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| Subject                             | English: Language, Writing, Phonics, Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Class                               | English A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| School Year                         | 2026-27                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Teacher                             | Sara Knox                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Learning objectives                 | <p><b><u>Listening Skills</u></b><br/> <i>To be able to listen, understand and respond to others, students will:</i></p> <ul style="list-style-type: none"> <li>•concentrate while others are speaking</li> <li>•be able to take turns in speaking and listening</li> <li>•make comments on what they hear</li> <li>•listen to others' reactions</li> <li>•ask questions for greater understanding.</li> </ul>                                                                                                                                         |
| What do we want to learn this year? | <p><b><u>Speaking Skills</u></b><br/> <i>To be able to speak clearly, fluently and confidently, students will:</i></p> <ul style="list-style-type: none"> <li>•develop and increase their vocabulary of English as a First or Second Language</li> <li>•be able to ask and answer questions using the appropriate intonation</li> <li>•share their experiences with others</li> <li>•repeat rhymes and poems in groups and individually</li> <li>•read their own texts clearly to others</li> <li>•act out everyday situations in role-play</li> </ul> |

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|                                                                                | <ul style="list-style-type: none"> <li>•make short plays from well-known traditional stories from a variety of cultures</li> <li>•take part in group activities which require co-operation and discussion.</li> </ul> <p><b><u>Reading Skills</u></b><br/> The pupils will be able to recognise and remember letters, sounds, words and word patterns and rhymes. Each child does this in a different way or in a combination of ways:<br/> By looking (visual), by listening (aural), by speaking (oral), by building/making/drawing/writing (manual), or even by singing and moving around, memory can be trained and developed.</p> <p><b><u>Writing Skills</u></b><br/> <i>Working with the teacher and in groups in order to develop their writing the students will:</i></p> <ul style="list-style-type: none"> <li>•write and use familiar words in short, relevant texts</li> <li>•attempt to write unfamiliar words as part of a free text</li> <li>•use the texts they read as models for their own writing</li> <li>•learn how to use capital letters, full stops and question marks.</li> <li>•recognise and use speech marks</li> <li>•understand that word choice and word order are vital to meaning</li> <li>•find and use information from an illustrated text.</li> </ul> |
| Teaching Strategies<br><br>How will we learn?-<br>Organisation and<br>practice | <ul style="list-style-type: none"> <li>• Collaborative Learning: partnerships, mixed ability grouping, whole class</li> <li>• Differentiation: providing a scaffolded support to meet specific needs</li> <li>• Peer teaching and learning</li> <li>• Whole class discussions</li> <li>• Utilizing the diversity of our class to our advantage (Prior knowledge, peer teaching)</li> <li>• Student centered learning to enhance interest and engagement.</li> <li>• Positive reinforcement</li> <li>• Modelling Communication skills (assertion, respect, etc)</li> <li>• Integrated lessons (English + Science, Music + Math, etc)</li> <li>• A consideration for all learners for planning</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| <p>Cross-curricular activities:</p> <p>Connections with other subjects?</p> | <p>In English A, teacher will actively integrate multiple subjects into a cohesive and interconnected curriculum. It is the goal of the teacher to create an interdisciplinary, educational experience that fosters critical thinking, creativity, and problem-solving skills in all subjects. Additionally, integrating subjects when possible, allows all students to see the connection between concepts, strategies, and skills.</p>                                        |
| <p>Assessment</p> <p>How will we know what we have learned?</p>             | <ul style="list-style-type: none"> <li>• Diagnostics: BOY, MOY, and EOY assessments to create baseline data for each child and track progress and gains.</li> <li>• Formative Assessments</li> <li>• Summative Assessments</li> <li>• Oral Assessments</li> <li>• Self-Assessments</li> <li>• Skills Assessments</li> </ul>                                                                                                                                                     |
| <p>Materials/ other remarks:</p>                                            | <p>The complete syllabus can be found on the Cambridge Primary website</p> <p><a href="http://www.primary.cambridgeinternational.org/curriculum">www.primary.cambridgeinternational.org/curriculum</a></p> <ul style="list-style-type: none"> <li>• All literacy materials are from Oxford University press</li> <li>• Reading scheme is Oxford Learning Tree</li> <li>• Words Their Way</li> <li>• The Reading Strategies Book 2.0</li> <li>• The Dolch Sight Words</li> </ul> |

