

Cycle A

Primary Curriculum – Class 2 – Zian Gillard

SMSC Opportunities: [Spiritual Development](#); [Moral Development](#); [Social Development](#); [Cultural Development](#).

Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Reading Literacy Tree - Literacy Leaves:</p> <p>Individual reading.</p>	<p>Literacy Leaves: Sir Gawain and the Green Knight by Michael Morpurgo Who Let The Gods Out? By Maz Evans</p> <p>Those finished RWI will read daily to an adult or independently. Discreet and key reading skills of word recognition, comprehension and fluency will also be embedded throughout daily teaching opportunities across the curriculum and within our Literacy Leaf activities each afternoon. Children will be assessed using a triangular assessment of tools in the form of NGRT, phonics screening and Teacher assessment. Children then have daily reading using RWI bookbag books and project X reading scheme. Discreet and key reading skills of word recognition, comprehension and fluency will also be embedded throughout daily teaching opportunities across the curriculum.</p> <p>Roald Dahl Day (13th Sept) Daily read of the Class Story</p> <p>Social Development</p>	<p>Literacy Leaves: Cogheart by Peter Bunzl When the Stars Come Out by Nicola Edwards</p> <p>Those finished RWI will read daily to an adult or independently. Discreet and key reading skills of word recognition, comprehension and fluency will also be embedded throughout daily teaching opportunities across the curriculum and within our Literacy Leaf activities each afternoon. Children will be assessed using a triangular assessment of tools in the form of NGRT, phonics screening and Teacher assessment. Children then have daily reading using RWI bookbag books and project X reading scheme. Discreet and key reading skills of word recognition, comprehension and fluency will also be embedded throughout daily teaching opportunities across the curriculum.</p> <p><i>Reading assessment for children who are not on RWI Scheme</i></p> <p>Daily read of the Class Story</p> <p>Social Development</p>	<p>Literacy Leaves: When Hitler Stole Pink Rabbit by Judith Kerr Cosmic by Frank Cottrell Boyce</p> <p>Those finished RWI will read daily to an adult or independently. Discreet and key reading skills of word recognition, comprehension and fluency will also be embedded throughout daily teaching opportunities across the curriculum and within our Literacy Leaf activities each afternoon. Children will be assessed using a triangular assessment of tools in the form of NGRT, phonics screening and Teacher assessment. Children then have daily reading using RWI bookbag books and project X reading scheme. Discreet and key reading skills of word recognition, comprehension and fluency will also be embedded throughout daily teaching opportunities across the curriculum.</p> <p>National Story Telling Week (January) Daily read of the Class Story</p> <p>Social Development</p>	<p>Literacy Leaves: Hidden Figures by Margot Lee Shetterly The Story of the Titanic for Children by Joe Fullman</p> <p>Those finished RWI will read daily to an adult or independently. Discreet and key reading skills of word recognition, comprehension and fluency will also be embedded throughout daily teaching opportunities across the curriculum and within our Literacy Leaf activities each afternoon. Children will be assessed using a triangular assessment of tools in the form of NGRT, phonics screening and Teacher assessment. Children then have daily reading using RWI bookbag books and project X reading scheme. Discreet and key reading skills of word recognition, comprehension and fluency will also be embedded throughout daily teaching opportunities across the curriculum.</p> <p><i>Reading assessment for children who are not on RWI Scheme</i></p> <p>World Book Day (March) Dr Seuss' Birthday (March) Daily read of the Class Story</p> <p>Social Development</p>	<p>Literacy Leaves: The Secret of Haven Point by Lisette Auton Black and British by David Olusoga</p> <p>Those finished RWI will read daily to an adult or independently. Discreet and key reading skills of word recognition, comprehension and fluency will also be embedded throughout daily teaching opportunities across the curriculum and within our Literacy Leaf activities each afternoon. Children will be assessed using a triangular assessment of tools in the form of NGRT, phonics screening and Teacher assessment. Children then have daily reading using RWI bookbag books and project X reading scheme. Discreet and key reading skills of word recognition, comprehension and fluency will also be embedded throughout daily teaching opportunities across the curriculum.