li>• re-reading what they have written to check that it makes sense</li></ul> | <p>Ruby's Worry</p> <p>Skill:</p> <ul style="list-style-type: none"><li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li><li>• Participate in discussion about what is read to them, taking turns and listening to what others say</li><li>• being encouraged to link what they read or hear read to their own experiences</li><li>• Explain clearly their understanding of what is read to them</li><li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li></ul> | <p>All About Me</p> <p>Skill:</p> <ul style="list-style-type: none"><li>• Participate in discussion about what is read to them, taking turns and listening to what others say.</li><li>• Saying out loud what they are going to write about.</li><li>• Composing a sentence orally before writing it.</li><li>• Read their writing aloud clearly enough to be heard by their peers and the teacher.</li></ul> | <p>All About Me</p> <p>Skill:</p> <ul style="list-style-type: none"><li>• Participate in discussion about what is read to them, taking turns and listening to what others say.</li><li>• Saying out loud what they are going to write about.</li><li>• Composing a sentence orally before writing it.</li><li>• Read their writing aloud clearly enough to be heard by their peers and the teacher.</li></ul> | <p>Little Red Hen</p> <p>Shared reading of the story.<br/>To create a story map.<br/>To know the features of a traditional tale.<br/>To know how to sequence a traditional tale.<br/>To know how to orally retell my story.<br/>To learn how to write a question.</p> <p>Skills:</p> <ul style="list-style-type: none"><li>• To be able to tell the moral of the story</li><li>• To know the repetitive phrases from the story</li><li>• To be able to identify and name the characters in the story</li><li>• To be able to sequence the story</li><li>• To be able to identify and use appropriate question words</li></ul> | <p>Little Red Hen</p> <p>To know how to describe animals.<br/>To be able to re-tell the story in detail.<br/>To be able to write the beginning of the story.<br/>To know how to check my writing.</p> <p>Skills</p> <ul style="list-style-type: none"><li>• To be able to use adjectives and expanded noun phrases</li><li>• To know the main events in the story</li><li>• To be able to use appropriate sentence openers</li></ul> | <p>Little Red Hen</p> <p>To know how to write sentences using the word 'and'.<br/>To know how to write the middle of my story.<br/>To know how to check that my writing makes sense.<br/>To know how to use punctuation correctly.</p> <p>Skills</p> <ul style="list-style-type: none"><li>• To be able to use the conjunction 'and'</li><li>• Learning to appreciate rhymes and poems, and to recite some by heart</li></ul> | <p>Little Red Hen</p> <p>To know how to write the end of my story.<br/>To know how to check my writing.</p> <p>Skills:</p> <ul style="list-style-type: none"><li>• To be able to use adjectives and expanded noun phrases</li><li>• To know the main events in the story</li><li>• To be able to use appropriate sentence openers</li><li>• To be able to use appropriate question words and question mark</li></ul> | <p>Looking After Rabbits</p> <p>To know how to ask relevant questions about rabbits.<br/>To identify features of a non-fiction book.<br/>To know how to use technical and descriptive language.<br/>To know how to describe a rabbit.</p> <p>Skills</p> <ul style="list-style-type: none"><li>• To be able to use appropriate question words and question mark</li><li>• To be able to identify non-fiction books and their features.</li><li>• To be able to retrieve information</li><li>• To be able to use technical vocabulary to describe a rabbit</li></ul> | <p>Looking After Rabbits</p> <p>To know how to write key facts about a rabbit's home.<br/>To know how to find facts from reading.<br/>To be able to edit and publish a piece of work.</p> <p>Skills</p> <ul style="list-style-type: none"><li>• To be able to link ideas using the conjunctions, 'and', 'so'</li><li>• To be able to write captions</li></ul> | <p>Assessment week</p> <p>Phonics check<br/>Reading assessment<br/>Common exception word check</p> | <p>Consolidation</p> <p>Notes – Plan to move the fairytale units to summer term. Do the summer units in spring.</p> <p>We have got a leaflet for the Rabbits topic. We can write a letter to Bob about how to spot aliens instead of a leaflet.</p> <p>This is so that it does not look like the children have dipped in summer. How to be a Superhero – also use Supertato as supporting text. Move Rascally cake to end before Easter.</p> |

