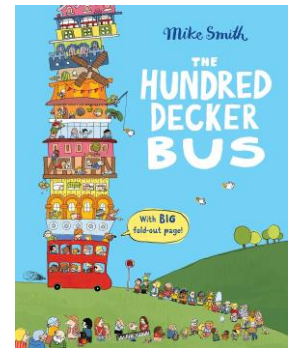
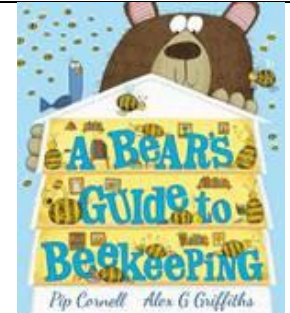
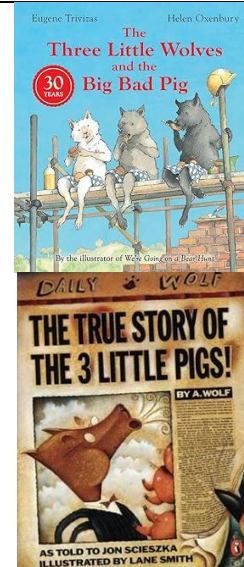
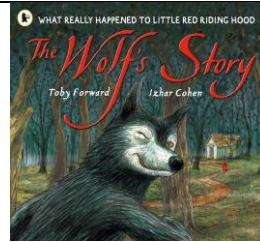
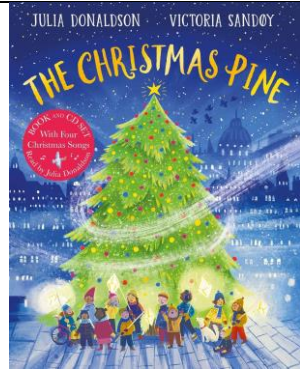
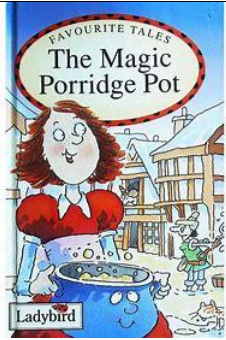




Reception Class & Year 1 Curriculum Overview 2024-2025

Year R	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Super Me		Then & Now		Adventure Time	
Key Question	What makes us special?	Are there different ways of showing kindness?	Why are some times special?	Who lives there?	Would you like to join me?	Could we be without bees?
Whole School Theme	Diversity & Equality Create		Social Justice & Equity Discover		Sustainable Development Explore	
Experiences & hooks	Treasure Boxes & Year 1 show and tell Making porridge and jelly Dance session Superhero capes	Harvest & cooking bread Woodland Welly Walks	Discover treasure chest Fossils Woodland welly walks	Trip to No1 Royal Crescent Living Eggs - Egg hunt	Planting & Trips to Bathford Allotments Family picnic	Farm trip
Focus texts	  	 	  	 	  	 



Communication and Language (PRIME)

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Daily story time

Settling in and getting to know you circle time activities and snack time chats

Develop vocabulary through everyday conversations with adults and peers

Using language well, building on from modelling by adults and peers in school

Describe events in detail using time adverbials relating to topics, texts and experiences.

Recounts and snack time discussion with peers

Longer and more interactive story times and targeted questioning during literacy activities

Snack

Making friends and promoting friendly

Tell me a story – retelling favourite and familiar

Encouraging how and why questions through provocation enhancements relating to topic

