

Expectations Week Overview 2025 - 26

Expectations week takes place at the start of each academic year. We use this time to ensure children are aware of the standards that we will expect for the rest of the year. Key safety messages, including rail safety and first aid, are also covered in this week. The school's core values of respect, perseverance, honesty, friendship and positivity are also introduced and recapped during this week, so that they can be referred to throughout the rest of the academic year. Key democratic processes, such as the election of class ambassadors and school councillors, are also started in this week.

Year	Colour Monster	Behaviour Curriculum Lesson 1	Behaviour Curriculum Lesson 2	Behaviour Curriculum Lesson 3	Behaviour Curriculum Lesson 4	Behaviour Curriculum Lesson 5	Rail Safety	First Aid	Presentation Activities	Other Activities
N	Introducing the Colour Monster <i>The primary objective of this lesson is for children to recognise and identify different emotions through the character of Colour Monster. By the end of the session, children will be able to associate colours with specific feelings and express their own emotions verbally and through simple actions.</i>	Circle time <i>Introduce core values through storytelling</i>	Friendship Tree <i>Children create a tree (or similar display) with their handprints along with names of friends</i>	Emotion Faces <i>Create emotion faces with different expressions and discuss feelings</i>	Role-play area setup <i>Create scenarios for sharing and taking turns</i>	Movement game <i>'Be ready, be respectful, be safe' - Follow the leader with movement prompts</i>	N/A	N/A	<i>Keeping the nursery tidy</i>	<i>Nursery rules</i>
R	Introducing the Colour Monster <i>To introduce children to emotions and colours through the story "The Colour Monster", enabling them to identify and articulate their feelings using the concepts of colour.</i>	Circle time <i>Introduce core values through storytelling</i>	Friendship Tree <i>Children create a tree (or similar display) with their handprints along with names of friends</i>	Emotion Faces <i>Create emotion faces with different expressions and discuss feelings</i>	Role-play area setup <i>Create scenarios for sharing and taking turns</i>	Movement game <i>'Be ready, be respectful, be safe' - Follow the leader with movement prompts</i>	N/A	N/A	<i>Holding a pencil Keeping the classroom tidy Using scissors safely Keeping the outside area tidy</i>	<i>Class rules Discussion guidelines</i>

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1	<p>Understanding Emotions with the Colour Monster Students will be able to identify different emotions represented by colours as portrayed in "The Colour Monster" and will learn how to express and manage their feelings using this understanding. The learning aim is to support emotional regulation and awareness.</p>	<p>Understand the importance of honesty Discuss a personal story through a story Introduce key vocabulary Role-play scenarios demonstrating honesty. Reflect on why honesty is important</p>	<p>Recognise acts of friendship Share a friendly experience Discuss what makes a good friend using pictures and stories Create friendship bracelets for classmates Share feelings about friendships created</p>	<p>Identify and demonstrate respect Brainstorm respectful behaviours Discuss what respect looks like in behaviour and language Create a 'Respect Chart' showing respectful actions Discuss what made them feel respected</p>	<p>Understand perseverance in challenges Share personal challenges Discuss perseverance using examples of famous figures/characters Group activity: Solve a puzzle together, showing perseverance Reflect on moments they persevered</p>	<p>Recognise how being safe relates to behaviour Discuss safety in school Share stories on why being safe is vital, including school rules Create a safety poster highlighting safe behaviours Present posters and discuss key messages</p>	<p>I can talk about different safety signs and say what they mean I can show how to behave safely around railways by following safety signs I can talk about who helps us at the station and on the train I can show how to behave safely at the station Note: Switched on Suzi lessons 1, 2 and 3</p>	<p>I know how to get help from an adult in the classroom or playground</p>	<p>Holding a pencil Keeping the classroom tidy Using scissors safely Keeping the outside area tidy</p>	<p>Class rules Discussion guidelines Roles of the school councillors Roles of the class ambassadors Logging into the computers Walking around the school sensibly</p>
2	<p>Understanding Emotions with the Colour Monster Students will be able to identify different emotions represented by colours as portrayed in "The Colour Monster" and will learn how to express and manage their feelings using this understanding. The learning aim is to support emotional regulation and awareness.</p>	<p>Explore the role of honesty in friendships Share an honest moment Discuss stories where honesty strengthened friendships Write a letter to a friend expressing honesty in feelings Speak about what they wrote and why</p>	<p>Develop strategies for showing respect Reflect on respectful acts Introduce the concept of respect and how it applies in various contexts Create a drama piece showcasing various respectful behaviours Share performances and lessons learned</p>	<p>Understand different emotions and behaviours Emotion charades Discuss various emotions linked with behaviours and how they affect others Create a feelings chart with corresponding positive behaviours Share feelings linked with their behaviours</p>	<p>Identify and apply strategies for perseverance Share stories of famous perseverers Discuss the importance of perseverance and introduce relatable challenges Set a long-term group goal (like a project) that requires perseverance Reflect on progress made</p>	<p>Safety scenario cards Discuss what it means to be safe in different contexts (home, school, online) Create a comic strip illustrating safe behaviours Present comic strips and discuss safety</p>	<p>I can show how to behave safely at a level crossing I can recognise and follow the signs that keep us safe I can show what to do if there is an emergency I can say why we all need to be safe around railways Note: Switched on Suzi lessons 4, 5, 6 and 7</p>	<p>I understand that it is important to ensure the safety of myself and others in the event of an emergency I can assist in an emergency by correctly calling for help from an adult I can identify a major and minor head injury I know to get help for a casualty who has a head injury</p>	<p>Holding a pencil Keeping the classroom tidy Underlining date and titles Handwriting expectations Gluing sensibly Holding and cutting with scissors correctly</p>	<p>Class rules Discussion guidelines Roles of the school councillors Roles of the class ambassadors Logging into the computers Walking around the school sensibly</p>