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|  | MATHS |  | Unit 1: Number and place value<br><br><b>Counting within 50-taking the 'teens' and tys'</b><br><br>Launch task: Number trouble<br><br>Learning task 1: Within 10<br><br>Learning task 2: Within 20<br><br>Learning task 3: Within 50<br><br>Learning task 4: Tea with the 'teen' queen<br><br>Bigger thinking for all: Numbers. numbers everywhere! | Unit 1: Number and place value<br><br><b>One, one less-counting on and back</b><br><br>Launch task: more than, less than<br><br>Learning task 1: Towers<br><br>Learning task 2: Spot the extra<br><br>Learning task 3: Find it!<br><br>Learning task 4: Number jumble<br><br>Bigger thinking for all: Race around the track | Unit 2: Addition and Subtraction<br><br><b>Introducing part part-whole situations</b><br><br>Launch task: Parts and wholes<br><br>Learning task 1: Number stories<br><br>Learning task 2: What is a part? What is a whole?<br><br>Bigger thinking for all: At the park | Unit 2: Addition and Subtraction<br><br><b>Part-part- whole situations for addition</b><br><br>Launch task: How many now?<br><br>Learning task 1: Which is which?<br><br>Learning task 2: Add some more<br><br>Bigger thinking for all: How many at the start? | Unit 2: Addition and Subtraction<br><br><b>Part-part-whole situations for subtraction</b><br><br>Launch task: How many are left?<br><br>Learning task 1: All gone?<br><br>Learning task 2: Price reduction<br><br>Learning task 3: Save or spend?<br><br>Bigger thinking for all: Addition and subtraction jigsaws | Unit 3: Geometry: Properties of shapes<br><br><b>Describe and name cubes, cuboids and spheres</b><br><br>Launch task: I have, you have<br><br>Learning task 1: What am I?<br><br>Learning task 2: Last shape standing<br><br>Learning task 3: Shape prints<br><br>Learning task 4: Feely bags<br><br>Bigger thinking for all: Construction shape recipes | Unit 3: Geometry: Properties of shapes<br><br><b>Use rules to sort cubes, cuboids and spheres</b><br><br>Launch task: What is a sphere?<br><br>Learning task 1: Same or different?<br><br>Learning task 2: Picture this<br><br>Learning task 3: Spot the difference<br><br>Bigger thinking for all: What is special about a cube? | Unit 4: Addition and Subtraction<br><br><b>Addition facts</b><br><br>Launch task: Animals on the farm<br><br>Learning task 1: Does it balance?<br><br>Learning task 2: In the autumn<br><br>Learning task 3: Ways to make 10<br><br>Bigger thinking for all: 1 is a unicycle | Unit 4: Addition and Subtraction<br><br><b>Subtraction facts</b><br><br>Launch task: Dinosaurs in their caves<br><br>Learning task 1: How many dinosaurs in the cave?<br><br>Learning task 2: Missing pieces<br><br>Learning task 3: Pennies in my pocket<br><br>Learning task 4: In the orchard<br><br>Bigger thinking for all: How many are left? | Unit 5: Measurement<br><br><b>Describe and compare lengths and heights</b><br><br>Launch task: Spot the giant<br><br>Learning task 1: Line up<br><br>Learning task 2: Fun and games on the stairs<br><br>Learning task 3: How far can you throw?<br><br>Bigger thinking for all: Doubles and halves | Unit 5: Measurement<br><br><b>Put events in time order</b><br><br>Launch task: A day in the life of<br><br>Learning task 1: Our school week<br><br>Learning task 2: A week in the life of<br><br>Learning task 3: What day is it?<br><br>Bigger thinking for all: Growing and changing | Unit 6: Multiplication and division<br><br><b>Solve equal groups problems practically</b><br><br>Launch task: Teddy bears' picnic<br><br>Learning task 1: Pieces of fruit<br><br>Learning task 2: What is the same?<br><br>Learning task 3: Matching towers<br><br>Bigger thinking for all: Cherry cakes | Unit 6: Multiplication and division<br><br><b>Solve sharing or equal groups problems practically</b><br><br>Launch task: Pick your own<br><br>Learning task 1: Packing problems<br><br>Learning task 2: Sharing problems<br><br>Learning task 3: Equal towers<br><br>Bigger thinking for all: Handful of counters | Assessment week |
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| SCIENCE | <div>Human body and senses</div> <div>Is everybody's body the same?</div> <div>Skills:<ul style="list-style-type: none"><li>● Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense.</li><li>● Asking simple questions and recognising that they can be answered in different ways.</li></ul></div> | <div>Human body and senses</div> <div>How can we explore the world using our sense of touch?</div> <div>Skills:<ul style="list-style-type: none"><li>● Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense.</li><li>● Observing closely, using simple equipment.</li></ul></div> | <div>Human body and senses</div> <div>What can we hear?