

Life Lessons

Teaching life skills in schools is crucial for preparing children for success in all areas of life, both academically and professionally, by building confidence, motivation, resilience, and communication skills, which are increasingly valued by employers and are linked to better mental and emotional well-being.

With this in mind, Wren's Nest will be dedicating a day per term to teach the fundamental life skills that they will need to help them build a great future!



Themes

Autumn
Term

Spring
Term

summer
Term

Time
Hygiene
Makaton

Time
Manners
Makaton

Time
Basic Skills/Transition
Makaton

Life Skills - Time

	Autumn Term Time, Hygiene Makaton	Links to White Rose	Spring Term Time, Hygiene Makaton	Links to White Rose	Summer Term Time, Hygiene Makaton	Links to White Rose
EYFS	<p>WR Talk about time - Five Minutes Peace by Jill Murphy</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What can you do in one minute? • How long does it take you to ...? • What is happening this evening/tomorrow/next week/at the weekend? • What happened yesterday/last week/last month? 	<ul style="list-style-type: none"> • Now and next • Days of the week 	<p>WR Order and sequence time - Mr Wolf's Week by Colin Hawkins</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What did we do yesterday/last week? • What will we do tomorrow/next week/at the weekend? • What will we do before/after school? 	<ul style="list-style-type: none"> • Tomorrow, yesterday • Before and after 	<p>Planning activities - Frog's Day Out by Julia Donaldson</p> <p>before/after/next</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What did we do when we got to school today? • What are you doing next? • What happens next/after that? 	<ul style="list-style-type: none"> • Order events • Next, after that
Year 1	<p>WR Hours, minutes, seconds - Just a Second by Steve Jenkins</p> <ul style="list-style-type: none"> • Children learn that seconds are a shorter period of time than minutes and minutes are a shorter period of time than hours. • Compare time using vocabulary such as "quicker" and "slower" 	<ul style="list-style-type: none"> • Before and after • Days of the week, • Hours and minutes 	<p>WR Tell the time: hour and half hour -</p> <ul style="list-style-type: none"> • Explore time using a number line and learn that an analogue clock face is a special type of number line. • Recognise that when the minute hand is pointing directly to 12, they need to look at the shorter hand to see which hour it is. • See that at half past the minute hand has travelled halfway around the clock from 12 and is now pointing at 6 	<ul style="list-style-type: none"> • Hours and minutes • Telling time to the hour • Months of the year 	<p>WR Days and months -</p> <ul style="list-style-type: none"> • Learn the sequence of the days in a week and know that there are 7 days that repeat in a cycle. • Children also describe events using the vocabulary "today", "yesterday" and "tomorrow" • name and sequence the months within a year 	<ul style="list-style-type: none"> • Hours, minutes seconds • Telling time to the hour • Telling the time to the half hour
Year 2	<p>WR O'clock/half past/quarter past/quarter to -</p> <ul style="list-style-type: none"> • Recap the two hands of the clock, starting with the minute hand on 12 and the hour hand moving around the clock, showing the different times on the hour. • Model the four quarters on a clock. • See the connection between half past and two quarters past 	<ul style="list-style-type: none"> • O'clock and half past • Quarter past and quarter to 	<p>WR Tell the time: past/to the hour -</p> <ul style="list-style-type: none"> • Introduce intervals of 5 minutes past the hour. • Recap that there are 60 minutes in an hour, and show that each of the twelve sections of a clock corresponds to a 5-minute interval • see that times after half past are related to the next hour, so times after half past 6, for example, are "minutes to 7" 	<ul style="list-style-type: none"> • Telling the time past the hour • Telling the time to the hour 	<p>WR Minutes in an hour/hours in a day/tell the time to 5 minutes -</p> <ul style="list-style-type: none"> • Tell the time to 5-minute intervals both past and to the hour • Exploring half, quarter and three-quarters of an hour • 24 hours in a day, connecting this to the twelve hours on a clock each happening twice (a full day of 24 hours includes the night-time when they are asleep) 	<ul style="list-style-type: none"> • Tell the time to 5 minutes • Hours in a day

Life Skills - Time

	Autumn Term Time, Hygiene Makaton	Links to White Rose	Spring Term Time, Hygiene Makaton	Links to White Rose	Summer Term Time, Hygiene Makaton	Links to White Rose
Year 3	<p>WR Tell the time to the minute -</p> <ul style="list-style-type: none"> Reinforce that if the minute hand is pointing before 6, we say "past" and if it is pointing after 6, we say "to" Identify the 5-minute interval before, then count individual minutes after the multiple of 5 Part-whole model can help show the number bond to 60 	<ul style="list-style-type: none"> Roman numerals to 12 Tell the time to 5 minutes 	<p>WR AM / PM and digital clocks -</p> <ul style="list-style-type: none"> Use the phrases "minutes past/to" the hour to tell the time on a digital clock Introduced the terms "am" and "pm" to describe times before 12 noon and after 12 noon Use both analogue clocks and digital clocks that show am and pm 	<ul style="list-style-type: none"> Tell the time to the minute Read a digital clock Use am and pm 	<p>WR Hours/Days/Months/Years -</p> <ul style="list-style-type: none"> Look at the key relationships of 1 week = 7 days and 1 day = 24 hours Explore the difference between the number of days in a school week and the number of days in an actual week Explore years by using calendars to investigate the number of days in each month 	<ul style="list-style-type: none"> Years, months and days Days and hours Hours and minutes - use start and end times
Year 4	<p>WR Seconds/minutes/hours/ days/weeks/months/years -</p> <ul style="list-style-type: none"> Use multiplicative reasoning and related number facts to convert and compare times recorded in hours, minutes and seconds Explore how a year can be represented on a calendar showing the number of days in each month 	<ul style="list-style-type: none"> Years, months, weeks and days 	<p>WR Analogue \leftrightarrow Digital -</p> <ul style="list-style-type: none"> Convert between analogue and 12-hour digital times Discuss the importance of knowing whether a time is taking place in the morning or the afternoon Calculate durations of time represented on analogue and 12-hour digital clocks 	<ul style="list-style-type: none"> Hours, minutes and seconds Analogue and digital times 	<p>WR 24 hour clock -</p> <ul style="list-style-type: none"> Recap the concept of am and pm to support when converting to the 24-hour clock Recognise that converting pm times to 24-hour clock times, they add 12 hours Identify what is the same and what is different about 12-hour and 24-hour digital clocks 	<ul style="list-style-type: none"> Convert between analogue and digital times Am and Pm

