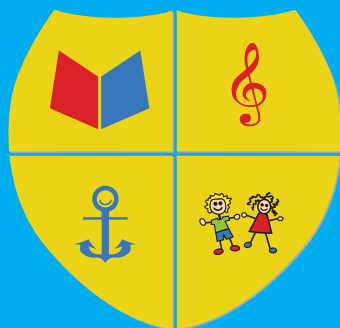


Reception, Y1 & Y2 Blue Book



NORTHBURN
PRIMARY SCHOOL



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Adventure Awaits Forest School

Forest School takes place within our specialist site at Northburn Primary School. The sessions are run by Mrs Palmer and Mrs Coull who are both qualified Forest School leaders.



Forest Schools is a fun, exciting way to learn in an outdoor setting. It can improve children's confidence, self-esteem and communication skills, as well as giving them an opportunity to have lots of fun! The children also develop skills in teamwork, using tools safely and learning about looking after our outdoor environment.

Each year group will have a block of Forest School sessions during the year. These sessions will take place regardless of the weather therefore appropriate clothing is essential.

Some suggested clothing options would be:

- outdoor shoes - walking boots or wellingtons
- warm socks
- a warm coat - preferably waterproof
- a jumper or fleece
- a long sleeved t-shirt
- trousers
- waterproof over-trousers if possible
- hat, gloves, sun cream depending on the weather
- an extra layer of clothing depending on the weather

During Forest School sessions, children are encouraged to work with others to carry out activities such as den/shelter building, role-play, exploration, practical and creative skills and tasks. This will include using tools, building and cooking on a fire and growing and harvesting food. These activities will encourage the children to develop resilience, be ambitious and take risks. Being immersed in the outdoors encourages the children to be inquisitive and ask questions about the world around them. Learning to work as a team and being respectful to each other and the living world will always be at the heart of Adventure Awaits.

We are sure that your child will make the most of this wonderful opportunity to learn outdoors, and apply their new learning within the classroom.

Mrs Palmer and Mrs Coull

Common Exception Words – Reception and Year 1

| | | | | |
|-------|------|--------|--------|-------|
| the | a | do | to | today |
| of | said | says | are | were |
| was | is | his | has | I |
| you | your | they | be | he |
| me | she | we | no | go |
| so | by | my | here | there |
| where | love | come | some | one |
| once | ask | friend | school | put |
| push | pull | full | house | our |

Common Exception Words – Year 2

| | | | | | |
|---------|--------|---------|-----------|-------|---------|
| door | floor | poor | because | find | kind |
| mind | behind | child | children | wild | climb |
| most | only | both | old | cold | gold |
| hold | told | every | everybody | even | great |
| break | steak | pretty | beautiful | after | fast |
| last | past | father | class | grass | pass |
| plant | path | bath | hour | move | prove |
| improve | sure | sugar | eye | could | should |
| would | who | whole | any | many | clothes |
| busy | people | water | again | half | money |
| Mr | Mrs | parents | Christmas | | |

Some other frequently used words

| | | | | | |
|------|------|--------|-------|-------|--------|
| and | up | little | very | came | help |
| in | had | as | look | oh | called |
| it | her | mum | don't | about | off |
| on | what | them | will | got | asked |
| for | out | down | into | their | saw |
| at | this | dad | back | too | make |
| but | have | big | from | day | an |
| that | went | when | him | made | |
| with | like | it's | get | time | |
| all | not | see | just | I'm | |
| can | then | looked | now | if | |

Days of the week

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Months of the year

January
February
March
April
May
June
July
August
September
October
November
December