Year	Zones of Regulation	Behaviour Curriculum Lesson 1	Behaviour Curriculum Lesson 2	Behaviour Curriculum Lesson 3	Behaviour Curriculum Lesson 4	Behaviour Curriculum Lesson 5	Rail Safety	First Aid	Presentation Activities	Other Activities
3	<p>Introduction to Zones of Regulation Students will understand the concept of the Zones of Regulation and be able to identify which zone they are in at different times, promoting emotional awareness and self-regulation.</p>	<p>Understand the importance of honesty in friendships Discuss what honesty means to them Explain how honesty builds trust and strengthens friendships Group discussion on personal experiences with honesty and role-playing scenarios Reflect on how honesty has impacted their relationships</p>	<p>Learn about perseverance and its role in achieving goals Share a time they didn't give up Discuss famous examples of perseverance (e.g., athletes, inventors) Create a 'Perseverance Wall' where students write down examples of when they persevered Share their contributions to the 'Perseverance Wall' and what they learned</p>	<p>Recognise the importance of respect in the classroom What does respect look like? Discuss the effects of respect and disrespect on learning and social interactions In pairs, students create a poster showing examples of respectful and disrespectful behaviour Present and discuss their posters with the class</p>	<p>Explore the concept of positivity and its impact on self-esteem Define positivity as a class Explain how positive thinking influences feelings and behaviours Students share positive affirmations and illustrate them; create a positivity display in class Share their illustrations and feelings about positivity</p>	<p>Understand how to be ready, respectful, and safe in school Discuss school rules together Introduce Paul Dix's principles; explain each component with examples from daily school life In groups, brainstorm how to be ready, respectful, and safe in different areas of the school Review group ideas; create a class agreement based on their input</p>	<p>I can explain rail safety rules and how to behave as I become more independent and responsible I can demonstrate that I understand rail safety signs and explain why they are there I can describe the warning signs at a level crossing and what to do if they appear I can describe other rail warning signs and reasons for these in different places Note: Switched on for every journey lessons 1 and 2</p>	<p>I understand that it is important to ensure the safety of myself and others in the event of an emergency I can assist in an emergency by correctly calling for help I can explain the information I need to give to emergency services if they are called to an incident I can identify a major and minor head injury (recap from year 2) I know to get help for a casualty who has a head injury (recap from year 2) I know how to give first aid to a casualty who has a head injury</p>	<p>Keeping the classroom tidy Underlining date and titles Drawing shapes and tables neatly Handwriting expectations Gluing and sticking things in books neatly Holding and cutting with scissors correctly</p>	<p>Class rules Discussion guidelines Roles of the school councillors Roles of the class ambassadors Completing the register in Spanish Uniform expectations Lining up Walking around the school Logging into the computers</p>
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5	<p>Introduction to Zones of Regulation By the end of the lesson, students will be able to identify the four Zones of Regulation (Blue, Green, Yellow, Red) and understand how their feelings and behaviours can be linked to these zones. Furthermore, they will develop initial strategies for self-regulation.</p>	<p>To understand the importance of honesty in everyday life and our school values What does honesty mean to you? Discuss what honesty entails and its significance Group brainstorm on examples of honesty Create a class 'Honesty Charter' Share one example of honesty observed today</p>	<p>To explore the value of perseverance and how it applies to learning and personal goals Share a time when you kept trying Introduce perseverance through a story or quote Group discussions on challenges and how perseverance helped overcome them Reflect on a recent challenge and perseverance actions</p>	<p>To develop respectful relationships by understanding others' perspectives What do you think respect looks like? Discuss what respect means using examples Role-playing scenarios to demonstrate respect and disrespect Share a scenario where respect was demonstrated</p>	<p>To identify what it means to create a safe environment for ourselves and others What does it feel like to be safe? Introduce the concept of safety in different contexts Small group discussions to list ways to create a safe space at school What was one idea that stood out in our discussions on safety?