



Wellbeing

Progression of knowledge and skills

Subject leader overview EYFS - Year 6

Kapow
Primary™

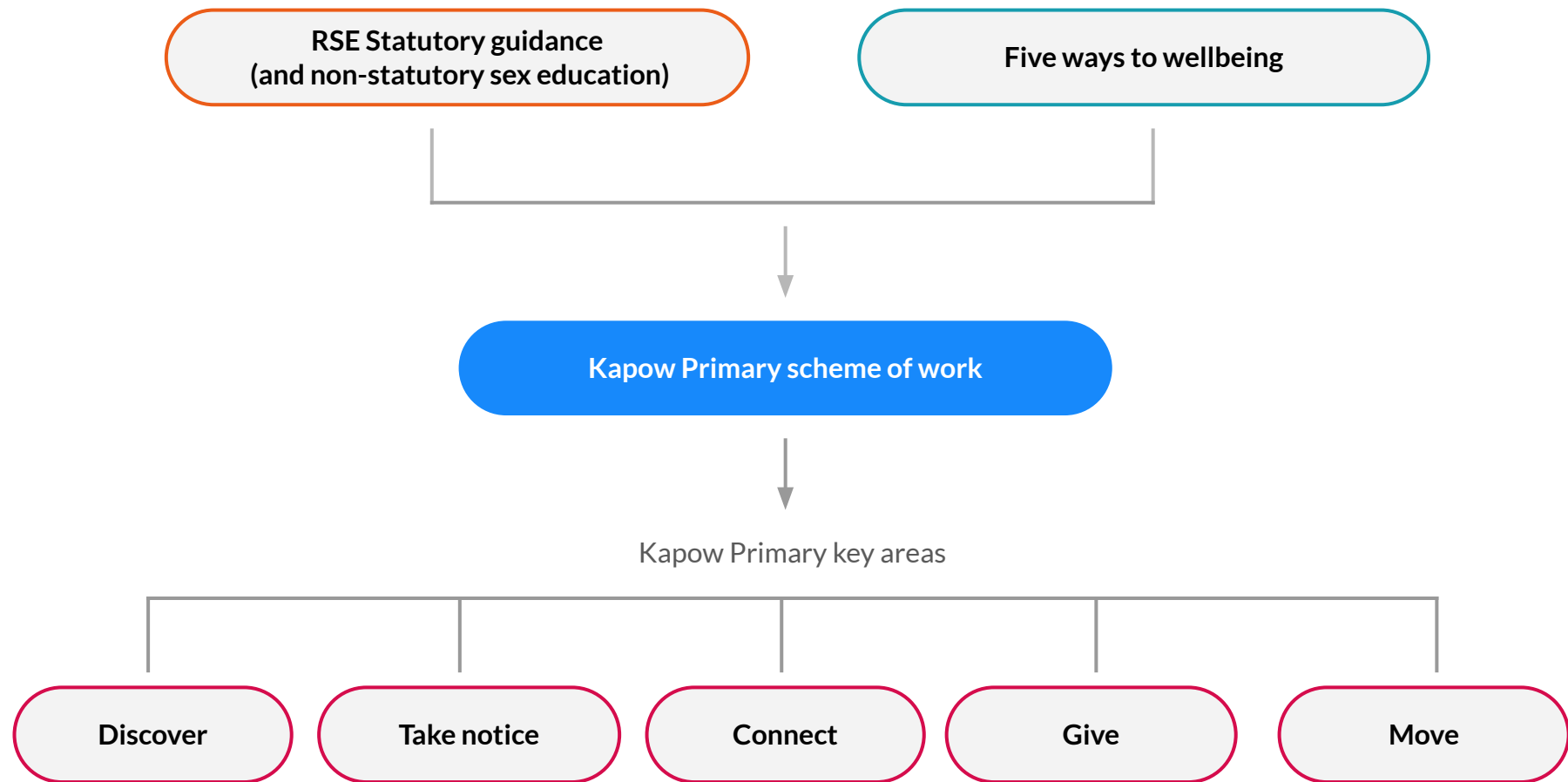
Introduction

An overview of the **skills** and **knowledge** covered in each year group and strand across the units of Wellbeing lessons.

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How is the Wellbeing scheme of work organised?



<u>Reception:</u> <u>Trying something new</u>	<u>Year 1:</u> <u>Making mistakes</u>	<u>Year 2:</u> <u>Perseverance</u>
Reflecting on how they feel when they try something new.	Exploring how they feel when they make a mistake.	Considering how they can overcome challenges.
Know that trying something new can cause positive and negative feelings.	Know that making mistakes is a positive part of trying something new.	Know that perseverance is keeping going even when something is difficult.

<u>Year 3:</u> <u>Practise makes progress</u>	<u>Year 4:</u> <u>Resilience</u>	<u>Year 5:</u> <u>Growth mindset</u>	<u>Year 6:</u> <u>Goal setting</u>
Considering how they can improve when developing new skills.	Identifying possible hurdles which need to be overcome to meet their goals.	Reflecting on their own mindset. Learning how to apply a growth mindset and reframe negative thoughts.	Setting achievable goals and exploring how to reach them.
Know that practise supports progress. Know that new opportunities can help you discover new skills.	Know that there will always be hurdles to overcome when striving to achieve your goals.	Know that a fixed mindset is a way of thinking that can stop you from progressing. Know that a growth mindset means recognising that effort and actions can help you progress.	Know that it is important to take action to achieve your goals. Know that breaking down large goals into smaller ones can help them be more achievable.