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Year 5	<p>WR Converting mixed units of time -</p> <ul style="list-style-type: none"> • Revisit and extend previous learning and solve problems involving units of time • Solve problems that involve different units of time and converting between them • Use double number lines to support conversions between units 	<ul style="list-style-type: none"> • Convert to the 24 hour clock and back again 	<p>WR Reading and using timetables</p> <ul style="list-style-type: none"> - • Explore what timetables are, their purpose and how they are used • Read and interpret information shown in timetables • Model how to calculate using a timetable, for example lengths of time between events, how long a television programme is, times between stops on a train/bus journey 	<ul style="list-style-type: none"> • Convert units of time • Reading timetables 	<p>Comparing lengths of time -</p> <ul style="list-style-type: none"> • Explore the durations of different events - days out, sporting matches, holidays etc • Convert between units of time to make comparisons • Explore the appropriate units of measure for each event 	<ul style="list-style-type: none"> • Calculate with timetables
Year 6	<p>Revisiting WR units- Converting mixed units of time</p> <ul style="list-style-type: none"> • Revisit and extend previous learning and solve problems involving units of time 	<ul style="list-style-type: none"> • Problem solving with time: hours/minutes/seconds 	<p>Revisiting WR units- Converting mixed units of time</p> <ul style="list-style-type: none"> • Revisit and extend previous learning and solve problems involving units of time with a focus of days, weeks, months, years 	<ul style="list-style-type: none"> • Problem solving with time: days/weeks/months/years 	<p>Revisiting WR units- Converting mixed units of time</p> <ul style="list-style-type: none"> • Plan days out that incorporate skills from Time units of work 	<ul style="list-style-type: none"> • Planning a day out • Recapping areas of misconception

Life Skills - Hygiene

	Autumn Term Time, Hygiene Makaton	Links to Development Matters/PSHE	Spring Term Time, Hygiene Makaton	Links to Development Matters/ PSHE	Summer Term Time, Hygiene Makaton	Links to Development Matters/PSHE
EYFS	Washing hands, toilet hygiene, getting dressed	Manage their own needs: - personal hygiene Know and talk about the different factors that support their overall health and wellbeing	Use of knife and fork	Develop small motor skills so that they can use a range of tools competently, safely and confidently.	Getting changed	Be increasingly independent as they get dressed and undressed.
Year 1	How to wash hands, brushing teeth	Health and Wellbeing Keeping Healthy - H1	Conversations and talking turns, use of knife and fork	Health and Wellbeing I am learning - H24	Sun Safety	Health and Wellbeing Sun Safety- H8
Year 2	Cleaning glasses, bedrooms	Health and Wellbeing Hygiene and Germs- H5	How to tie shoelaces	Health and Wellbeing I am good at... - H22	Household dangers including medicines	Health and Wellbeing Medicines & vaccinations- H26, H31, H37

Life Skills - Hygiene

	Autumn Term Time, Hygiene Makaton	Links to Development Matters/PSHE	Spring Term Time, Hygiene Makaton	Links to Development Matters/ PSHE	Summer Term Time, Hygiene Makaton	Links to Development Matters/PSHE
Year 3	Washing up, helping at home	Health and Wellbeing Keeping my body and home clean and safe- H9, H11	Manners in public	Health and Wellbeing Letting out anger- H18,H19,H20	Packing a bag: shopping, school	Health and Wellbeing Living in the Wider World Things I can do for myself- H27, H28 L25
Year 4	Washing and brushing hair, sleep hygiene, digital guidance	Health and Wellbeing Keeping healthy- H18	Manners	Living in the Wider World Gratitude - L2	Folding clothes	Living in the Wider World Looking after our possessions - L19
Year 5	Sleep hygiene, screen time,	Living in the Wider World Health and Wellbeing Rights & responsibilities - H25,L2,L3	Independence, making small talk	Relationships Value of love, honour and courage - R5	Making a sandwich or small meal	Living in the Wider World Health and Wellbeing Rights & responsibilities - H25,L2,L3
Year 6	Puberty and hygiene, sleep hygiene, screen time	Health and Wellbeing Value of life- H23, H24	Accepting No!	Health and Wellbeing Doing the right thing- H38	Plan a bus journey	Health and Wellbeing Making decisions - H38

Life Skills Lessons

EYFS	Autumn Term Time, Hygiene Makaton	Spring Term Time, Hygiene Makaton	Summer Term Time, Hygiene Makaton
Time	<p>Target: To understand that there is a concept of time.</p> <p>Main activity: Read <i>Peace at Last</i>. Complete different exercises and activities as a group, timing them using a stopwatch. Then ask the children to predict how long the activity has taken. Days of the week song. Complete a challenge as a class and time how long it takes to complete it. This activity is to be repeated each term, comparing times.</p> <p>Adaptive teaching: Use physical movements to record a length of time, such as how many times can you clap in 10 seconds? Use prompts to signal when the time has stopped and begun - stop/go sign.</p>	<p>Target: To understand that there is a concept of time and that is can be represented in different ways.</p> <p>Main activity: Read the story of <i>Mr Wolf's Week</i>. Recap timeline, refer to the past. Refer to learning journey. Show the children photos of things that they did last week and did yesterday. Can they tell you which activity they did first? Using the 'making toast' activity, incorporate time by timing how long it takes for the toast to cook.</p> <p>Adaptive teaching: use physical representatives to explain time, for example, timelines, now and next boards and clocks.</p>	<p>Target: To understand that there is a concept of time and that is can be represented in different ways.</p> <p>Main activity: Read the story of 'Frog's Day out' by Julia Donaldson, exploring before, after and next. Ask the children key questions about what happened before, after and next in the story. Talk to the children about their day. What did they do when they got to school? What are they doing next? What happens next/ after that? Using the 'hygiene' part of the day, time how long it takes for the whole class to get dressed into their PE kit using different measurements, for example, a timer on the board or a sand timer that they can count how many times they must turn it before the whole class is dressed.</p> <p>Adaptive teaching: use physical representatives to explain time, for example, timelines, now and next boards, sand timers and clocks.</p>