</p>	<p>To synthesise knowledge of honesty, perseverance, respect, and safety into a personal action plan for behavioural improvement Quick recap of previous lessons Discuss the importance of integrating school values into daily actions Each student writes their own action plan based on discussed values and principles Share one action they will take moving forward</p>	<p>I can talk about and show how to keep myself and others safe at a station and on a train I can explain ways to resist pressure to behave unsafely or take risks at a station I can explain what to do or how to get help if someone or something is unsafe, or there is an emergency I can explain some consequences of taking risks or unsafe behaviour around railways Note: Switched on journeys lessons 3 and 5</p>	<p>I am able to assess a casualty's condition calmly and give first aid to a casualty who is bleeding I am able to give first aid to a casualty who is in shock I am able to seek medical help, if required for a casualty who is bleeding I am able to recognise when a casualty has suffered a burn or scald I am able to respond appropriately to a casualty who has been burnt or scalded</p>	<p>Keeping the classroom tidy Underlining date and titles Drawing shapes, charts and tables neatly Plotting coordinates neatly Drawing shapes on a grid neatly Handwriting expectations Gluing and sticking things in books neatly Holding, cutting and trimming with scissors correctly How to keep exercise books looking presentable</p>	<p>Class rules Discussion guidelines Roles of the school councillors Roles of the class ambassadors Completing the register in Spanish Uniform expectations Lining up Walking around the school Logging into the computers Logging into Century</p>
6	<p>Introduction to Zones of Regulation By the end of the lesson, students will be able to identify the four Zones of Regulation (Blue, Green, Yellow, Red) and understand how their feelings and behaviours can be linked to these zones. Furthermore, they will develop initial strategies for self-regulation.</p>	<p>To understand the importance of honesty in everyday life and our school values What does honesty mean to you? Discuss what honesty entails and its significance Group brainstorm on examples of honesty Create a class 'Honesty Charter' Share one example of honesty observed today</p>	<p>To explore the value of perseverance and how it applies to learning and personal goals Share a time when you kept trying Introduce perseverance through a story or quote Group discussions on challenges and how perseverance helped overcome them Reflect on a recent challenge and perseverance actions</p>	<p>To develop respectful relationships by understanding others' perspectives What do you think respect looks like? Discuss what respect means using examples Role-playing scenarios to demonstrate respect and disrespect Share a scenario where respect was demonstrated</p>	<p>To identify what it means to create a safe environment for ourselves and others What does it feel like to be safe? Introduce the concept of safety in different contexts Small group discussions to list ways to create a safe space at school What was one idea that stood out in our discussions on safety?</p>	<p>To synthesise knowledge of honesty, perseverance, respect, and safety into a personal action plan for behavioural improvement Quick recap of previous lessons Discuss the importance of integrating school values into daily actions Each student writes their own action plan based on discussed values and principles Share one action they will take moving forward</p>	<p>I can explain some consequences of taking risks or unsafe behaviour around railways I can describe other rail warning signs and reasons for these in different places I can demonstrate ways to resist pressure to behave in an unsafe or risky way around railways I can demonstrate that I understand rail safety signs and explain why they are there Note: Switched on journeys lessons 6 and 7</p>	<p>I am able to explain what an allergic reaction is I am able to give first aid to a casualty who is having an allergic reaction I am able to recognise when to call for help for a casualty who is having an allergic reaction I am able to identify a casualty who is choking I am able to assess and give first aid to a casualty who is choking I am able to seek medical help if required for a casualty who is choking</p>	<p>Keeping the classroom tidy Underlining date and titles Drawing shapes, charts, graphs and tables neatly Plotting coordinates neatly Drawing shapes on a grid neatly Handwriting expectations Gluing and sticking things in books neatly Holding and cutting with scissors correctly</p>	<p>Class rules Discussion guidelines Roles of the school councillors Roles of the class ambassadors Completing the register in Spanish Uniform expectations Lining up Walking around the school Logging into the computers Logging into Century</p>