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| Subject                                                               | Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Class                                                                 | English A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| School Year                                                           | 2026-27                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Teacher                                                               | Sara Knox                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>Learning objectives</p> <p>What do we want to learn this year?</p> | <p><b><u>Numbers</u></b><br/> To order and recognise the numbers up to 100<br/> To count forwards to 100, and backwards from 100.<br/> To count 'one more than' a set of objects.<br/> To use the symbols '+', '-' and '='.<br/> To recognise repeating patterns.<br/> To add two numbers (total up to 100).<br/> To recognise the numerals up to 100.<br/> To subtract from a number of objects (up to 100).<br/> To recognise 'one less than' a number.</p> <p><b><u>Money:</u></b><br/> To recognise the coins and know their value<br/> <br/> To recognise the notes and know their value<br/> To understand the concept of buying and selling.</p> <p><b><u>Length:</u></b><br/> To compare the lengths of two objects.<br/> To compare the heights of two objects.<br/> To measure the length using a non-standard unit.<br/> <br/> To measure length using decimeter sticks and meter stick.</p> |

**Weight:**

To compare the weights of two objects by feel.

Know the units lbs, kilos, grams

**Capacity:**

To compare two containers by pouring.

Know the concepts: full, nearly full, half full, nearly empty, empty

**Time:**

To recognise the hours on digital and analogue clocks.

To recognise and order the days of the week.

To recognise and order the months of the year

To understand the terms yesterday, today, tomorrow.

**2-D shapes:**

To recognise and name squares, circles, triangles, rectangles, rhombus, trapezoids, hexagons, and pentagons

Know the concepts: sides

**3-D shapes:**

To recognise and name cubes, pyramids (triangular/square), cuboids, spheres

To sort 3-D shapes according to whether or not they roll.

Know the concepts: faces, edges, verticies

**Fractions:**

To recognise halves and quarters of shapes.

**Graphs:**

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|                                                                                  | <p>To construct a block graph.<br/>To construct a pictograph.</p> <p><b><u>Symmetry:</u></b><br/>To create symmetrical patterns.</p> <p>Draw a line of symmetry</p> <p>Draw reflections</p> <p>Students who are proficient in these skills will advance to stage 3 extending addition, subtraction up to 100 plus knowledge of multiplication facts for 2, 3, 4, 5, 6 and 10 tables .</p>                                                                                                                                                                                                                                                                                                               |
| <p>Teaching Strategies</p> <p>How will we learn? - Organisation and practice</p> | <ul style="list-style-type: none"> <li>• Collaborative Learning: partnerships, mixed ability grouping, whole class</li> <li>• Differentiation: providing a scaffolded support to meet specific needs</li> <li>• Peer teaching and learning</li> <li>• Whole class discussions</li> <li>• Utilizing the diversity of our class to our advantage (Prior knowledge, peer teaching)</li> <li>• Student centered learning to enhance interest and engagement.</li> <li>• Positive reinforcement</li> <li>• Modelling Communication skills (assertion, respect, etc)</li> <li>• Integrated lessons (English + Science, Music + Math, etc)</li> <li>• A consideration for all learners for planning</li> </ul> |
| <p>Cross-curricular activities:</p>                                              | <p>In English A, teacher will actively integrate multiple subjects into a cohesive and interconnected curriculum. It is the goal of the teacher to create an interdisciplinary, educational experience that fosters critical thinking, creativity, and</p>                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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| Connections with other subjects?                         | problem-solving skills in all subjects. Additionally, integrating subjects when possible, allows all students to see the connection between concepts, strategies, and skills.                                                                                                                                               |
| Assessment<br><br>How will we know what we have learned? | <ul style="list-style-type: none"> <li>• Diagnostics: BOY, MOY, and EOY assessments to create baseline data for each child and track progress and gains.</li> <li>• Formative Assessments</li> <li>• Summative Assessments</li> <li>• Oral Assessments</li> <li>• Self-Assessments</li> <li>• Skills Assessments</li> </ul> |
| Materials/ other remarks:                                | EA follow the Cambridge Primary Maths Curriculum                                                                                                                                                                                                                                                                            |