Life Skills Lessons

EYFS	Autumn Term Time, Hygiene Makaton	Spring Term Time, Hygiene Makaton	Summer Term Time, Hygiene Makaton
Hygiene	<p>Target: To be aware of simple hygiene routines.</p> <p>Main activity: Invite the school nurse into school as part of 'People Who Help Us' (13th October). Visual ordering activity of what to do when they use the toilet. Create group poster (laminated) to display in the children's toilets.</p> <p>Adaptive teaching: Two sensory tuff spots to explore. One with soil and 'messy' items in, allow the children to make their hands dirty. A second one with water, soap, soap pumps and nail brushes to clean their hands (modelled by adults and using Makaton).</p>	<p>Target: To independently use a knife and fork.</p> <p>Main activity: Explain to the children that we are going to be exploring how to use a knife and fork correctly. Go through table manner with the children, explain why we use a knife and fork. Explain how different cultures use different utensils when eating their food.</p> <p>Adaptive teaching: Two activities - encourage the children to use a knife and fork to cut through the playdough and sweep the playdough onto their forks using the knife. (modelled by adults). Let's make toast! Encourage the children to spread using their knife and cut the toast into shapes (modelled by adults and using Makaton).</p>	<p>Target: To independently get changed into PE kits.</p> <p>Main activity: Explain to the children that today we are getting ourselves undressed and dressed into our PE kits, ready for PE. Model to the children how to undress themselves (how to manage different fastening) and keep their clothes in one place so they don't get lost. Model how to put each item of clothing on independently (Makaton signs to be used throughout). Talk the children about the importance of practicing getting themselves changed when they are at home</p> <p>Adaptive teaching: I do, we do, you do. Staff to model how to get dressed correctly. Model how to turn clothes the right way round and inside out. Use Makaton signs throughout to support understanding.</p>
Makaton	<p>Target: To recognize and form simple Makaton aids.</p> <p>Main activity: To gain the knowledge of the sign and symbols of the words: hello, how are you?, what's your name?, wash hands, toilet, eat, drink. Mr Tumble/Signing Hands videos.</p> <p>Adaptive teaching: Daily routines within setting, links to Twinkle Room and Little Star's routine/Reception. I do, we do, you do.</p>	<p>Target: To recognize and form simple Makaton aids.</p> <p>Main activity: To gain the knowledge of the sign and symbols of the words: hello, how are you?, what's your name?, wash hands, toilet, eat, drink. Knife, fork, seconds, minutes.</p> <p>Adaptive teaching: Daily routines within setting, links to Twinkle Room and Little Star's routine/Reception. I do, we do, you do.</p>	<p>Target: To recognize and form simple Makaton aids.</p> <p>Main activity: To gain the knowledge of the sign and symbols of the words: hello, how are you?, what's your name?, wash hands, toilet, eat, drink. Dress, top, trousers, coat, shoes.</p> <p>Adaptive teaching: Daily routines within setting, links to Twinkle Room and Little Star's routine/Reception. I do, we do, you do.</p>

Life Lessons

Little Stars	Autumn Term Time, Hygiene Makaton	Spring Term Time, Hygiene Makaton	Summer Term Time, Hygiene Makaton
Time	<p>Target: To understand that there is a concept of time.</p> <p>Main activity: Read Peace at Last. Complete different exercises and activities as a group, timing them using a stopwatch. Then ask the children to predict how long the activity has taken. Days of the week song. Complete a challenge as a class and time how long it takes to complete it. This activity is to be repeated each term, comparing times.</p> <p>Adaptive teaching: Use physical movements to record a length of time, such as how many times can you clap in 10 seconds? Use prompts to signal when the time has stopped and begun - stop/go sign.</p>	<p>Target: To understand that there is a concept of time and that is can be represented in different ways.</p> <p>Main activity: Read the story of Mr Wolf's Week. Recap timeline, refer to the past. Refer to learning journey. Show the children photos of things that they did last week and did yesterday. Can they tell you which activity they did first? Tomorrow/yesterday - Show the children Makaton signs that represent these. Sing the days of the week song with the children.</p> <p>Adaptive teaching: Adaptive teaching: use physical representatives to explain time, for example, timelines, now and next boards and clocks.</p>	<p>Target:: To understand and use the mathematical language related to time (before, after, next).</p> <p>Main activity: Read the story or 'Frog's Day out' by Julia Donaldson, exploring before, after and next. Share the Makaton signs with the children. Ask the children key questions about what happened before, after and next in the story. Talk to the children about their day. Ask the children how do we know what's happening at school? Talk about our visual time tables and our now and next board. What did they do when they got to school? What are they doing next? What happens next/ after that? Using the 'hygiene' part of the day, time how long it takes for the whole class to get dressed into their PE kit using different measurements, for example, a timer on the board or a sand timer that they can count how many times they must turn it before the whole class is dressed.</p> <p>Adaptive teaching: use physical representatives to explain time, for example, timelines, now and next boards, sand timers and clock</p>

