



	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1 & 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Theme	It's wonderful being me	Sparkle and Shine	Growing Up	It's a Wild World	It's a Wild World
Focus	<ul style="list-style-type: none"> - Making Relationships - Self-Confidence and Self Awareness - Managing Feelings and behaviour - New Beginning SEAL - The skills will be going in this area - Introduce characteristics of effective learners - COEL 	<ul style="list-style-type: none"> - Making Relationships - Self-Confidence and Self Awareness - Managing Feelings and behaviour - Getting on and falling out SEAL - Anti-Bullying Week 	<ul style="list-style-type: none"> - Making Relationships - Self-Confidence and Self Awareness - Managing Feelings and behaviour. - Going For Goals SEAL - Good to be me SEAL - Captain Co-operation - Listening talk partners - LTP lesson 	<ul style="list-style-type: none"> - Making Relationships - Self-Confidence and Self Awareness - Managing Feelings and behaviour - Relationships SEAL 	<ul style="list-style-type: none"> - Making Relationships - Self-Confidence and Self Awareness - Managing Feelings and behaviour - Changes SEAL - Reflective Journals (for the transition period)
Skills	<ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrating friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	<ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. 	<ul style="list-style-type: none"> • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding compromise. • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. 	<ul style="list-style-type: none"> • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding compromise. • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. ng compromise. 	

Note: May be subject to change led by the children's inquiry and interests.