

SEMH CURRICULUM MAP

Autumn 1	Spring 1	Summer 1
<p>Relationships and boundaries <u>Key areas of the SPOT</u></p> <ul style="list-style-type: none"> • Can arrive in classroom and settle down quietly • Is courteous and shows a positive attitude towards staff • Can accept responsibility for actions without denial • Understands the structure of discipline • <i>Responds appropriately to personal request from teacher</i> <p><u>Accompanying Wave 1 booklet</u> It's up to me</p> <p><u>Key vocabulary</u> boundaries, mutual, expectations, rules, respect, consequences, logical, discipline, courteous</p>	<p>Group work <u>Key areas of the SPOT:</u></p> <ul style="list-style-type: none"> • Will abide by accepted rules of an organised game • Accommodates other children who ask to join in an activity • Participates in group work, making constructive suggestions and adapting ideas • Will work alongside another pupil without attempting any distractions • <i>Shows variation in the roles undertaken during co-operative play</i> <p><u>Accompanying Wave 1 booklet</u> We're in it together</p> <p><u>Key vocabulary</u> constructive, interact, cooperate, productive, adapt, accommodate, supportive</p>	<p>Speaking and listening <u>Key areas of the SPOT:</u></p> <ul style="list-style-type: none"> • Shows some self-discipline when others try to encourage deviation • Engages in appropriate conversation with another child • Contributes to class discussions • Can attempt to listen to explanations and instructions and attempt to act on them • <i>Can ask a question and wait for the answer</i> <p><u>Accompanying Wave 1 booklet</u> Behind the brain</p> <p><u>Key vocabulary</u> self-discipline, deviation, communication, pronunciation, engage, dialogue, discussion</p>
Autumn 2	Spring 2	Summer 2
<p>Facing challenges <u>Key areas of the SPOT</u></p> <ul style="list-style-type: none"> • Can accept changes to plans or disappointments with an even temper • Interacts and plays in positive ways with peers • Can risk failure • Can constructively use unstructured time in the classroom • <i>Can accept disappointments</i> <p><u>Accompanying Wave 1 booklet</u> Never give up</p> <p><u>Key vocabulary</u> resilient, independence, constructive, interact, hardship, adversity, responsibilities</p>	<p>Emotional literacy <u>Key areas of the SPOT:</u></p> <ul style="list-style-type: none"> • Controls emotions appropriately when faced with difficulties • Shows empathy for and comforts playmates in distress • States feelings about self i.e. happy, angry, sad etc. • Has developed some self-help strategies (at own level) • <i>Responds appropriately to stories, identifying the characters</i> <p><u>Accompanying Wave 1 booklet</u> Managing big emotions</p> <p><u>Key vocabulary</u> Frustrated, empathy, elated, disappointed, euphoric, overwhelmed, comfort, regulated (any emotions)</p>	<p>Ways to well-being <u>Key areas of the SPOT:</u></p> <ul style="list-style-type: none"> • Behaves in a socially acceptable manner, i.e. public outings • Chooses own friends and maintains reciprocal friendships • Willing to ask for help • Understands that there are different places for lessons other than the classroom • <i>Is self-reliant in managing own hygiene and basic needs</i> <p><u>Accompanying Wave 1 booklet:</u> Ways to well-being</p> <p><u>Key vocabulary</u> connection, mindfulness, mental health, well-being, self-esteem, disorder, active</p>