Life Lessons

Little Stars	Autumn Term Time, Hygiene Makaton	Spring Term Time, Hygiene Makaton	Summer Term Time, Hygiene Makaton
Hygiene	<p>Target: To be aware of simple hygiene routines.</p> <p>Main activity: Invite the school nurse into school as part of 'People Who Help Us' (13th October). Visual ordering activity of what to do when they use the toilet. Create group poster (laminated) to display in the children's toilets.</p> <p>Adaptive teaching: Two sensory tuff spots to explore. One with soil and 'messy' items in, allow the children to make their hands dirty. A second one with water, soap, soap pumps and nail brushes to clean their hands (modelled by adults and using Makaton).</p>	<p>Target: To independently use a knife and fork.</p> <p>Main activity: Explain to the children that we are going to be exploring how to use a knife and fork correctly. Go through table manner with the children, explain why we use a knife and fork. Explain how different cultures use different utensils when eating their food.</p> <p>Adaptive teaching: Two activities – encourage the children to use a knife and fork to cut through the playdough and sweep the playdough onto their forks using the knife. (modelled by adults). Let's make toast! Encourage the children to spread using their knife and cut the toast into shapes (modelled by adults and using Makaton).</p>	<p>Target: To independently get changed into PE kits.</p> <p>Main activity: Explain to the children that today we are getting ourselves undressed and dressed into our PE kits, ready for PE. Model to the children how to undress themselves (how to manage different fastening) and keep their clothes in one place so they don't get lost. Model how to put each item of clothing on independently (Makaton signs to be used throughout). Talk the children about the importance of practicing getting themselves changed when they are at home</p> <p>Adaptive teaching: I do, we do, you do. Staff to model how to get dressed correctly. Model how to turn clothes the right way round and inside out. Use Makaton signs throughout to support understanding.</p>

Life Lessons

Little Stars	Autumn Term Time, Hygiene Makaton	Spring Term Time, Hygiene Makaton	Summer Term Time, Hygiene Makaton
Makaton	<p>Target: To recognize and form simple Makaton aids.</p> <p>Main activity: To gain the knowledge of the sign and symbols of the words: hello, how are you?, what's your name?, wash hands, toilet, eat, drink. Mr Tumble/Signing Hands videos.</p> <p>Adaptive teaching: Daily routines within setting, links to Twinkle Room and Little Star's routine/Reception. I do, we do, you do.</p>	<p>Target: To independently get changed into PE kits.</p> <p>Main activity: Explain to the children that today we are getting ourselves undressed and dressed into our PE kits, ready for PE. Model to the children how to undress themselves (how to manage different fastening) and keep their clothes in one place. Model how to put each item of clothing on independently (Makaton signs to be used throughout). Talk the children about the importance of practicing getting themselves changed when they are at home</p> <p>Adaptive teaching: I do, we do, you do.</p>	<p>Target: To recognize and form simple Makaton aids.</p> <p>Main activity: To gain the knowledge of the sign and symbols of the words: hello, how are you?, what's your name?, wash hands, toilet, eat, drink. Dress, top, trousers, coat, shoes.</p> <p>Adaptive teaching: Daily routines within setting, links to Twinkle Room and Little Star's routine/Reception. I do, we do, you do.</p>

Life Lessons

Year 1	Autumn Term Time, Hygiene Makaton	Spring Term Time, Hygiene Makaton	Summer Term Time, Hygiene Makaton
Time	<p>Target:</p> <ul style="list-style-type: none"> • To use time language before and after to recite the days of the week in order. • To begin to understand hours and minutes. <p>Main activity:</p> <ul style="list-style-type: none"> • Order pictures before and after (cut and stick) • Sing songs about the days of the week (low stake quiz to assess days before and after. <p>Adaptive teaching:</p> <ul style="list-style-type: none"> • Work in a smaller group with adult support. 	<p>Target:</p> <ul style="list-style-type: none"> • To tell the time to the hour and half past the hour. <p>Main activity:</p> <p>Tell the time to the hour:</p> <p>Discuss the hours in a day and use previous language of before and after for times of the day. Eg: (9 o'clock is before 10 o'clock)</p> <ul style="list-style-type: none"> • Explore time using a number line and learn that an analogue clock face is a special type of number line. • Recognise that when the minute hand is pointing directly to 12, they need to look at the shorter hand to see which hour it is. <p>Use the mini clocks to make different times using "o'clock". Draw these times on a blank clock face.</p> <p>Note the different lengths of the arms on a clock.</p> <p>Tell the time to the half hour -</p> <ul style="list-style-type: none"> • See that at half past the minute hand has travelled halfway around the clock from 12 and is now pointing at 6. • Read different clocks to the half hour. <p>Adaptive teaching:</p> <ul style="list-style-type: none"> • Work in a smaller group with adult support. 	<p>Target:</p> <ul style="list-style-type: none"> • To know the months of the year. <p>Main activity:</p> <p>(Makaton) months of the year</p> <p>Games to support retention of months. put the months in order (cut and stick.).</p> <p>Adaptive teaching:</p> <ul style="list-style-type: none"> • Work in a smaller group with adult support.