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|-------------|--------------------|
| Subject     | Physical Education |
| Class       | English A          |
| School Year | 2026-27            |
| Teacher     | Sara Knox          |

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| <p>Learning objectives</p> <p>What do we want to learn this year?</p>               | <ul style="list-style-type: none"> <li>• Physical education is based on the pupils' different assumptions and knowledge about physical activity.</li> <li>• Students should develop their basic motor skills and general knowledge of the body: students will discover the many possibilities of the body through a wide variety of meaningful physical activities and games.</li> <li>• Through introduction to versatile sports activities, students must develop their understanding of the diversity of sport: students will actively play games, rhythm and gymnastics.</li> <li>• Students will talk about the emotions that occur in play and physical exercise, but also what reactions the body has on physical activity.</li> <li>• Students should work in physical exercise and exercise their physical form, increase their knowledge of the body's strength and ability, and acquire skills and knowledge that physical activity can enhance physics and the individual's health and well-being.</li> <li>• It is crucial to work with the students' ability to collaborate and understand rules and agreements in sporting contexts based on socialization and acceptance. Basic elements of cooperation and rules work through versatile movements in play and play.</li> <li>• <b>Moving well:</b> Practise and refine basic movement skills.</li> <li>• <b>Understanding movement:</b> Describe own and others' movement using simple activity-specific vocabulary</li> <li>• <b>Moving creatively:</b> Explore a variety of movements and movement patterns that begin to demonstrate creativity.</li> </ul> |
| <p>Teaching Strategies</p> <p>How will we learn?-<br/>Organisation and practice</p> | <ul style="list-style-type: none"> <li>• Collaborative Learning: partnerships, mixed ability grouping, whole class</li> <li>• Differentiation: providing a scaffolded support to meet specific needs</li> <li>• Peer teaching and learning</li> <li>• Whole class discussions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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|                                                                             | <ul style="list-style-type: none"> <li>Utilizing the diversity of our class to our advantage (Prior knowledge, peer teaching)</li> <li>Student centered learning to enhance interest and engagement.</li> <li>Positive reinforcement</li> <li>Modelling Communication skills (assertion, respect, etc)</li> <li>Integrated lessons (English + Science, Music + Math, etc)</li> <li>A consideration for all learners for planning</li> </ul> |
| <p>Cross-curricular activities:</p> <p>Connections with other subjects?</p> | <p>In English A, teacher will actively integrate multiple subjects into a cohesive and interconnected curriculum. It is the goal of the teacher to create an interdisciplinary, educational experience that fosters critical thinking, creativity, and problem-solving skills in all subjects. Additionally, integrating subjects when possible, allows all students to see the connection between concepts, strategies, and skills.</p>    |
| <p>Assessment</p> <p>How will we know what we have learned?</p>             | <ul style="list-style-type: none"> <li>Formative Assessments</li> <li>Oral Assessments</li> <li>Self-Assessments</li> <li>Skills Assessments</li> </ul>                                                                                                                                                                                                                                                                                     |
| Materials/ other remarks:                                                   | Sports materials: balls, nets, cones, scarves, etc                                                                                                                                                                                                                                                                                                                                                                                          |

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| Subject | Art       |
| Class   | English A |