Numbers and Words

1 - one

2 - two

3 - three

4 - four

5 - five

6 - six

7 - seven

8 - eight

9 - nine

10 - ten

11 - eleven

12 - twelve

13 - thirteen

14 - fourteen

15 - fifteen

16 - sixteen

17 - seventeen

18 - eighteen

19 - nineteen

20 - twenty

10 - ten

20 - twenty

30 - thirty

40 - forty

50 - fifty

60 - sixty

70 - seventy

80 - eighty

90 - ninety

100 - hundred

Top Tips for the Reading Helper

1. Try to make reading time fun and encourage the reader to read out loud. Aim to do little and often, but not when the reader is tired.
2. Make sure that you are using reading material with the right level of difficulty for the reader. Also, check that the content is suitable.
3. Blending – encourage the reader to break words down into a series of sounds e.g. c-r-a-sh. Run your finger under each sound in turn to encourage the reader to blend the sounds together.
4. Identify some key letter groups in the reading material and ask the reader to look out for them. Use the vocabulary section in your child's reading diary to record the letters / letter groups you are focussing on in each session.
5. Encourage the reader to look at any pictures in the book to get an idea of what it is about. Discuss the pictures with the reader.
6. Make a note in the vocabulary section of any new words. Write a definition of the word in the space provided.
7. Help the reader to 'work out' words which can't be blended. By looking at the other words in the sentence or at the pictures in the book.
8. Try reading some pages to the reader before asking him / her to read. This will show what fluent reading sounds like and help with the readers understanding.
9. Read a wide range of poems and stories to the reader, including ones that are too complex to read at this stage.
10. Draw attention to punctuation marks and help the reader to read with feeling e.g. "HOORAY!" they shouted.

Book talk at home

Being able to read the words does not necessarily mean that your child understands what they have read. They might sound like a fluent reader which can make you believe they are a good reader. The only way to check how much your child understands is to talk about the book and ask questions.

Questions to encourage BOOK TALK when reading with your child:

- What do you think this story will be about?
- What will happen next? What do you think?
- Does this remind you of anything or another story?
- What is happening in the story?
- How do you think the character feels? Why?
- What would you do?
- Why do you think the character said that?
- Where might we find some information about...?
- What were the main events in the story?
- What does this word mean?
- What happened in the beginning/middle/end of the story?
- Did you like the story? Why? Why not?
- Think of five words to describe this character.
- What three questions would you ask the character?
- Do you think the character was good or bad? Why?
- What was the best bit of the story?
- Why do you think the author used these words?
- What does this phrase mean?
- What other word would you use instead of...?

Book talk at home (reading and library books)

- Why did you choose this book?
- Did you like the picture on the front? Why?
- Have you read other books by this author?
- Did you choose it because it's about...?
- What could this book be about?
- Can you point to the title?
- What do you think this story will be about? What might happen in the story?
- What do we call the writing on the back of the book? What does the blurb tell us?
- Talk about the different parts of the book (e.g. the front cover, back cover, title, illustrator or the blurb.)
- If it is an information book, ask where you will find out about something specific (e.g. can the child use the contents or index page to locate information?)
- Tell me what is happening in the pictures?
- What has happened so far? Is it what you expected to happen?
- What might happen next? How do you think the story might end?
- What sort of character is he/she? Is he/she friendly/mean/nice?
- Ask children about events in the story. How would you feel if you had been that character? Has anything like that happened to you?
- If reading an information book. What facts have you read?
- Have you learnt anything new?
- Is there anything that interests you on this page?
- Where would you find information about...?
- What was the most interesting/exciting part of the book?
- Why are some words written in capital letters/italics?

Accelerated Reader – Year 2 pupils

During Year 2 some pupils will be moved onto the *Accelerated Reader* scheme. This scheme is used in Key Stage 2 predominantly, but may be introduced to Year 2 pupils when their reading comprehension has developed sufficiently, meaning they are able to access the scheme independently.

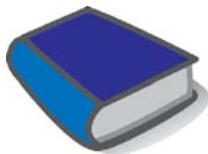
Accelerated Reader engages pupils, motivates reading practice and improves reading progress for most pupils. Pupils will read a text that has been matched to their reading ability, take an online quiz and receive immediate feedback. Pupils respond to regular feedback and are motivated to make progress with their reading skills.

Through continuous assessment pupils develop reading comprehension skills more effectively as they are always reading appropriately challenging texts – difficult enough to keep them engaged but not so difficult that they become frustrated.

Phonics - A Guide for the Reading Helper



d-o-g



b-oo-k



qu-ee-n

Phonics - a simple overview

Phonics is a way of teaching children to read quickly and skilfully. They are taught how to:

- Recognise the sounds that each individual letter represents
- Identify the sounds that all different combinations of letters represent (e.g. 'ch' or 'ai')
- Blend the sounds together from left to right to make a word

Children can use this skill to decode new words.

