

Final Outcome: We are working towards being more independent in our learning and ready for Year 2.

Component 6:

What we will know after this sequence:

LQ: Can I be more independent in my learning?

Children will know ways to be more independent in their learning.

Children will know how to apply the strategies they have outlined.

Children will have a bank of knowledge that they can apply to being resilient and independent in our learning.

Vocabulary:

Learning, resilient, independent, strategy

How will this feed into my next learning:

We will be ready to be more independent in our learning ready for Year 2.

SEN:

Zones of regulation is used widely for children with SEN and in school so this will be familiar.

Images and key words will be available.

What do you think your next step is?



Component 4:

What we will know after this sequence:

LQ: Can I give an example of resilience?

Children will be able to define resilience.

Children will be able to discuss examples of resilience.

Children will record how to be resilient.

Children will understand the zones of regulation.

Children will know the strategies to use for each zone.

Vocabulary:

Resilience, perseverance, growth mindset, zones of regulation.

How will this feed into my next learning:

We will understand our emotions and how they might change.

SEN:

Zones of regulation is used widely for children with SEN and in school so this will be familiar.

Images and key words will be available.



Component 5:

What we will know after this sequence:

LQ: Do I understand why resilience is important in school?

Children will understand that mistakes are part of learning.

Children will recognise how mistakes help us to learn.

Children will be able to give an example of resilience in school.

Children will know how to apply this learning.

Vocabulary:

Resilience, emotions, zones of regulation, learning

How will this feed into my next learning:

SEN:

Zones of regulation is used widely for children with SEN and in school so this will be familiar.

Images and key words will be available.



Component 3:

What we will know after this sequence:

LQ: Can I give an example for how to overcome negative emotions?

Children will know ways they can help themselves be more positive. Children will know different ways they can help other children be more positive.

Children will know some strategies to feel more positive.

Children will be able to measure their own emotions.

Vocabulary:

Emotions, negative, overcome, resilient

How will this feed into my next learning:

We will know be able to apply this learning to being resilient.

SEN:

Zones of regulation is used widely for children with SEN and in school so this will be familiar.

Images and key words will be available.



Component 2:

What we will know after this sequence:

LQ: Do I know how emotions can have an effect on resilience?

Children will recognise different emotions.

Children will be able to offer reasons behind some emotions.

Children will be able to recognise the emotions that are positive and those that are negative.

Children will be able to measure their own emotions.

Vocabulary:

Emotions, positive, negative, measure

How will this feed into my next learning:

We will understand our emotions and how they might change.

SEN:

Zones of regulation is used widely for children with SEN and in school so this will be familiar.

Images and key words will be available.



Component 1:

We should know:

The zones of regulation used in the classroom and across the school.

What we will know after this sequence:

LQ: Do I know what resilience is?

Children will be able to define resilience.

Children will be able to give an example of resilience.

Vocabulary:

Resilience, growth mindset, perseverance, encourage

How will this feed into my next learning:

We will be ready to record some resilience strategies for the future.

SEN:

Zones of regulation is used widely for children with SEN and in school so this will be familiar.

Images and key words will be available.