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Year 1	Autumn Term Time, Hygiene Makaton	Spring Term Time, Hygiene Makaton	Summer Term Time, Hygiene Makaton
Hygiene	<p>Target:</p> <ul style="list-style-type: none"> • To understand how to use a toothbrush correctly. • To understand how to wash your hands properly. <p>Main activity:</p> <ul style="list-style-type: none"> • Laminated teeth/mouth, draw on germs and food. Brush away with toothbrush. (2 min timer and tie this into previous) • Teacher to model getting paint all over their hands. • Glitter game around the class. <p>Adaptive teaching:</p> <ul style="list-style-type: none"> • Work in a smaller group with adult support. 	<p>Target: To learn how to Conversations and talking turns:</p> <p>Main activity: Smaller groups, adult led. Conversation cards for children to be asked one at a time. Other children are allowed to only reply with comments that do not include "I". (Eg; that's nice, I bet that makes you happy! Etc.)</p> <p>Use of knife and fork: Main activity: Chop and cut chips and eat with a fork. Teach: "Fork holds still, Knife cuts through, Hold it tight, That's what we do!"</p>	<p>Target: To learn how to be safe in the sun.</p> <p>Main activity: Practice putting on suncream Design a sun hat/safety poster</p> <p>Adaptive teaching: Images to cut out and use that support being safe in the sun as well as unsafe images. Children select the correct images to use.</p>

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Year 1	Autumn Term Time, Hygiene Makaton	Spring Term Time, Hygiene Makaton	Summer Term Time, Hygiene Makaton
Makaton	<p>Target: <ul style="list-style-type: none"> • To learn core signs to communicate. </p> <p>Main activity: Images of each sign (after carpet introduction) tables or smaller groups sort the images to the word. (Toilet Good morning, Hello/goodbye, Snack, Now, Next, Finished, Stop, Good, Happy, Sad.)</p> <p>Adaptive teaching: Widgets to be used to support</p>	<p>Target: To learn the signs for words linked with eating.</p> <p>Main activity: Discuss using Makaton how to correctly cut up chips on a plate. Use the signs for plate, knife, fork, dinner hungry etc..</p> <p>Adaptive teaching: Use images to support.</p>	<p>Target: To learn signs for the months of the year.</p> <p>Main activity: Learn signs for the months of the year. Put this in a sentence "my birthday is in ____."</p> <p>Adaptive teaching: HA: ask other children when is your birthday? Answer in conversation.</p>

Life Lessons

Year 2	Autumn Term Time, Hygiene Makaton	Spring Term Time, Hygiene Makaton	Summer Term Time, Hygiene Makaton
Time	<p>Target: To tell and write o'clock, half past, quarter to and quarter past on a clock face.</p> <p>Main activity: Make a clock face, using paper plates, with split pins for hands. Explain where the half past and o'clock would go. Then explain where quarter past and quarter to go.</p> <p>Adaptive teaching: Clock face already marked out with circles for the 12 hours. Label o'clock and half past. Add the hours to the remaining circles.</p>	<p>Target: To tell the time past the hour To tell the time to the hour</p> <p>Main activity: Introduce the intervals of 5 minutes, past the hour and to the hour. Explain that there are 60 minutes in an hour. Point out that there are 12 sections on a clock face, each one corresponding to a 5-minute interval. Times after half past are related to the next hour, so times after half past are to the hour.</p> <p>Adaptive teaching: Give children a number line with 5 times tables markings that they can use to help work out past and to.</p>	<p>Target: To tell the time in 5-minute intervals to the hour and past the hour.</p> <p>Main activity: Recap the numbers on a clock and what they represent – the 5-minute intervals of time. discuss what past means and to means. Children mark and colour quarters and halves to see the fractions visually. Children create their own "My Day" timeline, placing pictures or words for activities at times on a 24-hour chart. Discuss why it is important to know the time and understand day and night. Clock puzzles (matching times to written phrases). Real-life time guessing game (e.g., "How long do you brush your teeth? Is it about a quarter of an hour?"</p> <p>Adaptive teaching: Use number lines marked 0 to 60 minutes. Display a large 24-hour timeline showing day and night sections. Show a 12-hour clock face next to the 24-hour timeline to make the connection visual. Use concrete pictures or Makaton signs for SEND learners</p>

Life Lessons

Year 2	Autumn Term Time, Hygiene Makaton	Spring Term Time, Hygiene Makaton	Summer Term Time, Hygiene Makaton
Hygiene	<p>Target: To know how to clean my glasses effectively to remove germs. To know how to keep my surroundings clean and tidy.</p> <p>Main activity: Use a mirror, cover it in fingerprints (put hand sanitizer, hand cream on first) or a lipstick face. Chn to use a cloth/wet wipes, newspaper to clean is and remove all the marks - which was the best method. Cut and stick sorting activity - where things belong in your room (where do pots and pans go? Where do socks go etc.)</p> <p>Adaptive teaching: Work in mixed ability pairs and get your friend to check you have removed them successfully.</p>	<p>Target: To learn how to tie my shoelaces</p> <p>Main activity: Teachers make 'shoes' prior to lesson and children learn how to tie the laces. Find a video that they can watch and work along with.</p> <p>Adaptive teaching: Pipe cleaners for children that may struggle to manipulate the shoelaces.</p>	<p>Target: To understand how to keep myself safe at home. To understand what medicines are used for.</p> <p>Main activity: Talk about what medicines are and can they name any/talk about what they are used for. Ask who should give medicine and do you help yourself when you feel unwell. Collect bandages, and empty medicine bottles, vitamins and boxes. Make it relevant to chn (mrs bate etc) Sort them into Medicine or not medicine. Design a poster ' only adults to give medicine, medicine is not sweets'</p> <p>Adaptive teaching: Role play a Dr. and nurses. Picture cards with illnesses (widget pictures) ask chn what they will do to make the patient better.</p>