On the following page, you will find a list of the common letters and letter groups. There are example words and rhymes to show the common sound linked to each one.

The language of phonics

The overview contains all you need to know to help a reader learn through phonics. If you want to know more, the following information may be useful:

- The smallest units of spoken sound in a language are called **phonemes**.
- These sounds (phonemes) are represented in writing by letters / groups of letters called **graphemes**.
- Phonemes can be represented by more than one grapheme (e.g. the **ow** sound in **cow** is the same as the **ou** sound in **out**.)
- Some graphemes represent more than one phoneme (e.g. **th** can be the **th** sound in **thin**, or the **th** sound in **that**.)
- Developing readers should become increasingly aware of these grapheme-phoneme correspondences.

| SET 1 | | SET 2 | | SET 3 | |
|-------|---------------------|-------|-------------------|-------|--------------------|
| Sound | Say It | Sound | Rhyme | Sound | Rhyme |
| m | mmmountain | ay | May I play? | ea | Cup of tea |
| a | a-a-a-apple | ee | What can you see? | oi | Spoil the boy |
| s | sssssnake | igh | Fly high | a-e | Make a cake |
| d | d-d-d-dinosaur | ow | Blow the snow | i-e | Nice smile |
| t | t-t-t-tower | oo | Poo at the zoo | o-e | Phone home |
| i | i-i-i-insect | oo | Look at a book | u-e | Huge brute |
| n | nnnnnet | ar | Start the car | aw | Yawn at dawn |
| p | p-p-p-pirate | or | Shut the door | are | Care and share |
| g | g-g-g-girl | air | That's not fair | ur | Nurse with a purse |
| o | o-o-o-orange | ir | Whirl and twirl | er | A better letter |
| c | c-c-c-caterpillar | ou | Shout it out | ow | Brown cow |
| k | k-k-k-kangaroo | oy | Toy for a boy | ai | Snail in the rain |
| u | u-u-u-umbrella | | | oa | Goat in a boat |
| b | b-b-b-boot | | | ew | Chew and stew |
| f | ffffflower | | | ire | Fire fire |
| e | e-e-e-egg | | | ear | Hear with your ear |
| l | llllleg | | | ure | Sure it's pure |
| h | h-h-h-horse | | | | |
| sh | shhhhh | | | | |
| r | rrrrrobot | | | | |
| j | j-j-j-jack-in-a-box | | | | |
| v | vvvvulture | | | | |
| y | y-y-y-yak | | | | |
| w | w-w-w-warm | | | | |
| th | thhhhhh | | | | |
| z | zzzzzip | | | | |
| ch | ch-ch-ch-choo | | | | |
| qu | qu-qu-qu-queen | | | | |
| x | x-x-x-wax | | | | |
| ng | A thing on a string | | | | |
| nk | I think I stink | | | | |

Handwriting

At Northburn Primary we teach all pupils from year 1 upwards a cursive script as a way of promoting excellent handwriting and presentation across the school. A cursive script is a continuous script where every letter starts on the line as shown in the alphabet below:

Cursive Script

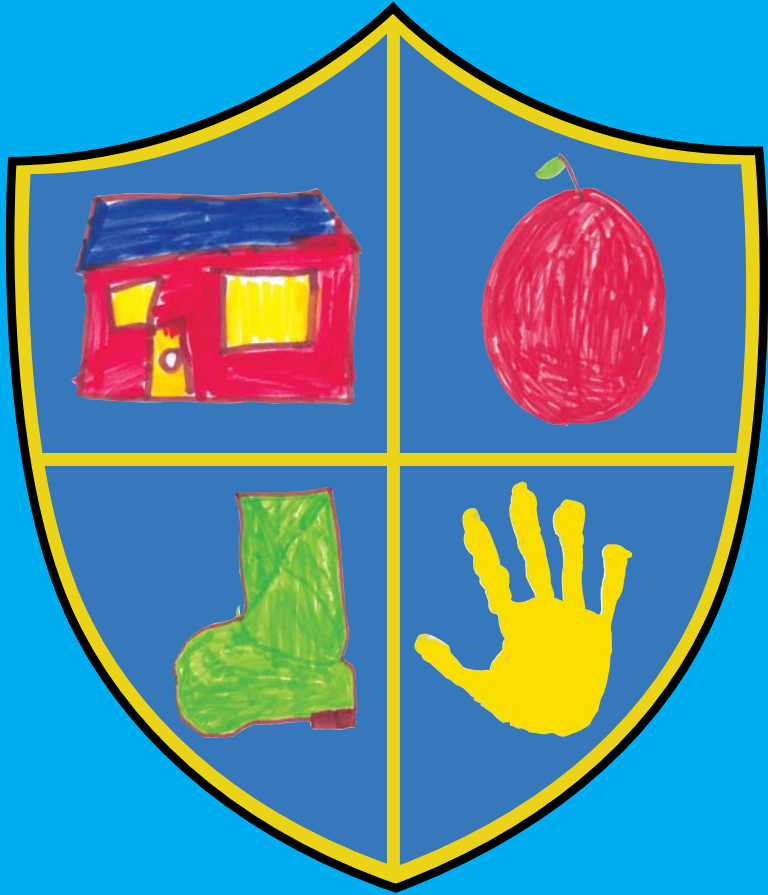
Lower case

a b c d e f g h
i j k l m n o p q
r s t u v w x y z

Capital letters

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z

EYFS CHALLENGE AWARD



NORTHBURN
PRIMARY SCHOOL

EYFS Challenge Award

Our World

- Learn how to take care of the school environment.
- Share a family celebration or tradition.
- Talk to people who help us in the community e.g. police, nurse.
- Find out about peoples' roles in society.
- Carry out an act of kindness and talk about it.

Staying Healthy

- Make a healthy snack.
- Grow some food.
- Plan an obstacle course for your friends.
- Take part in a keep fit challenge.
- Look after your teeth.
- Show resilience and overcome difficulty e.g. set a personal goal to achieve.

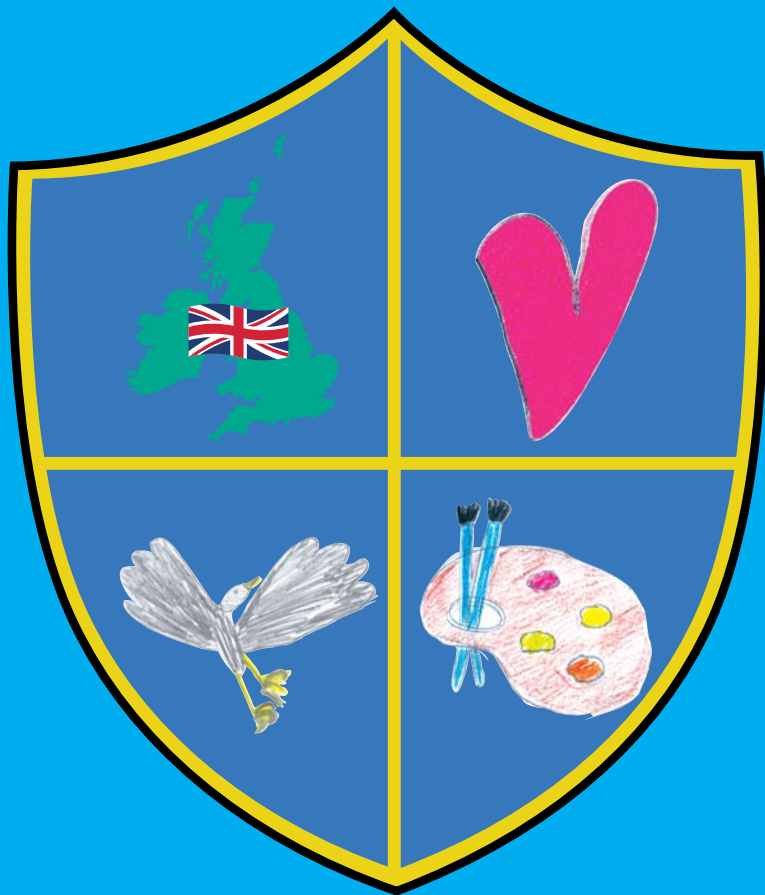
Great Outdoors

- Take care of a living thing.
- Explore seasonal changes.
- Build a shelter with a purpose.
- Identify and name some plants and animals in our environment.
- Follow a recipe and cook it on the campfire.