</p> <p>Daily read of the Class Story</p> <p>Social Development</p>	<p>Literacy Leaves: The Polar Bear Explorers' Club by Alex Bell The Wonderling by Mira Bartok</p> <p>Those finished RWI will read daily to an adult or independently. Discreet and key reading skills of word recognition, comprehension and fluency will also be embedded throughout daily teaching opportunities across the curriculum and within our Literacy Leaf activities each afternoon. Children will be assessed using a triangular assessment of tools in the form of NGRT, phonics screening and Teacher assessment. Children then have daily reading using RWI bookbag books and project X reading scheme. 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<p>Literacy Tree - Writing Root Novel Study Texts</p>	<p>Beowulf by Michael Morpurgo Sleeper and the Spindle by Neil Gaiman</p> <p>Legends and folklore: Fairytale reworkings; own version legends/missing chapters. Links to History (Viking/Anglo-Saxon legends)</p> <p>Spiritual Development Moral Development Social Development Cultural Development</p>	<p>The Tempest by William Shakespeare The Odyssey by Gillian Cross</p> <p>Power vs Principles: Playscripts and epic stories. Links to Geography – Amazing Places</p> <p>Spiritual Development Moral Development Social Development Cultural Development</p>	<p>Anne Frank by Josephine Poole Lessons from History – newspaper articles</p> <p>Robot Girl by Marjorie Blackman Power vs Principles: Science-fiction narrative Links to History – The evolution of warfare</p> <p>Spiritual Development Moral Development Social Development Cultural Development</p>	<p>The Island by Armin Greder Belonging and Equality: Sequels – welcome guides, letters of advice’ diary entries in role, imagined conversations</p> <p>The Man Who Walked Between Two Towers by Mordacai Gerstein Ambitions and Desire: sci-fi narratives; biographies/autobiographies</p> <p>Spiritual Development Moral Development Cultural Development</p>	<p>Children of The Benin Kingdom by Dina Orji Lessons from History: Non chron reports - informal letters/diaries, survival guides, eyewitness reports, story summaries Links to History – Benin</p> <p>Curiosity by Markus Motum Mystery and Truth: Discussion texts and expanded explanations.</p> <p>Spiritual Development Moral Development Social Development Cultural Development</p>	<p>The Lost Thing by Shaun Tan Belonging and Equality: Own version narratives – diaries, formal letters, adverts, character and setting descriptions, reports.</p> <p>The Strange Case of Origami Yoda by Tom Angleberger Mystery and Truth: Discussion text</p> <p>Spiritual Development Moral Development Social Development Cultural Development</p>
<p>Handwriting</p>	<p>Differentiated teaching within writing time: Letter formation, sizing, legibility, speed, pre cursive, cursive. Using RWI scheme for letter formation for both pre cursive and cursive letter formation. Spellings to be incorporated within handwriting.</p> <p><i>Spelling Assessment conducted at the end of each term using SWST Assessment.</i></p>					
<p>Maths</p>	<p>White Rose Maths Baseline/New Year Assessment</p> <p>Year 4 Place value Addition and subtraction</p> <p>Year 5 Place value Addition and subtraction</p> <p>Year 6 Place Value Addition, subtraction, multiplication and division</p> <p>Year 7 Algebraic Thinking</p>	<p>White Rose Maths End of Autumn Term Assessment</p> <p>Year 4 Area Multiplication and division A</p> <p>Year 5 Multiplication and division A Fractions A</p> <p>Year 6 Fractions A Fractions B Converting Units</p> <p>Year 7 Place Value and Proportion</p>	<p>White Rose Maths</p> <p>Year 4 Multiplication and Division B Length and Perimeter</p> <p>Year 5 Multiplication and division B Fractions B</p> <p>Year 6 Ratio Algebra Decimals</p> <p>Year 7 Applications of Number</p>	<p>White Rose Maths End of Spring Term Assessment</p> <p>Year 4 Fractions Decimals A</p> <p>Year 5 Decimals and percentages Perimeter and Area Statistics</p> <p>Year 6 Fractions, decimals and percentages Area, perimeter and volume Statistics</p> <p>Year 7</p>	<p>White Rose Maths</p> <p>Year 4 Decimals B Money Time</p> <p>Year 5 Shape Position and Direction</p> <p>Year 6 SATS Shape Position and Direction</p> <p>Year 7 Lines and Angles</p>	<p>White Rose Maths End of Summer Term Assessment</p> <p>Year 4 Consolidation Shape Statistics Position and Direction</p> <p>Year 5 Decimals Negative Numbers Converting Units Volume</p> <p>Year 6 Consolidation, themed projects, problem-solving</p>