Longer and more interactive story times and targeted questioning

Meaningful and

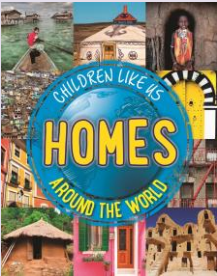
<p>time chats</p> <p>Small group discussions</p>	<p>conversational phrases</p> <p>Children talking about experiences that are familiar to them</p> <p>Rhyming and alliteration games using nursery rhymes and counting songs</p> <p>Familiar print such as names</p> <p>Sharing facts about me and my family</p> <p>Shared favourite stories</p> <p>All about me activities with opportunities to talk about favourite things</p> <p>Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p> <p>Family Assembly</p>	<p>stories using story language</p> <p>Listening and responding to stories during literacy/topic and story times</p> <p>Following instructions relating to daily routines – unpacking book bag, hanging up coat</p> <p>Encourage children to take part during class discussion</p> <p>Understand how to listen carefully and why listening is important – reminders and visual cues</p> <p>Use new vocabulary taught through the day through topic and adult led activities</p> <p>Choose books that will develop their vocabulary relating to topic</p> <p>Preparation for Nativity</p>	<p>and children's interests</p> <p>Retell a story with story language during story sharing activities using puppets, small world and props</p> <p>Encouraging story invention in small world and role play</p> <p>Ask questions to find out more and to check they understand what has been said to them during adult led activities</p> <p>Describe events in some detail – talking about their day and their favourite activities</p> <p>Learn rhymes, poems and songs</p>	<p>Retell a story with story language in more detail during story sharing</p> <p>Understand how to listen carefully and why listening is important</p> <p>Encourage use of topic related vocabulary during play activities, model, practise and rehearse using these (e.g. caterpillar, chrysalis, metamorphosis)</p> <p>Sustained focus when listening to a story – longer and more interactive story times</p>	<p>during literacy activities</p> <p>Performances of rhymes, poems and songs – what makes a good performance?</p> <p>Story time within topic to promote use of vocabulary, mirrored within provision and play activities</p> <p>Learning and retelling stories using story maps and props</p> <p>Class assembly</p>	<p>extended play interactions with peers and adults in and out of the classroom</p> <p>Questioning to develop used of topic based vocabulary</p> <p>Recounts modelling structure and detail needed when retelling events</p> <p>School trip recounts between peers and more structured presentations</p> <p>Longer and more interactive story times with targeted questioning during literacy activities</p> <p>End of year performances of rhymes, poems, songs</p>
<p>Writing (SPECIFIC)</p>	<p>Wanted poster</p> <p>Design traps using labels and captions.</p>	<p>Describe vehicle</p> <p>Retell a sequence</p>	<p>Sharing a wish</p> <p>Writing to persuade</p> <p>Recount writing about an</p>	<p>Information writing</p> <p>Explanation writing</p> <p>Retelling making</p>	<p>Instruction writing</p> <p>Explanation writing</p>	<p>Persuasive writing</p> <p>Descriptive writing</p>

EYFS	<p>Writing sets of instructions.</p> <p>Writing lists.</p> <p>To give meanings to the marks they make.</p> <p>Children will engage in texts focusing on identity and emotions. They will start to write labels, lists, captions and simple sentences for a range of purposes using finger spaces and writing phonically plausible words.</p>	<p>Simple sentences</p> <p>Character description</p> <p>Three step story writing</p> <p>Instruction writing</p> <p>Senses poem</p> <p>Beginning to form letters correctly.</p> <p>The children will use story maps to retell and sequence narratives with a clear beginning, middle and end. They will write instructions and descriptions using a range of adjectives linked to our focus on kindness.</p>	<p>exciting discovery</p> <p>Write an alternative story ending to a traditional tale</p> <p>Write words representing the sounds with a letter/letters.</p> <p>The class will consider their wishes for themselves and the world – knowing them can have a positive impact. They will add detail to their writing by using the conjunction because to justify their opinions. They will become increasingly familiar with traditional tales and use known structures and themes to write an alternative ending.</p>	<p>alternative character choices</p> <p>Newspaper report</p> <p>Write labels/phrases representing the sounds with a letter/letters.</p> <p>Develop alternative characters for a known traditional tale. The focus will be on informing and explaining, practising the skills for sharing ideas and opinions in a respectful manner, recognising similarities and differences that apply to our own lives.</p>	<p>Poetry – acrostic</p> <p>Journey stories</p> <p>Information fact file</p> <p>Write words that are spelt phonetically. Write simple sentences with guidance.</p> <p>The children will be able to design and explain their own creations, including problem solving. They will be able to retell stories using a clear sequence to share a journey. The class will enjoy poems, perform and write poems linked to our sustainable development theme.</p>	<p>Narrative writing</p> <p>Write simple phrases and sentences using recognisable letter and sounds.</p> <p>Children will be writing persuasive texts based on their learning about bees. They will solve problems and describe and explain their designs.</p>
PE Get set 4 PE	<p>Yoga</p> <p>Pupils learn about mindfulness and body awareness. They begin to learn poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility, co-ordination and balance. The learning</p>	<p>Fundamentals</p> <p>In this unit pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively</p>	<p>Dance – Weather and pirate themes</p> <p>Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and</p>	<p>Ball skills</p> <p>Pupils will explore and develop their fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will have the opportunity to work</p>	<p>Net and wall</p> <p>Pupils develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. They use and develop skills such as throwing, catching, tracking and hitting a ball. They learn how to score points and how to play to</p>	<p>Teamwork</p> <p>Pupils develop their teamwork skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They develop key skills of communication and problem solving, They are given the opportunity to discuss</p>