Life Lessons

Year 2	Autumn Term Time, Hygiene Makaton	Spring Term Time, Hygiene Makaton	Summer Term Time, Hygiene Makaton
Makaton	<p>Target: To learn the Makaton signs for fruits and veg</p> <p>Main activity: 'Mr. Tumble likes fruit and veg.' Watch the video, children learn the signs. Hold up an image of a fruit/veg and kid need to sign it back to you.</p> <p>Role play at a fruit and veg shop - use Makaton to buy items on their shopping list. Ask the questions to the shopkeeper using Makaton.</p> <p>https://www.youtube.com/watch?v=zft06LJyTXI - question words</p> <p>https://www.youtube.com/watch?v=1qskrvF7MQM - breakfast</p> <p>https://www.youtube.com/watch?v=AGGA5Yq66JU - fruit</p> <p>https://www.youtube.com/watch?v=lp0jFLJPWEg - veg</p> <p>Adaptive teaching: Find a video on google which the children can join it and sign along with.</p>	<p>Target: To learn the signs for house, rooms and cleaning and cleaning equipment.</p> <p>Main activity: Learn how to keep their room clean. Talk about rooms and sign them, why do we keep the kitchen clean etc. what is the difference between tidy and clean? how can we keep our rooms tidy and clean? Put up a large pictures of house rooms around the class. Teacher does the sign, and children move to the correct room.</p> <p>https://www.youtube.com/watch?v=ZUx5B4sZ290 - clean and dirty</p> <p>https://www.youtube.com/watch?v=6IA1sWyku8 - things around the house</p> <p>https://www.youtube.com/watch?v=BQalfc8fW5E - rooms in my house</p> <p>Adaptive teaching: Pictures of rooms in the house and google maps for houses on the estate.</p>	<p>Target: To recognize feelings and emotions.</p> <p>Main activity: https://www.youtube.com/watch?v=RPu7z_zEJ94 - feelings and emotions Widgit pictures/bingo partners show the sign for the emotion.</p> <p>Adaptive teaching: photographs with faces to support.</p>

Life Skills Lessons

Shooting Stars	Autumn Term Time, Hygiene Makaton	Spring Term Time, Hygiene Makaton	Summer Term Time, Hygiene Makaton
Time	<p><u>Target:</u> To understand what seconds and minutes feel like.</p> <p><u>Main activity:</u> Timing hand washing and teeth brushing (Timers). Class timer on the board.</p> <p><u>Adaptive teaching:</u> Widgit cards to support understanding.</p>	<p><u>Target:</u> To learn to tell the time on an analogue clock - Hour and half hour</p> <p><u>Main activity:</u> Make clocks.</p> <p><u>Adaptive teaching:</u> Makaton sign - time Larger clock faces.</p>	<p><u>Target:</u> To order Days and Months correctly.</p> <p><u>Main activity:</u> Days of the week song. Months of the year song. Each child to be a day / month put into correct order - work together.</p> <p><u>Adaptive teaching:</u> Visual cards with widget - seasonal support.</p>
Hygiene	<p><u>Target:</u> To understand how to use a bathroom appropriately and hygienically.</p> <p><u>Main activity:</u> HOOK - Messy bathroom detectives. WAGOLL and PROBLEM bathroom - spot the difference. Labelling bathroom appliances. Hand washing.</p> <p><u>Adaptive teaching:</u> Widgit cards to support understanding.</p>	<p><u>Target:</u> To use a knife and fork independently.</p> <p><u>Main activity:</u> Cutting different foods (making sandwiches). Cutting - play dough.</p> <p><u>Adaptive teaching:</u> Various scissors</p>	<p><u>Target:</u> To understand how to keep my environments clean.</p> <p><u>Main activity:</u> Messy Classroom - Lets tidy! Each child having a specific job, working together. (Messy environment, messy mind)</p> <p><u>Adaptive teaching:</u> Widgit cards to prompt children to know what needs to be clean and tidy.</p>
Makaton	<p><u>Target:</u> To begin to learn Makaton signs linked to times of the day and toileting. (Good morning, good afternoon, toilet, wash hands, brush teeth).</p> <p><u>Main activity:</u> 'Hello song'</p> <p><u>Adaptive teaching:</u> Visual widget images to match Makaton cards</p>	<p><u>Target:</u> To begin to learn Makaton signs linked to manners. (Please, thank you, eat, drink, more).</p> <p><u>Main activity:</u> 'hello song'</p> <p><u>Adaptive teaching:</u> Visual widget images to match Makaton cards</p>	<p><u>Target:</u> To begin to learn Makaton signs linking to everyday objects and manners. (Pencil, book, bin, please, thank you).</p> <p><u>Main activity:</u> MTYT - Sign. Then point to the image to match the sign - MTYT.</p> <p><u>Adaptive teaching:</u> Visual widget images to match Makaton cards.</p>

Life Lessons

Year 3	Autumn Term Time, Hygiene Makaton	Spring Term Time, Hygiene Makaton	Summer Term Time, Hygiene Makaton
Time	<p>Target: To understand the relationship between hours, days and months.</p> <p>Main activity: Songs, interactive games (teaching time). Children explore years by using calendars to investigate the numbers of days in each month.</p> <p>Adaptive teaching: Visual aids.</p>	<p>Target: To tell the time to the nearest 5 minutes.</p> <p>Main activity: Worksheet - drawing hands on a clock as well as telling time on the clock.</p> <p>Adaptive teaching: Children can use clock resources.</p>	<p>Target: To tell the time to the nearest minute.</p> <p>Main activity: Use interactive clock. Worksheet on labelling clocks.</p> <p>Adaptive teaching: Children can use clock resources. Key vocabulary on display.</p>
Hygiene	<p>Target: To understand how to keep my home clean, safely.</p> <p>Main activity: Go through health and safety of washing up as well as resources needed. Demonstrate how to correctly wash up. Children then have a go themselves.</p> <p>Discuss importance of wiping surfaces.</p> <p>Adaptive teaching: Visual instructions.</p>	<p>Target: To understand how to be polite by using my manners in public.</p> <p>Main activity: Role play of how to deal with different real life scenarios - how you would talk to people and what manners to use.</p> <p>Why is it important to use manners?</p> <p>Adaptive teaching: Manners vocab cards.</p>	<p>Target: To understand how to pack a bag efficiently.</p> <p>Main activity: Discuss where to place heavy/ light items. Children practice packing shopping bag. What items need to be kept separate e.g. bleach</p> <p>Adaptive teaching: Paired work.</p>

