



YEAR TWO			
GROUP	AUTUMN SOCIAL (S)	SPRING INTERACTION (I)	SUMMER RESILIENCE (R)
HIGH NEEDS	<p><u>About Me and You (Identity)</u> Who am I? Who are you? (Physical, personality, likes/dislikes, strengths/needs, hobbies etc.) What do we have in common? Qualities: ourselves, others, desirable/undesirable qualities</p> <p><u>Emotions/Zones of Regulation</u> Create a sensory toolbox of strategies recognise that what helps me may be different to what helps others</p>	<p><u>Theory of Mind</u> Knowing me, Knowing you: what do you KNOW about each other? Remember info about each other – People files revisit, how does that impact relationships - feelings? Thoughts: What are thoughts? Thoughts we have generally, thoughts we have in different situations, thoughts about others, thoughts others have about us, 'mind reading', good thoughts/bad thoughts</p> <p><u>Emotions/Zones of Regulation</u> Feelings: knowing how others feel – physical signs Recognising emotions in others how our behaviour affects others</p> <p><u>Language</u> Actions – their impact on us and others To speak or not to speak – telling the truth, think before you speak Knowledge: what I know, what they know I know, guessing (smart/random) – impact, fact vs opinions, different opinions, beliefs, intentions Respect: empathy/sympathy, respect for self/others/things, respect for different audiences/scenarios</p>	<p><u>Resilience</u> Revisit Positive Mindset Revisit Cause / Effect / Reflect Dealing with stresses, changes What can we do to make the stresses less? What can others do to make the stresses less?</p> <p><u>Emotions/ Zones of Regulation</u> inner critic/inner coach 'stop, opt, go'</p> <p><u>Transitions</u> What's next? (New year/teacher/group/responsibilities etc) How do I feel about it? Pros / cons, problem solving the cons. How do others feel? What can I do to make the transition smoother? What can others do to make the transition smoother? Can I help others? Dealing with unexpected changes</p>



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KS 3	<p><u>About Me and You (Identity)</u> Who am I? Who are you? (Physical, personality, likes/dislikes, strengths/needs, hobbies etc.) What do we have in common? Qualities: ourselves, others, desirable/undesirable qualities</p> <p><u>Emotions/Zones of Regulation</u> Interoception: our internal body sensations and how they impact on our emotions (e.g 'hangry') recognising what impacts me may be different to how it impacts others</p>	<p><u>Theory of Mind</u> Knowing me, Knowing you (a-ha): what do you KNOW about each other? Remember info about each other – People files revisit, how does that impact relationships - feelings? Thoughts: What are thoughts? Thoughts we have generally, thoughts we have in different situations, thoughts about others, thoughts others have about us, 'mind reading', good thoughts/bad thoughts Actions – their impact on us and others To speak or not to speak – telling the truth, think before you speak Knowledge: what I know, what they know I know, guessing (smart/random) – impact, fact vs opinions, different opinions, beliefs, intentions Respect: empathy/sympathy, respect for self/others/things, respect for different audiences/scenarios</p> <p><u>Emotions/Zones of Regulation</u> Feelings: knowing how others feel – physical signs recognising emotions in others how our behaviour affects others</p>	<p><u>Resilience</u> Revisit Positive Mind set Revisit Cause / Effect / Reflect Dealing with stresses, changes What can we do to make the stresses less? What can others do to make the stresses less? Mindfulness</p> <p><u>Emotions/Zones of Regulation</u> 'stop, opt, go'</p> <p><u>Transitions</u> What's next? (New year/teacher/group/responsibilities etc) How do I feel about it? Pros / cons, problem solving the cons. How do others feel? What can I do to make the transition smoother? What can others do to make the transition smoother? Can I help others? Dealing with unexpected changes</p>