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| School Year                                                           | 2026-27                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Teacher                                                               | Sara Knox                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>Learning objectives</p> <p>What do we want to learn this year?</p> | <p><b><u>Experiencing</u></b></p> <p><i>Students will understand:</i></p> <p>Simple formal elements of art, such as texture, are encountered and discussed, as is art and design in a range of forms, and from different times and cultures.</p> <p><b><u>Making</u></b></p> <p><i>Students will be encouraged to:</i></p> <p>develop their skills, both independently and with support, and should be praised for trying new things, and for showing confidence.</p> <p><b><u>Reflecting</u></b></p> <p><i>Students will:</i></p> <p>begin to critique and connect their own and others' work as part of the artistic process, for example by forming connections between their own work and that of a peer or other artist.</p> |

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|                                                                                         | <p><b><u>Thinking and Working Artistically</u></b></p> <p><i>Students will:</i></p> <p>Find simple ways for their artwork to be refined and share the process of working on a particular task.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>Teaching Strategies</p> <p>How will we learn?-<br/>Organisation and<br/>practice</p> | <ul style="list-style-type: none"> <li>• Collaborative Learning: partnerships, mixed ability grouping, whole class</li> <li>• Differentiation: providing a scaffolded support to meet specific needs</li> <li>• Peer teaching and learning</li> <li>• Whole class discussions</li> <li>• Utilizing the diversity of our class to our advantage (Prior knowledge, peer teaching)</li> <li>• Student centered learning to enhance interest and engagement.</li> <li>• Positive reinforcement</li> <li>• Modelling Communication skills (assertion, respect, etc)</li> <li>• Integrated lessons (English + Science, Music + Math, etc)</li> <li>• A consideration for all learners for planning</li> </ul> |
| <p>Cross-curricular<br/>activities:</p> <p>Connections with<br/>other subjects?</p>     | <p>In English A, teacher will actively integrate multiple subjects into a cohesive and interconnected curriculum. It is the goal of the teacher to create an interdisciplinary, educational experience that fosters critical thinking, creativity, and problem-solving skills in all subjects. Additionally, integrating subjects when possible, allows all students to see the connection between concepts, strategies, and skills.</p>                                                                                                                                                                                                                                                                |
| <p>Assessment</p>                                                                       | <ul style="list-style-type: none"> <li>• Formative Assessments</li> <li>• Oral Assessments</li> <li>• Self-Assessments</li> <li>• Skills Assessments</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| How will we know what we have learned? |                                                |
| Materials/ other remarks:              | EA follow the Cambridge Primary Art Curriculum |

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| Subject                             | Music                                                                                                                                       |
| Class                               | English A                                                                                                                                   |
| School Year                         | 2026-27                                                                                                                                     |
| Teacher                             | Sara Knox                                                                                                                                   |
| Learning objectives                 | <p><b>Making music</b></p> <p><i>Students will actively:</i></p>                                                                            |
| What do we want to learn this year? | <p>Contribute to performances with mostly accurate timing and awareness of pulse and melodic shape.</p> <p><b>Making sense of music</b></p> |