	At the beginning of each unit, a short unit baseline assessment will be conducted to show the children's prior understanding and identify any gaps within their knowledge.	At the beginning of each unit, a short unit baseline assessment will be conducted to show the children's prior understanding and identify any gaps within their knowledge.	At the beginning of each unit, a short unit baseline assessment will be conducted to show the children's prior understanding and identify any gaps within their knowledge.	Directed Number Fractional Thinking At the beginning of each unit, a short unit baseline assessment will be conducted to show the children's prior understanding and identify any gaps within their knowledge.	At the beginning of each unit, a short unit baseline assessment will be conducted to show the children's prior understanding and identify any gaps within their knowledge.	Year 7 Reasoning with Number At the beginning of each unit, a short unit baseline assessment will be conducted to show the children's prior understanding and identify any gaps within their knowledge.
Science	<p>Understanding More About Electricity</p> <p>Playing with circuits; circuit symbols, design and drawing; creating and analysing prototypes</p> <p>(2023/4 – Materials)</p> <p>Cultural Development</p>	<p>Living Things and Their Habitats Classification and characteristics of organisms</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</p> <p>Cultural Development</p>	<p>Energy: Light and Reflection Kapow – UK2</p> <p>Proving that light travels in a straight line, children use this information to explain observations of reflection and shadows. Pupils investigate the effect of moving an object away from the surface it casts a shadow on and the relationship between the incoming and reflected rays on a mirrored surface. Exploring real uses of mirrors allow children to apply what they have learned about light throughout the unit</p> <p>Cultural Development</p>	<p>Living things and their Habitats: Life cycles and reproduction Kapow – UK2</p> <p>Cultural Development</p>	<p>Forces, Earth and Space: Earth and Space Kapow- UK2</p> <p>Children explore the movement of the celestial bodies in our Solar System, including the Earth and other planets and the Moon. They discover how the rotation of the Earth causes night and day and how sundials work. Pupils find out about the uses of satellites and the problem with space junk.</p> <p>Cultural Development</p>	<p>Making connections Kapow – UK2</p> <p>Bringing together pupils' learning from multiple Science units, helping them to make connections between the key concepts and skills.</p> <p>Cultural Development</p>
History	<p>Settlers and Invaders Vikings vs Anglo-Saxons</p> <p>How did the Viking invasion affect the Anglo-Saxons; how did Great Britain become a unified land?</p> <p>Spiritual Development Moral Development Social Development Cultural Development</p>		<p>What was the impact of WW2 on the people of Britain? Kapow – UK2</p> <p>Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources.</p> <p>Spiritual Development Moral Development Social Development Cultural Development</p>		<p>What was life like in Tudor England? Kapow - UK2</p> <p>Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They examine how monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn what life was like for people in Tudor times.</p>	