Creativity

- Create a piece of natural art.
- Design and make a home for an animal.
- Perform to an audience.
- Retell a familiar story in your chosen way.
- Learn and recite a poem.

K.S.1 CHALLENGE AWARD



NORTHBURN
PRIMARY SCHOOL

KS1 Challenge Award

Community

- Learn to count to 10 in three different languages.
- Visit a Hindu temple, a Jewish synagogue or a place of worship that is different to your own religion.
- Find out which festivals/celebrations children and other countries have and how they celebrate them.
- Help the elderly by visiting someone you know to cheer them up once a week.

Staying Healthy

- Keep a food diary for a week and show you have your 'five a day'.
- Regularly attend an after-school club or organisation and get your leader or coach to sign to confirm your attendance.
- Keep an exercise diary for a half term, how long do you spend exercising each week?
- Create/make a healthy smoothie, recipe or meal.
- Run 100 miles on the school Golden Mile Challenge.

Great Outdoors

- Take a photo from the top of a hill, the top of a Sand dune, inside a tall building or a woodland habitat.
- Keep a diary of birds that visit your garden, (Can you name them?)
- Build a bug hotel or a den and take a photo of it.
- Grow something you can eat.
- Whittle a stick to cook a snack on.

Creativity

- Design and build a sculpture using natural materials.
- Visit our school art gallery and create a piece of art in the style that you saw.
- Perform a poem, a musical piece, a dance, a song or act out a part to your class. Teach your friends your performance.
- Enter a competition in the Arts.

| | | | |
|---|--------------------|----------------|--|
| Week Beginning: | | | |
| Focus Words | Reception: Reading | KS1: Spellings | |
| | | | |
| RWI book: | | | |
| Additional school book: | | | |
| Library book: | | | |
| Teacher comments: | | | |
| Parent comments: | | | |
| I have read four times at home this week: | | | |
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| Focus Words | Reception: Reading | KS1: Spellings | |
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| RWI book: | | | |
| Additional school book: | | | |
| Library book: | | | |
| Teacher comments: | | | |
| Parent comments: | | | |
| I have read four times at home this week: | | | |
| | | | |

New Vocabulary

New Vocabulary

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School Passwords

Reception and KS1: Useful tips for parents to support maths at home

In 2011, Ofsted stated that parental engagement has a clear impact of achievement in school for pupils. They also noted how children have higher attainment levels and are more likely to achieve academically when parents are involved with their education.

This resource contains some ideas of how you, the parent, can help: engage the children with maths at home, and improve their outlook on mathematics in general.

We know it can be difficult to know, as a parent, how to start supporting your child with maths at home. We understand that the way the maths curriculum is structured and taught may differ from what some parents remember from their own school experience. Consequently, some parents may not feel confident about how best to support their child with maths at home. We encourage a positive mindset towards maths which helps to foster engagement in the subject.

Teachers often link maths learning back to the real-world, when it is appropriate. There are many opportunities to develop your child's maths skills in real-life. For example, in the supermarket, ask them which item is cheaper and to explain how they know. When asking your child about their day, use vocabulary such as earlier, later, before and after to help develop their sense of time.

We hope this resource is helpful and gives some useful ideas about how to support your child's maths learning at home. If you would like to discuss your child's maths learning, please contact your child's maths teacher.

Tips to engage with your child's maths learning:

- A positive mindset

Do you ever hear yourself saying, "I'm really bad at maths," or, "I just didn't get maths at school"? Children can pick up on any negativity towards particular subjects from the adults in their lives. Unfortunately, this can be a real barrier to learning. We encourage parents to try and use positive language around their children when discussing maths. If a child makes a mistake, it can be turned in to a learning opportunity:

*Where did you make the mistake?

*How can you improve it?

- Use maths talk every day

Talking about maths is really important for your child's mathematical development.

