

OBJECTIVE	MILESTONE INDICATORS	BASIC ACTIVITIES	ADVANCED ACTIVITIES	DEEP ACTIVITIES	RESOURCES
To learn something new about their fellow classmates. To say one special thing about yourself. To give and accept a compliment.	To ask some questions in order to develop ideas. To listen to others showing attention.	To ask basic questions to find something out about a partner.	To make predictions of likes/dislikes based on initial questioning.	To cite evidence to back up your own answers and train of thought.	DWBs+Pens
To contribute towards making a class charter. To understand rights and responsibilities in the school. To understand why we need to have different rules in different places and know what the rules are in school.	To attempt to make improvements. To identify a few areas for improvement.	To recognise the need for a class charter and discuss in a group.	To summarise group discussions with the whole class.	To investigate the pros and cons of a class charter.	A3 card A4 card Felt tips/Colouring pencils DWB pens Scissors
To say something special about everyone in the class. To say one special thing about themselves and know that they are valued at school.	To listen to others showing attention.	To answer questions pertaining to the gifts and talents of others. To illustrate the gifts in your group in the form of a totem.	To talk about gifts and talents that are unseen. To summarise the totem to others.	To explain how gifts and talents make us unique. To create a class totem (as opposed to a group totem).	Totem examples A3 card totem template Writing and colouring utensils Video – Totem Poles
To understand why we need to have different rules in different places and know what the rules are in school.	To listen to others showing attention.	To list what rules we can find in different places.	To explain why different rules exist in different places.	To hypothesise what rules might exist in specific places eg. train station/airport.	DWBs+Pens Smartboard mindmap
To know how it feels to do something new and ways to cope with these feelings. To know how it feels to be happy, sad, scared or excited and can usually tell if other people are feeling	To try new things when encouraged. To enjoy new experiences.	To recognise how someone else might be feeling.	To predict how a character might respond to a specific situation.	To investigate how and why people respond to new things in different ways.	<i>Sami's new beginning</i> story A4 paper Chunky markers

these emotions.	To talk about new experiences with others.	To describe when they felt a certain way.	To compare experiences with others.	As above.	Activity signs x2
To manage feelings and know how to calm yourself down if necessary.	To begin to understand why some activities feel uncomfortable.	To list what techniques you can use to calm down.	To make observations about fictional characters.	To design a poster to remind others of calming down techniques.	<i>Sami's new beginning</i> story A3/A4 paper Writing and colouring utensils
To know some ways to solve a problem.	To begin to take encouragement and advice from others. To keep trying after a first attempt.	To describe how we can solve a problem.	To compare problems to prior experiences.	To hypothesise what problems could arise from a specific situation and ways out (ie. locked in a room)	<i>Sami's new beginning</i> story Smartboard mindmap Problem solving laminate
To know how to make someone feel welcome and valued at school.	To show some enthusiasm for the ideas of others.	To recall our class charter and school rules.	To organise these ideas into a booklet to welcome visitors to our class.	To explain our work to an actual visitor.	DWBs+Pens A4 card Writing and colouring utensils

Prompts for when planning activities

Basic- Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.

Advanced- Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.

Deep- Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.