</div> <div>Skills:<ul style="list-style-type: none"><li>● Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense.</li><li>● Identifying and classifying.</li></ul></div> | <div>Human body and senses</div> <div>What smells do we like and dislike?</div> <div>Skills:<ul style="list-style-type: none"><li>● Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense.</li><li>● Gathering and recording data to help in answering questions.</li></ul></div> | <div>Human body and senses</div> <div>What differences can our tongues taste?</div> <div>Skills:<ul style="list-style-type: none"><li>● Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense.</li><li>● Identifying and classifying.</li></ul></div> | <div>Human body and senses</div> <div>Assessment</div> | <div>Seasonal changes</div> <div>Are all leaves the same?</div> <div>Skills:<ul style="list-style-type: none"><li>●Observe changes across the four seasons</li><li>● Observe and describe weather associated with the seasons and how day length varies.</li><li>● Identifying and classifying.</li></ul></div> | <div>Naming and describing materials</div> <div>What material is this?<br/>Part 1</div> <div>Skill:<ul style="list-style-type: none"><li>● Distinguish between an object and the material from which it is made</li><li>● Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</li><li>● Observing closely, using simple equipment.</li><li>● Identifying and classifying.</li></ul></div> | <div>Naming and describing materials</div> <div>What material is this?<br/>Part 2</div> <div>Skill:<ul style="list-style-type: none"><li>● Distinguish between an object and the material from which it is made</li><li>● Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</li><li>● Observing closely, using simple equipment.</li><li>● Identifying and classifying</li></ul></div> | <div>Seasonal changes</div> <div>Trip to the Walled Garden – Exploring Autumn (Cross curricular links to Geography)</div> | <div>Seasonal changes</div> <div>Trip to the Walled Garden – Follow up lesson</div> <div>Seasonal changes</div> <div>Which animals share our space?</div> <div>Skill:<ul style="list-style-type: none"><li>● Observe changes across the four seasons</li><li>● Observe and describe weather associated with the seasons and how day length varies</li><li>● Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li></ul></div> | <div>Naming and describing materials</div> <div>Is all paper the same?</div> <div>Skill:<ul style="list-style-type: none"><li>● Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</li><li>● Performing simple tests.</li></ul></div> | <div>Naming and describing materials</div> <div>Is all fabric the same?</div> <div>Skill:<ul style="list-style-type: none"><li>● Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</li><li>● Observing closely, using simple equipment.</li><li>●Using observations and ideas to suggest answers to questions.</li><li>● Identifying and classifying.</li></ul></div> | <div>Consolidation</div> |
|         | More able pupils will be challenged through deeper learning activities for individual lessons. See primary science document ' Challenging The More Able'<br>Note: Some lessons may be done at different times due to weather conditions or other factors such as volunteers on trips.                                                                                   |                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                           |                                                        |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                              |                          |

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|  |           |                                                                                               |        |                                                                                                                                |        |                                                                                                                       |        |                                                                                                                                    |        |                                                                                                             |        |                                                                                                      |        | movement?<br>Can you say which<br>Creation story you are expressing?<br>You could ask children to present their responses to the rest of class and ask them which<br>Creation story this could be?<br>Why do they think this?<br>Which gestures or sequence made them think this?