Whenever you have the opportunity, try to include maths talk in their lives. This could be done when they are playing with physical objects as their counting skills can be reinforced by asking:

- * How many pennies are you holding?

- * If I give you 3 more pennies, how many will you have altogether?

When counting, reinforce the last number they counted as this can help their mathematical development further, for example "One, two three...three cars."

Two concepts to develop with your child are doubling/halving and adding/subtracting. Again, you could use physical objects such as food to reinforce this. It's as simple as asking your child to count the number of grapes they have been given (or any other food!) and then you can ask them things like:

- "If I doubled the number of chicken nuggets on your plate right now, how many would you have?"

- "If I ate half the peas on your plate for you, how many would you have left?"

- "If we added all of my chicken nuggets to your chicken nuggets, how many would we have altogether

Playing dice and card games will reinforce your child's maths learning and understanding.

When looking at different objects, questions could be asked about the shapes:

- * How many sides does the shape have?

- * What is the shape called?

Spotting numbers in the environment is also useful. For example, can they read door numbers or numbers on car registration plates? Ask them what is one more/one less/ten more/less than the number.

Encourage telling the time using both digital and analogue clocks.

Ask what day/month/year it is.

What time do you get up?

What time do you go to bed?

What time does school start?

What time does school end?

- Develop memory skills

The younger generation now have little need to memorise things such as phone numbers anymore. Try to encourage your child to memorise your phone number to help develop their memory skills. This can be turned in to a game:

- * The second number is three more than 5. What is the number?

- * What is the sum of all of the digits added together?

Encouraging your child to know their date of birth, family birthdays and ages helps them to understand time:

- * Who is older/younger?

- * By how many years is ___ older/younger than ___?

- * How old will you be in two years?

- * How old were you three years ago?

- Play maths games together

Games are a great way to bond with your child; many games use mathematical and logical skills that your child will need later in life.

- * A jigsaw puzzle helps children to develop logical and spatial awareness.

- * Snakes and Ladders enables children to count the rolls of the dice, the numbers on the dice and the moves made on the board.

- * Connect 4 also supports logic in terms of where the best position is to place the disc.

- * Children in Reception and KS1 have access to NumBots

<https://play.numbots.com/#/account/school-login/69476>

- Watch out for shapes

When you look around, everything is made out of shapes. Encourage your child to learn the names of shapes as you play with them, chat to them and are out and about with them.

- * A dice is a cube that has square faces.

- * Bathroom/kitchen tiles may be laid out in a rectangular pattern.

- * The steering wheel in a car is circular.

- Developing understanding of money

- * Encourage your child to recognise and identify different coins and notes.

- * Count change together.

- * How many 1ps make 10p? How many 20ps do I have?

Year 1 (this includes words that are new to Year 1 and *some* Reception vocabulary)

Red words are non-statutory but desirable.

Number and Calculation

| | | |
|--------------------|--------------------------|-------------|
| same | ones | size |
| different | tens | odd |
| count(ing) | column(s) | even |
| forwards | multiples | number line |
| backwards | twenty-one | double |
| share | twenty-two | halve |
| left over | twenty-three | pair |
| more (than) | <i>(and so on up to)</i> | how much |
| less (than) | ninety-nine | how many |
| total | one hundred | larger |
| fewer (than) | first | smaller |
| equal (to) | second | estimate |
| most | third | compare |
| least | fourth | together |
| sum | <i>(and so on up to)</i> | altogether |
| difference | nineteenth | bonds |
| difference between | twentieth | zero |
| plus | order | between |
| add(ition) | number | above |
| subtract(ion) | amount | below |
| minus | value | |

Fractions

| | | |
|------------------|------------|-------------|
| (one) half | sharing | equal parts |
| (one) quarter | group(ing) | same size |
| (two) quarters | part | bar |
| (three) quarters | whole | |

Geometry

Shape Properties

| | | |
|-----------|---------|-------|
| pattern | 3-D | close |
| 2-D | cube | far |
| rectangle | cuboid | up |
| square | pyramid | down |
| circle | sphere | |
| triangle | side(s) | |

Position and direction

| | | |
|-------------|---------|-----------|
| left | behind | forwards |
| right | between | backwards |
| top | above | inside |
| middle | below | outside |
| bottom | around | clockwise |
| in front of | near | |