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|                                                                                  | <p><i>Students will actively:</i></p> <p>Listen and respond to music through asking and answering questions and making sounds and movement.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>Teaching Strategies</p> <p>How will we learn? - Organisation and practice</p> | <ul style="list-style-type: none"> <li>• Collaborative Learning: partnerships, mixed ability grouping, whole class</li> <li>• Differentiation: providing a scaffolded support to meet specific needs</li> <li>• Peer teaching and learning</li> <li>• Whole class discussions</li> <li>• Utilizing the diversity of our class to our advantage (Prior knowledge, peer teaching)</li> <li>• Student centered learning to enhance interest and engagement.</li> <li>• Positive reinforcement</li> <li>• Modelling Communication skills (assertion, respect, etc)</li> <li>• Integrated lessons (English + Science, Music + Math, etc)</li> <li>• A consideration for all learners for planning</li> </ul> |
| <p>Cross-curricular activities:</p> <p>Connections with other subjects?</p>      | <p>In English A, teacher will actively integrate multiple subjects into a cohesive and interconnected curriculum. It is the goal of the teacher to create an interdisciplinary, educational experience that fosters critical thinking, creativity, and problem-solving skills in all subjects. Additionally, integrating subjects when possible, allows all students to see the connection between concepts, strategies, and skills.</p>                                                                                                                                                                                                                                                                |
| <p>Assessment</p>                                                                | <ul style="list-style-type: none"> <li>• Formative Assessments</li> <li>• Summative Assessments</li> <li>• Oral Assessments</li> <li>• Self-Assessments</li> <li>• Skills Assessments</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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| How will we know what we have learned? |  |
| Materials/ other remarks:              |  |

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| Subject                                                               | Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Class                                                                 | English A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| School Year                                                           | 2026-27                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Teacher                                                               | Sara Knox                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>Learning objectives</p> <p>What do we want to learn this year?</p> | <ul style="list-style-type: none"> <li>• <b>Biology – living things and how they interact</b> <ul style="list-style-type: none"> <li>- Students will be able to recognise and name the major external parts of the human body.</li> </ul> </li> <li>• <b>Chemistry – properties and changes of materials and substances.</b> <ul style="list-style-type: none"> <li>- Students will be able to describe a property as a characteristic of a material and understand that materials can have more than one property.</li> </ul> </li> <li>• <b>Physics – the interactions of matter and energy.</b></li> </ul> |

- Students will explore the construction of simple series circuits (limited to cells, wires and lamps).
  
- **Earth and Space – planet Earth, the wider Solar System and beyond.**
  - Students will be introduced to planet names, constellations, the sun, and the moon
  
- **Thinking and Working Scientifically**
  - Students will develop an understanding of the scientific models and representations, scientific enquiry and practical work.

### **Scientific enquiry**

#### *Ideas and evidence:*

- Collect evidence in a variety of contexts.
- Test an idea or prediction based on scientific knowledge and understanding.

#### *Plan investigative work:*

- Suggest questions that can be tested and make predictions; communicate these.
- Design a fair test and plan how to collect sufficient evidence.
- Choose apparatus and decide what to measure.

#### *Obtain and present evidence:*

- Make relevant observations and comparisons in a variety of contexts.
- Measure temperature, time, force and length.
- Begin to think about the need for repeated measurements of, for example, length.

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|                                                                                  | <p>-Present results in drawings, bar charts and tables.</p> <p><i>Consider evidence and approach:</i></p> <p>-Identify simple trends and patterns in results and suggest explanations for some of these.</p> <p>-Explain what the evidence shows and whether it supports predictions. Communicate this clearly to others.</p> <p>-Link evidence to scientific knowledge and understanding in some contexts.</p>                                                                                                                                                                                                                                                                                         |
| <p>Teaching Strategies</p> <p>How will we learn? - Organisation and practice</p> | <ul style="list-style-type: none"> <li>• Collaborative Learning: partnerships, mixed ability grouping, whole class</li> <li>• Differentiation: providing a scaffolded support to meet specific needs</li> <li>• Peer teaching and learning</li> <li>• Whole class discussions</li> <li>• Utilizing the diversity of our class to our advantage (Prior knowledge, peer teaching)</li> <li>• Student centered learning to enhance interest and engagement.</li> <li>• Positive reinforcement</li> <li>• Modelling Communication skills (assertion, respect, etc)</li> <li>• Integrated lessons (English + Science, Music + Math, etc)</li> <li>• A consideration for all learners for planning</li> </ul> |
| <p>Cross-curricular activities:</p> <p>Connections with other subjects?</p>      | <p>In English A, teacher will actively integrate multiple subjects into a cohesive and interconnected curriculum. It is the goal of the teacher to create an interdisciplinary, educational experience that fosters critical thinking, creativity, and problem-solving skills in all subjects. Additionally, integrating subjects when possible, allows all students to see the connection between concepts, strategies, and skills.</p>                                                                                                                                                                                                                                                                |
| Assessment                                                                       | <ul style="list-style-type: none"> <li>• Formative Assessments</li> <li>• Summative Assessments</li> <li>• Oral Assessments</li> <li>• Self-Assessments</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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| How will we know what we have learned? | <ul style="list-style-type: none"> <li>Skills Assessments</li> </ul> |
| Materials/ other remarks:              | EA follow the Cambridge Primary Science Curriculum                   |

