



Wellbeing

	EYFS	Year 1	Year 2
Outcome	To understand that play is an important part of their emotional, physical, social and cognitive development and is an essential element in their wellbeing (Ginsberg, 2007)	To understand the importance of being still and that relaxation and mindfulness is a great life skill which will help as they grow through life and face difficulties.	To have a broad emotional vocabulary, develop good emotional intelligence and improve self-regulation - the ability to manage thoughts and feelings –which are vital for our wellbeing.
Knowledge	<p>To identify emotions and how they feel through play (Bongiorno, 2016).</p> <p>To make sense of the world around us by making links between feelings and learning.</p> <p>To discover that nature is a fundamental part of development, allowing opportunities for self-discovery and natural environmental experience (Bragg et al, 2013)</p> <p>To recognise that we can begin to strengthen neural pathways in our brain which pass around information about what we are tasting, seeing, hearing, smelling and touching, as well as how it makes us feel, if we like it, dislike it or find it disgusting which helps in future learning. (Gascoyne, 2013; Gainsley, 2011)</p>	<p>To discover that creativity is about how you view the world, how you engage with life and how you have creative ideas and problem solve as well as how you make things.</p> <p>To recall that through being creative and using our imagination that we are developing and strengthening neural pathways in their brains (Churchill-Dower, 2014)</p> <p>To recognise the need to slow down and to enjoy times of being still and unrushed.</p> <p>To define mindfulness as being aware, living in the moment, noticing and connecting to our self, our body and our breathing and noticing what is around us.</p> <p>To memorise a Bible verse related to ‘Being Still’ : ‘Be Still and Know that I am God’ Psalm 46 vs. 10</p>	<p>To recall, list and describe different emotions.</p> <p>To discuss what might prompt the emotion and describe how their bodies feel when they encounter different emotions</p> <p>To define self-regulated learning and describe the three essential components – cognition, metacognition, motivation.</p> <p>To choose self-regulatory and self-management techniques for greater concentration and focus.</p> <p>To discover the brain, what stress is, and how stress impacts my behaviours, mood and energy levels.</p> <p>To identify the five different domains of stressors: Biological, Emotion, Cognitive, Social and Prosocial.</p> <p>To learn about ways that stressors can be reduced.</p> <p>To identify the different ways that people deal with stressors and about how people fill their energy tanks back up when they’re empty.</p>

	EYFS	Year 1	Year 2
Skills	<p>To relate with other children through play experiences and show how to play well with others through turn taking, co-operating and problem solving.</p> <p>To use their own imagination and creativity to develop the games and ideas.</p> <p>To produce a book/display to explain what they like and dislike about their play spaces through using cameras or filming.</p> <p>To compile either a class or personal 'Awe and Wonder' Collection.</p> <p>To choose, manipulate and construct different materials to produce something with meaning.</p> <p>To apply their knowledge across a range of play experiences and challenges by learning outside of the classroom.</p> <p>To experiment through their senses, through touching, hearing, seeing and tasting.</p>	<p>To sketch, construct, experiment and manipulate different creative materials to enjoy the process of creativity and the experience, not focus on an end product.</p> <p>To use mindfulness practices such as breathing, calmness and relaxation.</p> <p>To create a Sensory Bottle.</p> <p>To develop breathing techniques using sensory bottles, bottles and relax kids meditation stories.</p>	<p>To compile a list as a class about emotions we already know (alphabet game).</p> <p>To analyse the emotion theories poster to compete the list with additional emotions.</p> <p>To produce a body map of how their body feels when they encounter a specific emotion.</p> <p>To create an information page and/or leaflet to show their knowledge about self-regulated learning. They could use different mediums such as watercolours, sketching pencils, or laptop.</p> <p>To compare the differences between just being quiet and calm.</p>

	EYFS	Year 1	Year 2
Understanding	<p>To choose their favourite part of outdoor play equipment/materials and explain/demonstrate why it is their favourite choice.</p> <p>To express fun, enjoyment and pleasure through play.</p> <p>To associate spending regular, positive time outside can help develop self-esteem, raise confidence and develop physical and mental wellbeing.</p> <p>To explain their thoughts through using their senses, by touching, hearing, seeing and tasting.</p> <p>To demonstrate their knowledge of heuristic play through showing a sense of freedom, independence and inner strength.</p>	<p>To describe the process of creating and using different materials for exploration and enjoyment.</p> <p>To demonstrate creativity through exploring own interests.</p> <p>To choose a creative opportunity and demonstrate curiosity in the process of learning new skills e.g. cooking.</p> <p>To explain that mindfulness is a great life skill which will help them as they grow through life and face difficulties.</p> <p>To identify a breathing technique which works well for them and use it when required.</p> <p>To discuss how they made their sensory bottle and explain how it works in helping us to calm down and be still.</p>	<p>To explain how the body feels when they are experiencing different emotions.</p> <p>To express how they are feeling, identify the emotion and discuss reasons as to why they are feeling that way.</p> <p>To identify when their bodies are over/under regulated or just right ('How is my Engine Running?')</p> <p>To be able to choose self-regulation strategies within the classroom.</p> <p>To assess metacognitive strategies, such as checking that our memorisation technique was accurate or selecting the most appropriate cognitive strategy for the task we are undertaking.</p>