	<p>includes breathing and meditation through fun and engaging activities. Pupils work independently, with a partner and small group.</p> <ul style="list-style-type: none"> Physical: balance, strength, flexibility, co-ordination Social: move safely, listen to others, collaborate Emotional: concentration, focus, identify feelings Thinking: observation, copy and repeat, recognise, create, select and apply <p>In2Sport: Fundamentals</p>	<p>with others, taking turns and sharing ideas.</p> <ul style="list-style-type: none"> Physical: balance, jump, hop, run, speed, agility, dodge, skip, co-ordination and climb Social: collaboration, work safely, support others Emotional: determination, self regulation, honesty, perseverance Thinking: comprehension, select and apply skills. Describe what I am doing under/over/through/behind/in front of. <p>In2Sport: Gymnastics</p>	<p>also to provide feedback, beginning to use dance terminology to do so.</p> <ul style="list-style-type: none"> Physical: actions, dynamics, space, relationships Social: respect, work safely, collaboration, communication Emotional: empathy, confidence, acceptance, determination, kindness Thinking: creativity, select and apply actions, copy and repeat actions, provide feedback, recall <p>In2Sport: Ball skills</p>	<p>independently, and collaboratively in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p> <ul style="list-style-type: none"> Physical: dribble with hands, roll, throw, catch, dribble with feet, track Social: communication, support others, co-operation Emotional: perseverance, honesty, determination Thinking: exploration, make decisions, comprehension, use tactics <p>In2Sport: Basketball</p>	<p>the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p> <ul style="list-style-type: none"> Physical: throw, catch, hit a ball, track a ball Social: support others, work safely, communication, co-operation Emotional: perseverance, independence, determination Thinking: comprehension, select and apply, reflection, identify areas of strength and areas for development, decision making <p>In2Sport: Athletics</p>	<p>and plan their ideas and reflect on their success.</p> <ul style="list-style-type: none"> Physical: run, jump, hit, balance, co-ordination Social: trust, communication, inclusion Emotional: determination, confidence Thinking: identify, comprehension, reflection, planning <p>In2Sport: Hitting & Striking</p>
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EYFS focus	Autumn	Spring	Summer
Physical Development GROSS motor (PRIME)	<ul style="list-style-type: none"> • I am learning to climb skillfully • I am learning to balance on a wide beam • I am learning to complete an obstacle course and describe what I am doing under/over/through/behind/in front of. • I am exploring a range of whole body movements • I am learning to stand stationary and balance a bean bag on my head • I am beginning to work within a group cooperatively. 	<ul style="list-style-type: none"> • I am learning to travel on a range of equipment safely and with skill. • I am learning to bat a ball • I am learning to balance on a narrow beam • I am developing the strength in my shoulders with mark making on large scale. • I am learning about different shapes in gymnastics e.g. pike and tuck. • I am learning to repeat patterns of hopping and jumping. 	<ul style="list-style-type: none"> • I am learning to follow directions on a map • I am learning to balance on a narrow beam with increased skill • I am developing my upper body strength when taking on the monkey bars. • I am learning to walk on a beam with a bean bag balanced on my head • I am learning to recognise forms and objects as the same in various situations.
FINE motor Reception	<ul style="list-style-type: none"> • I am learning to use tweezers to transport items. • I am learning to copy letters • I am learning to use tools to cut dough, mostly in linear fashion. • I am learning to hold scissors correctly with support • I am learning to use scissors to cut through thicker materials such as card, cardboard & playdough to develop strength. • I am learning to form letters • I am learning to hold my knife and fork with support 	<ul style="list-style-type: none"> • I am learning to use anticlockwise movement and retrace vertical lines • I am using a tripod grip when using mark making tools • I am practicing writing my name • I am learning to write numbers 1-5 • I am learning techniques to form sculptures 	<ul style="list-style-type: none"> • I am learning to use anticlockwise movement and retrace vertical lines • I am learning to use fingers and thumb to make smaller, complex shapes (spikes, horns) • I am learning to write in structured activities where I am guided to draw, write or copy. • I am learning to use a dynamic tripod grasp • I am learning to write numerals 5-20 • I am learning to cut out a range of large, simple shapes.