| Subject                                                        | Well-Being                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Class                                                          | English A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| School Year                                                    | 2026-2027                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Teacher                                                        | Sara Knox                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Learning objectives<br><br>What do we want to learn this year? | <p><b><u>The overall aim in the Wellbeing program is for all learners to:</u></b></p> <ul style="list-style-type: none"> <li>develop their understanding of factors that contribute to their emotional and physical wellbeing</li> <li>practice a wide range of strategies for managing their emotional and physical wellbeing</li> <li>explore a wide range of interpersonal relationships: friendships, family, the importance of community and social responsibility</li> <li>demonstrate positive expressive and receptive communication skills when interacting with others</li> </ul> |

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|                                                                                         | <ul style="list-style-type: none"> <li>• feel empowered to manage their own safety and respond to change in a wide range of situations</li> <li>• explore how they can contribute to the wellbeing of others.</li> </ul> <p><b><u>The main topics that will be explored:</u></b></p> <p><b>Understanding Myself</b></p> <ul style="list-style-type: none"> <li>- Identifying emotions</li> <li>- Managing emotions</li> <li>- Healthy habits</li> </ul> <p><b>My Relationships:</b></p> <ul style="list-style-type: none"> <li>- Healthy relationships</li> </ul> <p><b>Navigating my world:</b></p> <ul style="list-style-type: none"> <li>- Staying safe</li> <li>- Dealing with Change</li> <li>- Making a difference</li> </ul> |
| <p>Teaching Strategies</p> <p>How will we learn?-<br/>Organisation and<br/>practice</p> | <ul style="list-style-type: none"> <li>• Collaborative Learning: partnerships, mixed ability grouping, whole class</li> <li>• Differentiation: providing a scaffolded support to meet specific needs</li> <li>• Peer teaching and learning</li> <li>• Whole class discussions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|                                                                             | <ul style="list-style-type: none"> <li>• Utilizing the diversity of our class to our advantage (Prior knowledge, peer teaching)</li> <li>• Student centered learning to enhance interest and engagement.</li> <li>• Positive reinforcement</li> <li>• Modelling Communication skills (assertion, respect, etc)</li> <li>• Integrated lessons (English + Science, Music + Math, etc)</li> <li>• A consideration for all learners for planning</li> </ul> |
| <p>Cross-curricular activities:</p> <p>Connections with other subjects?</p> | <p>In English A, teacher will actively integrate multiple subjects into a cohesive and interconnected curriculum. It is the goal of the teacher to create an interdisciplinary, educational experience that fosters critical thinking, creativity, and problem-solving skills in all subjects. Additionally, integrating subjects when possible, allows all students to see the connection between concepts, strategies, and skills.</p>                |
| <p>Assessment</p> <p>How will we know what we have learned?</p>             | <ul style="list-style-type: none"> <li>• Formative Assessments</li> <li>• Summative Assessments</li> <li>• Oral Assessments</li> <li>• Self-Assessments</li> <li>• Skills Assessments</li> </ul>                                                                                                                                                                                                                                                        |
| Materials/ other remarks:                                                   | EA follow the Cambridge Primary Wellbeing Curriculum                                                                                                                                                                                                                                                                                                                                                                                                    |