	Year 3	Year 4	Year 5	Year 6
Outcome	To understand how their brain works and how their brain can influence thinking and behaviour.	To understand how their brain is malleable and how using a growth mindset can help at school and in our everyday lives.	To understand the cognitive behavioural framework, to explore and test their cognitions and to learn alternative cognitive and behavioural skills.	To acquire skills that build resilience and increase their chances of making a successful transition from primary to secondary school and supports them to become happy, thriving and resilient young adults.
Knowledge	<p>To describe the brain as divided into two hemispheres.</p> <p>To locate the left hemisphere and right hemisphere modalities.</p> <p>To define the difference between the left hemisphere modality and the right hemisphere modality.</p> <p>To describe the brain as having an upstairs and a downstairs.</p> <p>To locate the parts of the brain using a model brain.</p> <p>To define the difference between the upstairs and downstairs brain.</p>	<p>To define the concept of mindset and identify the two types of mindset – fixed and growth.</p> <p>To recognise how positive feelings such as pride and happiness come from persisting through challenges.</p> <p>To know that my brain can GROW!</p>	<p>To understand the ‘Magic Circle’ of Cognitive Behavioural Therapy (thoughts, feelings, actions/behaviour).</p> <p>To identify, question and test some of my negative thoughts.</p> <p>To name the different ways in which you can take control of and challenge my thoughts.</p> <p>To identify my feelings which will help me to learn how to control them.</p> <p>To recognise that how we feel depends on what we do and what we think.</p> <p>To calm myself and focus (Contemplative Walk)</p>	<p>To define resilience and what it looks like in their life.</p> <p>To explore different times children, go to sleep, why it is important to get enough sleep and aids to sleep.</p> <p>To encourage children to know themselves and help them develop a sense of awareness of who they are, and help them to feel good about themselves.</p> <p>To explore what it would be like to feel brave, what being brave means and how that might help them face challenges.</p> <p>To identify different types of friendship and look at what makes a good friend.</p> <p>To identify and learn to recognise feelings in ourselves and others.</p> <p>To learn that laughter is important.</p>

	Year 3	Year 4	Year 5	Year 6
Skills	<p>To develop the appropriate use of scientific terms related to the brain.</p> <p>To manipulate and construct a model brain with a learning partner.</p> <p>To design their own brain and produce an information page and/or leaflet to show their knowledge.</p> <p>To manipulate and construct a model brain with a learning partner.</p> <p>To design either:</p> <ul style="list-style-type: none"> ○ 'Amygdala Hi Jack' Poster to describe the process. ○ An 'Upstairs Vs Downstairs' Brain Poster to describe the functions of these parts of the brain. 	<p>To create a growth mindset poster to promote positive thinking.</p> <p>To design a fixed vs. growth mindset picture – what does negativity/positivity look like?</p> <p>To identify growth mindset in myself and others.</p> <p>To modify my thinking from a fixed mindset by using the word 'YET'.</p>	<p>To challenge my negative thoughts and 'turn down the volume' and use positive self-talk.</p> <p>To choose one of the techniques to control my thoughts and put it into practice.</p> <p>To try to identify the different feelings that I have.</p> <p>To design my own Feeling Thermometer.</p> <p>To compile a list of relaxing activities to use when I feel stressed, anxious or angry.</p>	<p>To prepare for the journey to secondary school.</p> <p>To equip them to deal with friendship issues.</p> <p>To identify your support structure now and in the future.</p> <p>To equip them with skills to solve problems and to know who they can speak to if they need help.</p> <p>To have fun.</p>

	Year 3	Year 4	Year 5	Year 6
Understanding	<p>To explain the difference between the left hemisphere and right hemisphere modalities.</p> <p>To demonstrate their knowledge of left hemisphere and right hemisphere modalities in applying the strategy 'Name it to Tame it' in school and home life.</p> <p>To explain the difference between the upstairs and downstairs brain.</p> <p>To demonstrate their knowledge of left hemisphere and right hemisphere modalities in applying the strategies 'Use it or Lose it' and 'Move it or Lose it' in school and home life.</p>	<p>To explain how a growth mindset can help us at school and in our everyday lives.</p> <p>To demonstrate their knowledge of fixed mindset vs growth mindset.</p>	<p>To express my thoughts, feelings and actions by using the 'magic circle'.</p> <p>To explain a difficult situation and express how I felt and what happened in that situation.</p> <p>To describe nice, unpleasant and worrying thoughts.</p> <p>To interpret whether my strongest feelings are linked to particular thoughts or what I do.</p> <p>To classify the things that make me feel good and unpleasant.</p> <p>To indicate the things that I would like to do to change my behaviour.</p>	<p>To discuss their experience of travelling to school and exploring what is positive and negative about that experience.</p> <p>To understand responsibility and how having responsibilities and obligations can make children feel a sense of belonging.</p> <p>To help become aware of what stresses and relaxes.</p> <p>To help the children to think more positively about their life and how this can make them feel more resilient.</p>