<p>Mathematics</p> <p>Scheme: Mastering Number</p> <p>(SPECIFIC)</p> <p>Scheme: Whiterose</p>	<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Place Value (within 10)</p> <p>Addition and Subtraction (within 10)</p> <p>Shape</p> <p>Place Value (within 20)</p> <p>Addition and Subtraction (within 20)</p> <p>Shape</p>	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Place Value (within 50)</p> <p>Length and height</p> <p>Mass and volume</p> <p>Multiplication and division</p> <p>Money</p>	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Fractions</p> <p>Position and direction</p> <p>Place Value (within 100)</p> <p>Time</p>
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<p>Science</p> <p>Understanding the world</p> <p>(SPECIFIC)</p>	<p>Animals including humans (My Body)</p> <ul style="list-style-type: none"> Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense. 	<p>Identifying animals</p> <ul style="list-style-type: none"> Identify and name a variety of common animals incl. fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, birds, amphibians, reptiles and mammals) 	<p>Everyday materials</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<p>Everyday materials - investigations</p>	<p>Seasonal changes</p> <ul style="list-style-type: none"> Observe changes across the four seasons Describe weather associated with the seasons and how day length varies. 	<p>Identifying Plants</p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees Link with Warleigh Lodge Farm visit
<p>History and Geography</p> <p>Understanding the world</p> <p>(SPECIFIC)</p>	<p>Children talk about their family and wider community. Name and describe the people who are special to them. Create pictorial representations. Look at family photos to explore present and past.</p> <p>History</p> <p>Identify history as events which have happened in the past and order events in our lives.</p> <p>Identify what a family tree is and what it shows before constructing a family</p>	<p>Geography</p> <p>Where we live To be able to describe where you live.</p> <p>To be able to name the seven continents of the world and locate the UK on a world map.</p> <p>To be able to identify the countries and capital cities of the UK.</p>	<p>History</p> <p>Children find treasure chest of photographs and artefacts to explore childhoods then and now. Think about fairness etc.</p>	<p>History</p> <p>Children explore how homes have changed over time.</p>  <p>Geography</p> <p>To explore the town we live in.</p>	<p>Geography</p> <p>The class will find out about different human and physical features of our seas and coasts. They will also learn about jobs and resources that are linked to the sea.</p>	<p>History</p> <p>How transport has changed in living memory.</p>