<br>Children can revisit their thoughts from lesson one to reconsider: 'why are there so many stories/explanations for the world being here'?<br>Does it matter that there are different answers? | movement?<br>Can you say which<br>Creation story you are expressing?<br>You could ask children to present their responses to the rest of class and ask them which<br>Creation story this could be?<br>Why do they think this?<br>Which gestures or sequence made them think this?<br>Children can revisit their thoughts from lesson one to reconsider: 'why are there so many stories/explanations for the world being here'?<br>Does it matter that there are different answers? |                                                                                                                                          |
|  | COMPUTING | Non FF<br> | Non FF | Computing systems and networks:<br>Improving mouse skills<br><br>Logging in<br><br>To log into a computer and access a website | Non FF | Computing systems and networks:<br>Improving mouse skills<br><br>Click and drag skills<br><br>To develop mouse skills | Non FF | Computing systems and networks:<br>Improving mouse skills<br><br>Drawing shapes<br><br>To use mouse skills to draw and edit shapes | Non FF | Online safety<br><br>Using the internet safely<br><br>To know what the internet is and how to use it safely | Non FF | Online safety<br><br>Online emotions<br><br>To understand different feelings when using the internet | Non FF | Online safety<br><br>Always be kind and considerate<br><br>To understand how to treat others, both online and in-person                                                                                                                                                                                                                                                                                                                                                            | Non FF                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Online safety<br><br>Posting and sharing online<br><br>To understand the importance of being careful about what we post and share online |

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|  | MUSIC                                                                                                                                                                                                                                                             |                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                            |
|  |                                                                                                                                                                                   |                                                                                     | <p>L 1</p> <p>Start to understand how to follow verbal and sung cues.</p> <p>To start to feel the beat</p> <p>Start to understand the difference between high and low notes</p> <p>KEEP THEM SINGING, ACTIVE LISTENING</p> <p><u>Activities and Songs</u></p> <p><u>SONGS</u><br/>Soh- Mi Greeting<br/>Sing Hello<br/>Black Crow<br/>Hands In The Air<br/>Let’s Reach Up High</p> <p><u>ACTIVITIES</u><br/>Walk To The Drum</p> |                                                                                               | <p>L 2</p> <p>Start to understand how to follow verbal and sung cues.</p> <p>To start to feel the beat using shakers.</p> <p>Start to understand duration; recognising long and short sounds. (aurally and visually)</p> <p>KEEP THEM SINGING, ACTIVE LISTENING</p> <p><u>Activities and Songs</u></p> <p><u>SONGS</u><br/>Soh- Mi Greeting<br/>Sing Hello<br/>Black Crow<br/>Patake</p> <p><u>ACTIVITIES</u><br/>Take two/one and Pass<br/>Some Sounds Are Long<br/>Walk To The Drum</p> <p>Carnival of The Animals<br/><b>LISTENING</b></p> |                                                                               | <p>L3</p> <p>Understand how to follow verbal and sung cues.</p> <p>Start to understand how to show the beat.</p> <p>Start to understand the difference between singing and chanting.</p> <p>KEEP THEM SINGING, ACTIVE LISTENING</p> <p><u>Activities and Songs</u></p> <p><u>SONGS</u><br/>Soh- Mi Greeting<br/>Sing Hello<br/>Clown<br/>Kumala Vista<br/>Hands In The Air<br/>Patake</p> <p><u>ACTIVITIES</u><br/>Take Two and Pass<br/>Some Sounds Are Long</p> <p>Show Me The Pattern (duration)</p> <p>Carnival of The Animals<br/><b>LISTENING</b></p> |                      | <p>L4</p> <p>Start to understand how to maintain the beat</p> <p>Start to understand how to match pitch.</p> <p>Understand how to follow sung and non-verbal cues.