					<p>Spiritual Development Moral Development Social Development Cultural Development</p>	
Geography		<p>Extreme Earth Raging Rivers</p> <p>River formation; rivers around the UK and the world; water cycle; impact of climate change and human activity on rivers;</p> <p>Cultural Development</p>		<p>Would you like to live in the desert? Kapow – UK2</p> <p>Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.</p> <p>Cultural Development</p>		<p>Where does our Energy come from? Kapow – UK2</p> <p>Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.</p> <p>Cultural Development</p>
Art	<p>Sewing/Embroidery Mock Metalwork</p> <p>Linked to DT/History (Vikings/Anglo-Saxons)</p> <p>Cultural Development Social Development Spiritual Development</p>	<p>Paper collaging – designing Prospero’s island (Linked to Literacy)</p> <p>Christmas cards</p> <p>Cultural Development Social Development Spiritual Development</p>	<p>Painting and mixed media: Portraits Kapow – UK2</p> <p>Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.</p> <p>Cultural Development Social Development Spiritual Development</p>		<p>Sculpture and 3D: Interactive installations Kapow – UK2</p> <p>Learning about the features of installation art and how it can communicate a message; exploring the work of Cai Guo-Qiang and discovering how our life experiences can inspire our art; investigating how scale, location and interactive elements affect the way visitors experience installation art.</p> <p>Cultural Development Social Development Spiritual Development</p>	
Design Technology	<p>Sewing/Embroidery Mock Metalwork</p> <p>Linked with art/history (Vikings/Anglo-Saxons)</p> <p>Spiritual Development Social Development Cultural Development</p>	<p>Creating 3D River model (links to Geography) Christmas decorations Diwali candles</p> <p>Spiritual Development Social Development Cultural Development</p>		<p>Mechanical Systems: Making a pop-up book Kapow – UK2</p> <p>Create a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms.</p> <p>Spiritual Development Social Development Cultural Development</p>		<p>Cooking and nutrition: Developing a recipe Kapow – UK2</p> <p>Y5 cooking and nutrition unit including opportunities for children to learn a simple bolognese recipe and adapt it to improve nutritional content.</p> <p>Spiritual Development Social Development Cultural Development</p>

<p>Music</p>	<p>Charanga</p> <p>Year 3: Writing Music Down</p> <p>Spiritual Development Social Development Cultural Development</p>	<p>Charanga</p> <p>Year 3: Playing in a Band</p> <p>Spiritual Development Social Development Cultural Development</p>	<p>Songs of WW2 Kapow – UK2</p> <p>Developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.</p> <p>Spiritual Development Social Development Cultural Development</p>		<p>Musical Theatre Kapow – UK2</p> <p>Children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance.</p> <p>Spiritual Development Social Development Cultural Development</p>	
<p>Computing</p>				<p>Online Safety – Kapow (UKS2) Learning about potential online dangers and safety.</p> <p>Spiritual Development Moral Development Social Development Cultural Development</p>		<p>Microbit– Kapow (UKS2) Clipping blocks together in a program and predicting what will happen while making connections with previously used programming interfaces. Children create animations, recognise inputs/outputs, choose appropriate blocks, and break programs down into smaller steps.</p> <p>Spiritual Development Social Development Cultural Development</p>
<p>Assembly Focus</p>	<p>Everyone can learn My brain is like a muscle that grows I am a valued member of this learning community We love challenge</p> <p>Black History month Anti-Bullying Week Remembrance Day Children in Need Bonfire Night Advent/Christmas Diwali</p> <p>Spiritual Development Moral Development Social Development Cultural Development</p>		<p>Feedback is a Gift-Accept it! A goal without a plan is just a wish Mistakes are opportunities for learning There’s a difference between not knowing and not knowing yet!</p> <p>New Year World Religion Day Shrove Tuesday Mental Health Week Safer internet Day Chinese New Year Random Acts of Kindness Week Lent World Book Day Mother's Day Holi Red Nose Day Passover Palm Sunday</p> <p>Spiritual Development Moral Development Social Development</p>		<p>I got this! I can’t take care of others if I don’t take care of myself A new day is a new opportunity to grow</p> <p>Downs Syndrome Awareness Ramadan World Earth Day Eid Mental Health awareness Week RSE Day</p> <p>Spiritual Development Moral Development Social Development Cultural Development</p>	