<u>Reception:</u> <u>My surroundings</u>	<u>Year 1:</u> <u>Sound</u>	<u>Year 2:</u> <u>Colour expression</u>
Making observations about what they can see, hear and feel.	Expressing the emotions evoked by music through body movement.	Identifying feelings and expressing them through colour and marks.
Know that objects have different textures, sounds and appearances.	Know that feelings and emotions can be expressed in different ways.	Know that they can feel more than one feeling at a time.

<u>Year 3:</u> <u>Making a difference</u>	<u>Year 4:</u> <u>My thoughts</u>	<u>Year 5:</u> <u>Others around me</u>	<u>Year 6:</u> <u>Myself</u>
Applying ideas to improve a local area.	Categorising their positive and negative thoughts.	Inferring the feelings and emotions of others, based on their actions, body language and facial expressions.	Suggesting activities for self-care.
Know that they can take action to make improvements in their community.	Know that positive and negative thoughts that can impact actions and feelings.	Know that people may express how they feel in different ways.	Know that they need to take time to relax and recharge.

<u>Reception:</u> <u>Similarities and differences</u>	<u>Year 1:</u> <u>Understanding others</u>	<u>Year 2:</u> <u>Compliments</u>
Discussing and celebrating similarities and differences between ourselves and others.	Empathising with others.	Expressing kindness through giving and receiving compliments.
Know that everyone has their own preferences and that we need to respect our differences.	Know that other people have different thoughts and feelings. Know different ways I can help support others.	Know that treating others with respect and kindness can make them feel good about themselves.

<u>Year 3:</u> <u>Shared interests</u>	<u>Year 4:</u> <u>Pen pals</u>	<u>Year 5:</u> <u>Working together</u>	<u>Year 6:</u> <u>Community</u>
Comparing and contrasting hobbies and interests with others.	Suggesting different ways to interact and stay safe when connecting with others.	Analysing the benefits of working as a team.	Identifying opportunities to support others.
Know that shared interests can help to start conversation. Know that positive friendships can make us feel safe, happy and secure.	Know the benefits and drawbacks of communicating in person and online. Know that communicating with others can have negative and/or positive effects on my mental health.	Know that communication is important to work effectively as a team. Know that team morale has a positive benefit to mental health and wellbeing.	Know the different roles of individuals within the community and how they make a positive impact. Know that a feeling of belonging has a positive impact on mental health and wellbeing.

<u>Reception:</u> <u>Kind words</u>	<u>Year 1:</u> <u>Sharing</u>	<u>Year 2:</u> <u>Generosity</u>
Exploring how to be kind using words and actions.	Understanding that expectations around sharing change in different scenarios.	Reflecting on how they can give generously with their time, talent and belongings.
Know that being kind can make others feel good.	Know that in some environments, such as school, it is important to share equipment. Know that a person can decide whether to share their own possessions.	Know that giving generously can have a positive impact on others and the environment.

<u>Year 3:</u> <u>Appreciation</u>	<u>Year 4:</u> <u>Giving to my community</u>	<u>Year 5:</u> <u>Paying it forward</u>	<u>Year 6:</u> <u>Apologising</u>
Considering what they are grateful for and how to show their appreciation.	Identifying who contributes to their community and considering how to show appreciation.	Reflecting on the various ways we can be kind and how kindness can be reciprocated.	Applying a step by step method to giving an authentic apology.
Know that appreciation is showing how grateful you are for someone or something.	Know that it is important to show appreciation for those who contribute to the community.	Know that being kind to others makes you feel good.	Know that when you make an apology it is important to: <ul style="list-style-type: none"> • Recognise what you have done and how the other person feels. • Accept your role in the situation. • Think about what you could have done differently. • Fix the situation or ask what you can do to help make things right; act differently in the future. • Understand the other person's feelings and repair trust.

<u>Reception:</u> <u>Being animals</u>	<u>Year 1:</u> <u>Gardening</u>	<u>Year 2:</u> <u>Nature walk</u>
Using strength, balance and coordination to copy movements.	Applying basic movement skills to gardening.	Noticing the local environment when going on a walk.
Know that movement helps people to stay fit and healthy.	Know that being active can involve gentle movement (including stretching and gardening).	Know that there are many different activities they can build into their lives to keep them physically active. Know that a pedometer counts steps.

<u>Year 3:</u> <u>Motion detection</u>	<u>Year 4:</u> <u>Making a beat</u>	<u>Year 5:</u> <u>Adaptive sports</u>	<u>Year 6:</u> <u>Brain breaks</u>
Recognising ways technology can help us to be active.	Performing movements in unison.	Identifying how sports have been adapted to those with disabilities.	Selecting movement activities to support brain breaks.
Know that some video games can be used as part of an active lifestyle.	Know that the benefits of exercise include: <ul style="list-style-type: none"> - Improving mood. - Strengthening muscles and bones. - Improving sleep. - Developing movement skills. - Boosting energy and focus. 	Know that sports can be adapted for those with disabilities.	Know that regular movement can improve a person's focus.

This page shows recent updates that have been made to this document.

Date	Update
22.06.23	Move progression statements added.
29.06.23	