

## Key Vocabulary

- Happy/ Sad
- Share
- Take turns
- Family
- Friends
- Yes/No
- Like/Don't like
- Boys/Girls
- Tummy
- Legs
- arms
- Hands
- Feet
- Face
- Eyes
- Nose

## Social and interaction

- Recognising who is a friend and who is a family member.
- Sharing with friends.
- Explores and identifies things that make them feel happy and sad.
- Identifies if someone else is happy or sad.
- Explores preferences through a range of indicators e.g. yes/no, like/don't like, more/finished.
- Recognises appropriate greetings e.g. waving, shaking hands.

## In the Community

- Recognises ways to keep safe during bonfire night.
- Explores ways to stay safe on public transport.
- Recognises the curb/ pavement during road safety sessions.
- Is able to follow an adult's lead with stop/look/listen.

## Self help

- Asks for help and knows who to ask for help from within school.
- Knows people who can help (Teacher/parents)
- Identifies boys/ girls within class.
- Identifies body parts.
- Explores looking after a baby e.g. bathing, dressing, and feeding.
- Explores lifecycles
- Actively partakes in personal care routines (Dressing, tooth brushing, washing hands and face)



KS1

Personal Care  
and Relationships  
Education  
(PCRE)



## Forest School



Exploring lifecycles at forest school.

Taking responsibility for belongings.

Boy/girl identification games around  
log circle

## Therapy (SALT/OT)

Happy/Sad Emotions work (Black sheep)

Pupil voice indicators.

Turn taking games

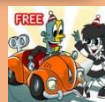
Listening and attention games

Social skills activities



## Websites or Apps

Action song/ PSHE songs



BBC Bitesize

Topmarks

Aki the Monkey

Traffic Safety



## Outcomes (from the DfE Computing Programme of Study)

*'In special schools and for some SEND pupils in mainstream schools there may be a need to **tailor** content and teaching to **meet the specific needs of pupils at different developmental stages**. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, **age-appropriate**, **developmentally appropriate** and delivered with reference to the law.'*

**Lisburne KS1 aims:** All children will continue to develop self-help strategies to equip them for everyday life. Children will be able to access the community safely with support. Appropriate relationships will be fostered between themselves and their friends and family. All children will have a bank of regulatory strategies to move forward with as they journey across school.