		Cultural Development	
RE	A Weekly assembly focus highlighted above will allow students to gain opportunities for learning and understanding of world religions. Every Half term we will also collapse our curriculum and have a Religious Education Celebration day where the children will have the opportunity to be immersed within a religious celebration.		
	<p>Why do people have to stand up for what they believe in? Kapow – UK2</p> <p>Thinking about religious freedom, children use historical and modern-day examples of people, such as Guy Fawkes, who have fought for their beliefs. They use debate and critical analysis activities to discuss controversial issues.</p> <p><i>Spiritual Development, Moral Development, Social Development and Cultural Development</i></p>	<p>Why is it better to be there in person? Kapow – UK2</p> <p>Thinking back to learning about prayer and worship, children find out about significant religious and non-religious journeys and pilgrimages and why going to a particular place is so important to some people.</p> <p><i>Spiritual Development, Moral Development, Social Development and Cultural Development</i></p>	<p>What happens when we die? Kapow - UK2</p> <p>From Abrahamic and non-religious perspectives, children interpret different sources of wisdom and beliefs about what happens when we die and the importance of funerals</p> <p><i>Spiritual Development, Moral Development, Social Development and Cultural Development</i></p>
	<p>Hinduism - Diwali Christianity - Advent and Christmas 'Do all religions celebrate Christmas?'</p> <p><i>Spiritual Development, Moral Development, Social Development and Cultural Development</i></p>	<p>Christianity – Shrove Tuesday Palm Sunday Judaism – Passover and Palm Sunday Hinduism – Holi</p> <p><i>Spiritual Development, Moral Development, Social Development and Cultural Development</i></p>	<p>Islam – Ramadan Eid Sikhism – Teaching of the Gurus (June 16th Celebrations of the 5th Guru</p> <p><i>Spiritual Development, Moral Development, Social Development and Cultural Development</i></p>
World Around Us!	<p>Daily Newsround</p> <p>Every day following break time the children will have the opportunity to watch the daily episode of Newsround in order to learn about the day's main headlines from around the world. Following watch this, as a whole class activity the children will then have the opportunity to discuss the content of what they have just watched, ask and have answered any questions which may of arose from the content of the day's news and where applicable opportunities to research and explore further any areas of interest.</p> <p><i>Spiritual Development, Moral Development, Social Development and Cultural Development</i></p>		
PSHE and SRE	<p>8-11 Module Titles</p> <p>Keeping/Staying Safe – KSS Baseline Assessment Peer Pressure Adults' & Children's Views Water Safety Summative Assessment (8-11)</p> <p>8-11 Module Titles</p> <p>Keeping/Staying Healthy – KSH Baseline Assessment Smoking Adults' & Children's Views Alcohol Summative Assessment (8-11)</p> <p>8-11 Module Titles</p> <p>Growing and Changing – GAC</p>	<p>8-11 Module Titles</p> <p>Being Responsible – BR Baseline Assessment Looking out for Others Adult and Children's Views Stealing Summative Assessment (8-11)</p> <p>8-11 Module Titles</p> <p>Feelings and Emotions – FAE Baseline Assessment Anger Adults' and Children's Views Worry Summative Assessment (8-11)</p> <p>8-11 Module Titles</p> <p>Computer Safety – CS</p>	<p>8-11 Module Titles</p> <p>The Working World – TWW Baseline Assessment Enterprise Adult and children's views In –App Purchases Summative Assessment (8-11)</p> <p>8-11 Module Titles</p> <p>A World without Judgement – AWWJ Baseline Assessment Inclusion and Acceptance Adult and Children's Views British Values Summative Assessment (8-11)</p>