	<p>tree to show close family.</p> <p>Compare similarities and differences between our childhoods and that of our grandparents.</p>					
<p>Religious Education</p> <p>Understanding the world (SPECIFIC)</p>	<p>What do some people believe God looks like? Exploring how other people understand God on Earth; considering different representations of God and understanding why this is challenging. Where do we belong and celebrating our journey through life will be covered in our topic themes and Understanding the World.</p>	<p>Incarnation Why does Christmas matter to Christians? Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. Recognise that stories of Jesus' life come from the Gospels. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. Decide what they personally have to be thankful for at Christmas time.</p>	<p>What's God's job? Investigating the roles of God through stories and sacred texts, children look at the things God does and what this means to different people. Why are some stories special?</p>	<p>Salvation Why does Easter matter to Christians? Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p>	<p>Creation Who made the world? Retell the story of creation from Genesis 1:1-2.3 simply. Recognise that 'Creation' is the beginning of the 'big story' of the Bible. Say what the story tells Christians about God, Creation and the world. Give at least one example of what Christians do to say thank you to God for the Creation. Think, talk and ask questions about living in an amazing world.</p>	<p>Why should we care for the world? Building on their understanding of creation stories, children explore beliefs about the relationship between humans and nature.</p>

<p>Art and Design & Technology</p> <p>Expressive Arts and Design (SPECIFIC)</p>	<p>Kapow Art: Make your mark</p> <p>Design own capes (E)</p> <p>Junk modelling jelly trap (E)</p> <p>Making frames for special photographs and pictures.</p>	<p>Kapow DT:</p> <p>Sliding characters - seasonal</p>	<p>Kapow Art: Colour splash</p>	<p>Kapow DT:</p> <p>Puppets</p>	<p>Kapow Art:</p> <p>Paper Sculptures linked to creating a route to get the basket home from the lighthouse</p>	<p>Kapow DT:</p> <p>Wheels and axels</p>
<p>Music</p>	<p>GetSet4Music:</p> <p>Superheroes</p>	<p>GetSet4Music:</p> <p>Deep Blue Sea</p>	<p>GetSet4Music:</p> <p>Dinosaurs</p>	<p>GetSet4Music:</p> <p>Fantasy and Adventure</p>	<p>GetSet4Music:</p> <p>At the seaside</p>	<p>GetSet4Music:</p> <p>Journeys</p>
<p>Computing</p>	<p>Technology around us – explore how things have changed over time. Identify the technology that we use. Practise using a mouse by engaging in games.</p> <p>Project Evolve: Self-Image & Identity</p> <p>Copyright & Ownership</p>	<p>Digital painting – children to design their own flag linked to Geography study of where we live.</p> <p>Project Evolve: Online Relationships</p>	<p>Digital writing – Practise writing names using a keyboard and other important keys such as spacebar and full stop.</p> <p>Project Evolve: Online Reputation</p>	<p>Grouping data</p> <p>Project Evolve: Online Bullying</p>	<p>Moving a robot – making links to ‘Martha Maps it out’ and ‘Hansel and Gretel’ design maps and programme to reach identified points.</p> <p>Project Evolve: Managing Online Information</p> <p>Privacy & Security</p>	<p>Programming animations</p> <p>Project Evolve: Health, Well-Being & Lifestyle</p>
<p>PSED (PRIME)</p>	<p>Term 1 Being Me in My World</p> 	<p>Term 2 Celebrating Difference</p> 	<p>Term 3 Dreams and Goals</p> 	<p>Term 4 Healthy Me</p> 	<p>Term 5 Relationships</p> 	<p>Term 6 Changing Me</p> 