</p> <p>KEEP THEM SINGING, ACTIVE LISTENING</p> <p><u>Activities and Songs</u></p> <p><u>SONGS</u><br/>Soh- Mi Greeting<br/>Sing Hello<br/>Clown<br/>Kumala Vista<br/>Father William<br/>Hands In The Air<br/>Clap Stamp Slap<br/>Click<br/>Patake</p> <p><u>ACTIVITIES</u><br/>Some Sounds Are Long<br/>Take Two and Pass</p> <p>Show Me The Pattern (duration)</p> <p>Peter and The Wolf<br/><b>LISTENING</b></p> |                                                                                                     | <p>L5</p> <p>Understand the difference between singing and speaking</p> <p>Start to understand the difference between high and low notes</p> <p>Start to understand duration; making long and short sounds.</p> <p>KEEP THEM SINGING, ACTIVE LISTENING</p> <p><u>Activities and Songs</u></p> <p><u>SONGS</u><br/>Soh- Mi Greeting<br/>Sing Hello<br/>Rain Rain<br/>Father William<br/>Clown<br/>Black Crow</p> <p><u>ACTIVITES</u><br/>Nutcracker Marche</p> <p>Chime bar Game<br/>BBC Bitesize</p> <p>Carol of The Bells (Long short short long - glockenspiels)</p> <p>Peter and The Wolf<br/><b>LISTENING</b></p> |                                                                                   | <p>L6</p> <p>Understand loud and quiet</p> <p>Start to understand how to maintain the beat using instruments (shakers).</p> <p>Start to understand music can be used to tell stories.</p> <p>KEEP THEM SINGING, ACTIVE LISTENING</p> <p><u>Activities and Songs</u></p> <p><u>Activities and Songs</u></p> <p><u>SONGS</u><br/>Soh- Mi Greeting<br/>Sing Hello<br/>Rain Rain<br/>Five Little<br/>Snowmen Fat<br/>Father William</p> <p><u>ACTIVITIES</u><br/>Nutcracker Marche</p> <p>Carol of The Bells (Long short short long - glockenspiels with backing track)</p> <p>Surprise Symphony (loud and quiet)<br/><b>LISTENING</b></p> <p>Carnival of The Animals/Peter and The Wolf/The</p> | <p>Understand loud and quiet</p> <p>Start to understand how to maintain the beat using instruments (glockenspiels)</p> <p>Start to understand music can be used to tell stories.</p> <p>KEEP THEM SINGING, ACTIVE LISTENING</p> <p><u>Activities and Songs</u></p> <p><u>SONGS</u><br/>Soh- Mi Greeting<br/>Sing Hello<br/>Rain Rain<br/>Five Little<br/>Snowmen Fat<br/>Father William</p> <p><u>ACTIVITIES</u><br/>Nutcracker Marche</p> <p>Carol of The Bells (Long short short long - glockenspiels with backing track)</p> <p>Surprise Symphony (loud and quiet)<br/><b>LISTENING</b></p> <p>Carnival of The Animals/Peter and The Wolf/The</p> |                                            |
|  | PSHE                                                                                                                                                                                                                                                              |                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                            |
|  | <br><br> | <p>Being me in my World</p> <p>Help others to feel Welcome</p> <p>Assembly (DS)</p> | <p>Being me in my World</p> <p>Try to make our school community a better place</p> <p>Assembly (DS)</p>                                                                                                                                                                                                                                                                                                                         | <p>Being me in my World</p> <p>Think about everyone's right to learn</p> <p>Assembly (DS)</p> | <p>Being me in my World</p> <p>Care about other people's feelings</p> <p>Assembly (DS)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Being me in my World</p> <p>Work well with Others</p> <p>Assembly (DS)</p> | <p>Being me in my World</p> <p>Choose to follow the Learning Charter</p> <p>Assembly (DS)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Assembly (DS)</p> | <p>Celebrating Differences:</p> <p>Accept that everyone is different</p> <p>Assembly (DS)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Celebrating Differences:</p> <p>Include others when working and playing</p> <p>Assembly (DS)</p> | <p>Celebrating Differences:</p> <p>Know how to help if someone is being bullied</p> <p>Assembly (DS)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Celebrating Differences:</p> <p>Try to solve Problems</p> <p>Assembly (DS)</p> | <p>Celebrating Differences:</p> <p>Use kind words</p> <p>Assembly (DS)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Celebrating Differences:</p> <p>Know how to give and receive compliments</p> <p>Assembly (DS)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Celebrating Differences: Assessment</p> |