Life Lessons

Year 3	Autumn Term Time, Hygiene Makaton	Spring Term Time, Hygiene Makaton	Summer Term Time, Hygiene Makaton
Makaton	<p>Target: To recognise and sign some simple Makaton greetings.</p> <p>Main activity: Sit the group in a circle. Explain that you will be learning how to greet each other. Start by teaching 2-3 basic greetings (e.g. hello, goodbye, good morning). Model the signs clearly, saying the word and signing it together a few times. Pass a soft ball or teddy around the circle. When a pupil receives the ball, they use a Makaton greeting sign to greet the person next to them (e.g. "hello" with sign). Keep passing the ball so everyone has a turn practising.</p> <p>Adaptive teaching: Visual aids and extra support.</p>	<p>Target: To use Makaton signs to communicate basic needs and talk about simple hygiene actions</p> <p>Main activity: Introduce signs including basic needs and hygiene actions. For example, help, toilet, drink, food, wash hands, clean, brush teeth. Model each sign while speaking the word and encourage children to copy.</p> <p>Set up three simple stations around the room. At each one, children practice using the signs in context.</p> <p>Station 1 - props: cups, plates, play food</p> <p>Children practice:</p> <ul style="list-style-type: none"> • Asking for food and drink - food/drink/please • Responding - thank you • Solving small problems - help/ please <p>Station 2 - Hygiene Heroes</p> <p>Props: sink, soap, towel</p> <ul style="list-style-type: none"> • Wash hands • Clean • Manners <p>Station 3 - sign cards, matching words to actions</p> <p>Adaptive teaching: Reduce the number of signs. Model and provide visual aids.</p>	<p>Target: To use Makaton signs to communicate the days of the week and months of the year.</p> <p>Main activity: Teach signs for days of the week and months in the year. Use call and response - when I sign, you sign.</p> <p>Key vocabulary cards given to pairs with days of the week and months of the year.</p> <p>Provide stem sentences.</p> <ul style="list-style-type: none"> • Today is _____ • The month is _____ <p>In pairs, partner 1 chooses a card at random for each. They must sign in Makaton. Partner 2 must recognize what day of the week/ month is being signed.</p> <p>Adaptive teaching: Use visual symbol cards. For confident pupils, add yesterday and tomorrow.</p>

Life Lessons

Year 4	Autumn Term Time, Hygiene Makaton	Spring Term Time, Hygiene Makaton	Summer Term Time, Hygiene Makaton
Time	<p>Target: To use days, weeks, months and years.</p> <p>Main activity: Learn rhyme and sort months into number of days. Compare and convert between units of time.</p> <p>Adaptive teaching: Reasoning and problem-solving questions. Flashback questions- check prior knowledge.</p>	<p>Target: To use multiplicative reasoning and related number facts to convert and compare times recorded in hours, minutes and seconds.</p> <p>To convert between analogue and 12-hour digital times.</p> <p>Main activity: Children approximately show how long each activity takes. Compare hours, minutes and seconds.</p> <p>Matching analogue and digital times.</p> <p>Adaptive teaching: Reasoning and problem-solving questions. Flashback questions- check prior knowledge.</p>	<p>Target: To convert between analogue and digital times.</p> <p>To convert 12-hour clock times and represent them on analogue clocks.</p> <p>Main activity: Match analogue and digital times.</p> <p>Adaptive teaching: Reasoning and problem-solving questions. Flashback questions- check prior knowledge.</p>
Hygiene	<p>Target: To understand the importance of good hygiene including hair washing, amount of sleep and digital guidance.</p> <p>Main activity: Washing and brushing hair demonstration, compare a person who has the right amount of sleep and one who doesn't.</p> <p>Adaptive teaching: Flashback – more detail for things like brushing teeth with some children.</p>	<p>Target: To understand what it means to have good manners.</p> <p>Main activity: Role-play a conversation – show the outcomes of bad manners vs good manners. Teachers and children.</p> <p>Adaptive teaching: Use a current, real-life example.</p>	<p>Target: To understand that good hygiene also includes your clothes and possessions.</p> <p>Main activity: Fold clothes up – P.E. kits</p> <p>Adaptive teaching: Support with using smaller, easier garments (handkerchief)</p>

Life Lessons

Year 4	Autumn Term Time, Hygiene Makaton	Spring Term Time, Hygiene Makaton	Summer Term Time, Hygiene Makaton
Makaton	<p>Target: To use the Makaton signs for interactions and family members</p> <p>Main activity: Children are introduced to interactions and family members signs. I do, we do, you approach. Children to use sign cards.</p> <p>Adaptive teaching:</p> <p>Support with sign cards, adults modelling, videos.</p> <p>Extend with sentences.</p>	<p>Target: To use the Makaton signs for food and drink</p> <p>Main activity: Children are introduced to food and drink signs. I do, we do, you approach. Children to use sentence strips</p> <p>Adaptive teaching:</p> <p>Support with sign cards, adults modelling, videos.</p> <p>Extend with sentences.</p>	<p>Target: To use the Makaton signs for places and who, what, when and where</p> <p>Main activity: Children are introduced to places and who, what, when and where signs. I do, we do, you approach. Children to create their own sentence strips.</p> <p>Adaptive teaching:</p> <p>Support with sign cards, adults modelling, videos.</p> <p>Extend with sentences.</p>