	AUTUMN SOCIAL (S)	SPRING INTERACTION (I)	SUMMER RESILIENCE (R)
KS 4	<p><u>About Me and You (Identity)</u></p> <p>Who am I? Who are you? (Physical, personality, likes/dislikes, strengths/needs, hobbies etc.),</p> <p>Forming opinions – where do they come from? Different opinions – Stuck/flexible thinking but also staying true to self when needed – knowing the difference and which is appropriate.</p> <p>What do we have in common?</p> <p>Qualities: ourselves, others, desirable/undesirable qualities</p> <p>Qualities for adulthood/workplace and in the community</p> <p><u>Emotions/Zones of Regulations</u></p> <p>Differing emotional responses supporting others emotional regulation</p>	<p><u>Theory of Mind</u></p> <p>Knowing me, Knowing you</p> <p>Thoughts</p> <p>Feelings</p> <p>utilising tools to be able to express emotions/thoughts with control</p> <p>Actions</p> <p>To speak or not to speak – telling the truth, think before you speak</p> <p>Respect</p> <p><u>Emotions/Zones of Regulation</u></p> <p>Utilising tools to be able to express emotions/thoughts with control</p> <p><u>Assertiveness</u> (Talkabout, Social Thinking)</p> <p>Expressing feelings Standing up for oneself Making suggestions Refusing (appropriately) Disagreeing (appropriately) Apologising Requesting explanations Repairing communication breakdown (resilience – admitting issue?)</p>	<p><u>Resilience</u></p> <p>Revisit Positive Mindset</p> <p>Revisit Cause / Effect / Reflect</p> <p>Dealing with stresses, changes</p> <p>What can we do to make the stresses less? What can others do to make the stresses less?</p> <p><u>Emotions/Zones of Regulation</u></p> <p>inner critic/inner coach</p> <p><u>Transitions</u></p> <p>What's next? (New year/teacher/group/responsibilities, leaving for work/college etc)</p> <p>How do I feel about it? Pros / cons, problem solving the cons.</p> <p>How do others feel?</p> <p>What can I do to make the transition smoother?</p> <p>What can others do to make the transition smoother?</p> <p>Can I help others?</p> <p>Dealing with unexpected changes</p>



	AUTUMN SOCIAL (S)	SPRING INTERACTION (I)	SUMMER RESILIENCE (R)
FED	<p><u>About Me and You (Identity)</u></p> <p>Targeted based on FED/S&LT Social communication skills assessment</p> <p>Who am I? Who are you? (Physical, personality, likes/dislikes, strengths/needs, hobbies etc.)</p> <p>Forming opinions – where do they come from?</p> <p>Different opinions – Stuck/flexible thinking but also staying true to self when needed – knowing the difference and which is appropriate.</p> <p>What do we have in common?</p> <p>Qualities: ourselves, others, desirable/undesirable qualities,</p> <p>Qualities for adulthood/workplace and in the community</p> <p>Revisit Respect</p> <p><u>Emotions/Zones of Regulation</u></p> <p>supporting others emotional regulation</p>	<p><u>Theory of Mind</u> (Talkabout, Social Thinking)</p> <p>Knowing me, Knowing you</p> <p>Thoughts, Feelings, Actions</p> <p>utilising tools to be able to express emotions/thoughts with control in the community</p> <p>To speak or not to speak – telling the truth, think before you speak</p> <p>Respect</p> <p><u>Emotions/Zones of Regulation</u></p> <p>Utilising tools to be able to express emotions/thoughts with control in the community</p> <p><u>Assertiveness</u></p> <p>(Targeted based on FED/S&LT Social communication skills assessment)</p> <p>Expressing feelings</p> <p>Standing up for oneself</p> <p>Making suggestions</p> <p>Refusing (appropriately)</p> <p>Disagreeing (appropriately)</p> <p>Apologising</p> <p>Requesting explanations</p> <p>Repairing communication breakdown (resilience – admitting issue?)</p> <p>Starting conversations</p> <p>Ending a conversation</p>	<p><u>Resilience</u></p> <p>Revisit Positive Mindset</p> <p>Revisit Cause / Effect / Reflect</p> <p>Dealing with stresses, changes</p> <p>What can we do to make the stresses less?</p> <p>What can others do to make the stresses less?</p> <p>Mindfulness?</p> <p>(Coping skills for Kids; Mary Auckland’s resources)</p> <p><u>Emotions/Zones of Regulation</u></p> <p>inner critic/inner coach</p> <p><u>Transitions</u></p> <p>What’s next? (New year/teacher/group/responsibilities etc., new job/apprenticeship/college)</p> <p>How do I feel about it? Pros / cons, problem solving the cons.</p> <p>How do others feel?</p> <p>What can I do to make the transition smoother?</p> <p>What can others do to make the transition smoother?</p> <p>Can I help others?</p> <p>Dealing with unexpected changes</p>