<p>Managing Self</p> <p>Self-Regulation</p> <p>Building Relationships</p> <p>Jigsaw PSHE</p> <p>Supported by Discovery Education</p>	<p>In this Puzzle (unit), the children talk about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children talk about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children talk about what it means to be responsible.</p> <p>Discovery: Forming friendships and how kind or unkind behaviours impact other people.</p>	<p>In this Puzzle (unit) children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They talk about being different and how that makes everyone special but also recognising that we are the same in some ways. The children talk about their homes and are asked to explain why it is special to them. They talk about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.</p> <p>Discovery: Similarities and Differences between people and how to respect and celebrate these.</p> 	<p>In this Puzzle the children talk about challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.</p> <p>Discovery: Identifying who our special people are and how they help to keep us safe.</p>	<p>In this Puzzle children learn about their bodies; the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others.</p> <p>They discuss the importance of sleep and what they can do to help themselves get to sleep.</p> <p>They talk about hand washing and why it is important. The class also discuss stranger danger and what they should do if approached by someone they don't know.</p> <p>Discovery: Our bodies and the wonderful things they do, learning the correct names for body parts. [Y1 only]</p>	<p>Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend.</p> <p>They are introduced to simple strategies they can use to mend friendships. The children also learn about Jigsaw's 'Calm Me' and how they can use this when feeling upset or angry.</p> <p>Discovery: What a family is and why they are important and special.</p> 	<p>Children are encouraged to think about how they have changed from being a baby and what may change for them in the future.</p> <p>They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change as we get older in lots of different ways. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.</p> <p>Discovery: Growing from young to old and how we have changed since we were born.</p>
<p>PSED</p> <p>(PRIME)</p> <p>My Happy Mind</p>	<p>Meet your brain</p>  <p>Children will learn: Where their brain is in their body and what it looks like. That our brain helps us to control our body, manage our emotions and solve problems. That our brain has 3 main parts, and it</p>	<p>Celebrate</p>  <p>Children will learn: What Character Strengths are and how they make us unique</p>	<p>Appreciate</p>  <p>Children will learn: What 'appreciate' means, what types of things we appreciate, and how we show appreciation.</p>	<p>Relate</p>  <p>Children will learn: That 'relate' means to get along</p>	<p>Engage</p>  <p>Children will learn: What 'engage' means. What types</p>	

	<p>works best when they work together. The 3 parts are called Team H-A-P: Hippocampus, Amygdala and Prefrontal Cortex. That when we feel big emotions, our Amygdala can react and take over our brain, sending the Hippocampus and Prefrontal Cortex to sleep. That Happy Breathing helps our entire body, including our brain, to relax and wakes up the Hippocampus and Prefrontal Cortex. That if they want to improve at something, they need to practise repeatedly, and our brain helps us get better each time. This is called Neuroplasticity.</p>	<p>and special. About the 5 Character Strengths and what they mean. That our Character Strengths are like superpowers and, when we use them, it helps us to be our best and feel happy. That it is nice to tell other people when they use their Character Strengths, as it makes them feel good.</p>	<p>That we can appreciate others, experiences and ourselves and not just material things. They will be able to say the categories on the Wheel of Gratitude. How to develop an Attitude of Gratitude. They will learn that showing gratitude makes them feel good; when we make someone feel good, it makes us feel good too. How Happy Breathing exercises help to remind us to appreciate the things we might forget. By practising giving gratitude over and over again, our brains will improve at appreciating things and people. This is called Neuroplasticity. That when we give and receive gratitude, it makes Team H-A-P happy, and they can work well together.</p>	<p>with others and to understand another person and that they can relate with family, friends, and teachers in different ways. How their Character Strengths help them get along with others and learn that it is okay that we are all different. What Active Listening is. What 'Stop, Understand and Consider' means and think about how this can help them with friendship issues. That Happy Breathing can help them if they have big emotions when falling out with friends.</p>	<p>of things they can engage in. That when they engage in something and feel happy, they can do the activity better. That they can set goals; sometimes these can be to do with learning, and other times they are to do with a hobby. How to set a class goal using the 3steps. That setting goals and achieving them can make Team H-A-P happy too. That we do not always achieve our goals, but, as long we have tried, we will learn something new. That just because they can't do something straight away, it doesn't mean they won't be able to in the future</p>	
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