Life Lessons

Year 5	Autumn Term Time, Hygiene Makaton	Spring Term Time, Hygiene Makaton	Summer Term Time, Hygiene Makaton
Time	<p>Target: To convert the 24-hour clock and back again Main activity: Match the analogue and digital clocks. Add 1 hour to the time, what is the new time? Compare AM/PM to the 24-hour clock (digital) Give the children cards with time in words and then convert to what it would look like on a digital clock. (Convert back - reverse activities) Adaptive teaching: Mixed-ability pairs, physical clocks (analogue and number flip chart - for digital).</p>	<p>WR Reading and using timetables -</p> <ul style="list-style-type: none"> Explore what timetables are, their purpose and how they are used Read and interpret information shown in timetables Model how to calculate using a timetable, for example lengths of time between events, how long a television programme is, times between stops on a train/bus journey Convert units of time Reading timetables 	<p>Comparing lengths of time -</p> <ul style="list-style-type: none"> Explore the durations of different events - days out, sporting matches, holidays etc Convert between units of time to make comparisons Explore the appropriate units of measure for each event <p>Calculate with timetables</p>
Hygiene	<p>Target: To understand the impact of screen time in sleep and how it can affect your mental health. Main activity: Diary of screen time, bedtime routine, healthy habit sleep sorting activity, Science behind. Evening routine, reduced screen time. Learn key facts about sleep hygiene and the effects of screen use before bed. Design a comic-strip to show how healthy wind-down activities and explain why avoiding screens is important. Adaptive teaching: Routine cards, visuals/symbols, list of wind-down activities to choose from provided.</p>	<p>Independence, making small talk Relationships Value of love, honour and courage - R5 Target: To show independence in my choices and actions as well as using small talk to build positive relationships. Main activity: Children work in pairs or small groups. Each receive a scenario card. Decide which value is most important, plan what you would say and do. Act it out and present ideas. Adaptive teaching: Explain consequences of different choices. Visual scenario cards, emotion icons and paired discussions.</p>	<p>Making a sandwich or small meal Living in the Wider World Health and Wellbeing Rights & responsibilities - H25,L2,L3 Target: To explain how to make a simple, healthy meal safely. Main activity: Children work individually or in pairs. Children will design their own healthy sandwich containing bread/base, filling, one healthy addition. They must draw it, label ingredients, write step-by-step instructions. Children to then make sandwich. Adaptive teaching: Ingredient word bank, adult led group., Visual step cards. Explain consequences of poor hygiene.</p>

Life Lessons

Year 5	Autumn Term Time, Hygiene Makaton	Spring Term Time, Hygiene Makaton	Summer Term Time, Hygiene Makaton
Makaton	<p>Target: To learn Makaton signs for everyday use in the classroom</p> <p>Main activity: Learn hello, please, thank you, toilet, drink, snack time, lunch time, end of the day, assembly, tidy up, (recap from previous years). Practice and apply. Learn one at a time. Family members.</p> <p>Adaptive teaching: Mixed-ability</p>	<p>Target: To learn Makaton signs for food and drink.</p> <p>Main activity: Look at the slides for food and drink.. Refer to INSET slides. Children to practice each sign in pairs to each other and create a small sentence using the signs. (Recap previous signs learnt).</p> <p>Refer to inset slides.</p> <p>Adaptive teaching: Videos</p>	<p>Target: To learn Makaton signs for who, what, where, when and places.</p> <p>Main activity: Refer to inset slides. Children to practice each sign in pairs to each other and create a small sentence using the signs. (Recap previous signs learnt).</p> <p>Adaptive teaching: Videos</p>

Life Lessons

Year 6	Autumn Term Time, Hygiene Makaton	Spring Term Time, Hygiene Makaton	Summer Term Time, Hygiene Makaton
Time	<p>Target: To convert mixed units of time</p> <p>Main activity: Explore hours, minutes, seconds in everyday problems (is a minute a long time to hold your breath? Is a minute a long time to jump? How long did it take Polly to travel to Spain?)</p> <p>Adaptive teaching: Mixed ability sets, peer support, images to support, physical resources</p>	<p>Target: To convert mixed units of time</p> <p>Main activity: Explore days, weeks, months and years in everyday problems (e.g. how many days in a week/ a year/ a month) Birthdays/ travelling time to Australia.</p> <p>Adaptive teaching: Mixed ability sets, peer support, images to support, physical resources</p>	<p>Target: To convert mixed units of time</p> <p>Main activity: Plan a day out e.g. looking and following bus and train time tables. How long would it take to get to the shops? Compare length of time it would take to travel to different locations. Solving problems relating to getting to a destination.</p> <p>Adaptive teaching: Mixed ability sets, peer support, images to support, physical resources</p>
Hygiene	<p>Target: To understand that there are ways I can relax without using a screen.</p> <p>Main activity: Ways to relax without a screen, reading, drawing - most relaxing ready for sleep. Puberty talk/video.</p> <p>Adaptive teaching: Mixed ability sets, peer conversations,</p>	<p>Target: To understand no.</p> <p>Main activity: Scenario based activity/ poster activity.</p> <p>Adaptive teaching: Mixed ability sets, peer conversations,</p>	<p>Target: To plan a bus journey.</p> <p>Main activity: Bus timetables to different destinations e.g. where do you want to go? Can you get there on a bus? Would a train be more beneficial?</p> <p>Adaptive teaching: Mixed ability sets, peer support, images to support, physical resources</p>

Life Lessons

Year 6	Autumn Term Time, Hygiene Makaton	Spring Term Time, Hygiene Makaton	Summer Term Time, Hygiene Makaton
Makaton	<p>Target: To understand basic interactions through using Makaton.</p> <p>Main activity: Learn symbols in class then practice in pairs/small groups. Get the children to suggest alternative symbols they would like to find out about and then put into a conversation.</p> <p>Adaptive teaching: Flash cards</p>	<p>Target: To understand more Makaton signs (including family members and who, what, where and when)</p> <p>Main activity: Learn symbols in class then practice in pairs/small groups. Get the children to suggest alternative symbols they would like to find out about and then put into a conversation.</p> <p>Adaptive teaching: Flash cards</p>	<p>Target: To understand more Makaton signs (including drinks and food)</p> <p>Main activity: Learn symbols in class then practice in pairs/small groups. Get the children to suggest alternative symbols they would like to find out about and then put into a conversation.</p> <p>Adaptive teaching: Flash cards</p>