	Baseline Assessment Puberty Adult and children’s views Conception Summative Assessment (8-11)		Baseline Assessment Image sharing Adult and children’s views Making Friends online Summative Assessment (8-11)		8-11 Module Titles First Aid (Special Module) Baseline Assessment First Aid (Year 5) First Aid (Year 6) Part 1 and 2 Summative Assessment (8-11)	
	Upper Key Stage 2 children will be following the 1 Decision Program for Years 5 and 6 within the 8-11 year old modules. If during the baseline assessment, children are showing to have gaps within their knowledge and not able to access the lessons designed for Years 5-6, then adaptations will be made and they will firstly engage in the LKS2 curriculum which has been designed to deliver aspects from the upper level of the 5-8 year old module and the lower level of the 8-11 year old module. Please see Lower Key Stage 2 curriculum map for the mapping of this.					
PE	ATHLETICS: Use running, jumping, throwing and catching in isolation and in combination 1 x Teacher-led session per week; 1 x PE Specialist teacher led session per week Social Development	INVASION GAMES: Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 1 x Teacher-led session per week; 1 x PE Specialist teacher led session per week Social Development	GYMNASTICS: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 1 x Teacher-led session per week; 1 x PE Specialist teacher led session per week Social Development	DANCE Perform dances using a range of movement patterns 1 x Teacher-led session per week; 1 x PE Specialist teacher led session per week Social Development	OUTDOOR ED/SWIMMING Take part in outdoor and adventurous activity challenges both individually and within a team Swimming lessons x 1 weekly 1 x Teacher-led session per week; 1 x PE Specialist teacher led session per week Social Development	PERSONAL BEST Compare their performances with previous ones and demonstrate improvement to achieve their personal best 1 x Teacher-led session per week; 1 x PE Specialist teacher led session per week Social Development
Forest School	How to be safe in the woods. How to use the equipment correctly. Social Development	Campfire safety. How to light a fire adult led and supported. Simple Cooking on an open fire. Woodland scavenger hunt. Den building. Social Development	Basic Knot tying and linking with further den building. Exploration of woodland Scavenger Hunt Tracking and searching wildlife. Social Development	Building simple dens Building rope swings Assisting adults with cutting and splitting wood. Gathering resources needed for fire building. Beginning to cook more complex food Social Development	Map reading Orienteering Treasure hunts Team building games More specialised work with wildlife – e.g. twig traps to track animals Social Development	Pond dipping Gathering natural materials (resources for art, firewood etc.) Building a fire for purpose – cooking, keeping warm etc. Building more complex objects – e.g. making wooden mallets or Shelter building Social Development
Growth Mindset lesson	Year 4 Lesson 1: From failure to success	Year 4 Lesson 4: Mindset Trumps Lesson 5: Fantastic Elastic Brain	Year 5: Lesson 1: Passport to Learning Lesson 2: Too old to...	Year 5: Lesson 4: Brain Power Lesson 5: Famous Failures	Year 6: Lesson 1: Don’t say...say... Lesson 2: Diamond Minds	Year 6: Lesson 4: Brain vs Calculator

Caradon Primary Curriculum Map Class 2 Year B 2023-24

	Lesson 2: Bounce Lesson 3: Doom Words Social Development	Lesson 6: Learning Cereals Social Development	Lesson 3: What makes a great teacher Social Development	Lesson 6: The Iceberg Illusion Social Development	Lesson 3: Barriers to Learning Social Development	Lesson 5: Mathematical Mistakes Lesson 6: Learning Pathways Social Development
Zones of Regulation lesson	Lesson 1: Creating Wall Posters for the Zones Lesson 2: Zones Bingo Lesson 3: The Zones in Video Social Development	Lesson 4: The Zones in Me Lesson 5: Understanding Different Perspectives Lesson 6: Me in my Zones Social Development	Lesson 7: How Do I feel Lesson 8: The Zones across the day Lesson 9: Caution! Triggers Ahead Social Development	Lesson 10: Exploring Sensory Support Tools Lesson 11: Exploring Tools for calming Lesson 12: Exploring tools – Thinking Strategies Social Development	Lesson 13: The Tool-Box Lesson 14: When to Use Yellow Zone Tools Lesson 15: Stop and Use a Tool Social Development	Lesson 16: Tracking my Tools Lesson 17: Stop, Opt and Go Lesson 18: Celebrating the Use of my Tools Social Development
Social Skills and life skills	<p>Interventions as and when students require it</p> <p>Daily check ins with each student on arrival</p> <p>Friday interventions: 5 students to Barappa farm in Spring term. Students in the class do bespoke interventions around area of need (see record spreadsheet) including:</p> <p>Lego Therapy</p> <p>Board Games turn taking skills</p> <p>Life skills</p> <p>Social skills</p> <p>TIS interventions 1:1</p> <p>Self-esteem building</p> <p>Team building</p> <p>Life skills incorporated into outdoor education, cross curricular for example:</p> <p>Cooking</p> <p>Shopping</p> <p>Interacting with community</p> <p>Emergency services</p> <p style="text-align: center;">Spiritual Development Cultural Development Social Development Moral Development</p>					