Measurement (time, mass, length, capacity, money)

Time

| | | |
|-----------|-----------|-----------------|
| Year | July | old(er) |
| Month | August | new(er) |
| Week | September | clock (face) |
| Weekend | October | o'clock |
| Day | November | half past |
| Monday | December | birthday |
| Tuesday | night | watch |
| Wednesday | hour | hour (hand) |
| Thursday | minute | minute (hand) |
| Friday | second | minutes past/to |
| Saturday | morning | quarter past/to |
| Sunday | afternoon | fast(er) |
| January | evening | quick(er) |
| February | yesterday | slow(er) |
| March | today | early |
| April | tomorrow | earlier |
| May | before | late |
| June | after | later |

Mass

| | | |
|----------------|----------------|-------------------|
| weigh | heaviest | balance |
| weight | light | (weighing) scales |
| heavy | lighter (than) | |
| heavier (than) | lightest | |

Length

| | | |
|----------------|---------------|---------|
| long(er)(est) | centimetre/cm | measure |
| short(er)(est) | metre/m | ruler |
| gram/g | far | |
| kilogram/kg | distance | |

Capacity

| | | |
|--------|-----------|-----------|
| volume | empty | less than |
| full | more than | half full |

Money

| | | |
|---------|---------------------|--------------|
| coin | <i>coin values:</i> | |
| note | one pence | ten pence |
| amount | two pence | twenty pence |
| penny/p | five pence | fifty pence |
| pound/£ | | |

Year 2

Red words are non-statutory but desirable.

Number and Calculation

| | | |
|--------------------------|---------------------|----------------|
| digit | multiple | estimation |
| numeral | commutative | inverse |
| twenty-one | place value | array |
| twenty-two | step counting | calculate |
| twenty-three | > as 'greater than' | multiplication |
| twenty-four | < as 'less than' | division |
| <i>(and so on up to)</i> | partition | times tables |
| ninety-nine | place holder | |
| one hundred | estimate | |

Fractions

| | | |
|--------------|------------------------|---------------|
| third | equivalent | twice as much |
| one third | one and a quarter | numerator |
| two thirds | one and two quarters | denominator |
| sharing | one and a half | |
| group(ing) | one and three quarters | |
| two quarters | half as much | |

Measurement (time, mass, length, capacity, temperature, money)

Time

| | | |
|--------------------------|-----------|----------------|
| analogue | clockwise | anti-clockwise |
| five/ten/quarter past/to | | |

Mass

| | |
|------|----------|
| gram | kilogram |
|------|----------|

Length

| | | |
|--------|------------|------------|
| height | metre | millimetre |
| width | centimetre | |

Capacity

| | |
|-------|------------|
| litre | millilitre |
|-------|------------|

Temperature

| | | |
|---------|---------|-------------|
| degrees | celsius | thermometer |
|---------|---------|-------------|

Money

| | | |
|-------|--------|--------|
| price | amount | change |
| cost | | |

Statistics

| | | |
|-------------|---------------|---------------|
| pictogram | block diagram | data |
| tally chart | table | category(ies) |

Geometry

Shape Properties

| | | |
|------------|---------------|----------|
| vertical | faces | prism |
| horizontal | quadrilateral | cone |
| vertices | polygon | symmetry |
| edges | | |

Position and direction

| | | |
|----------|----------|-------------|
| straight | rotate | angle |
| curved | rotation | right angle |

The Zones of Regulation

Northburn Primary School recognises that children who are aware of their own emotions and behaviour are better at self-regulating and are able to deploy coping skills. This self-regulation allows pupils to learn and practise social, emotional and learning skills and, as a direct result, children become more motivated and determined to succeed in their own learning.

What are The Zones of Regulation?

The Zones of Regulation are used to label the different ways we feel and states of alertness we experience. The Zones provide children with strategies to become more aware of their emotions, improve control of their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts. Once these strategies have been successfully developed and strengthened, they turn into essential life skills and help children to become motivated and determined to succeed.

Categorised into colours, the Zones help children recognise how they are feeling, and understand how to control their emotions and improve their ability to problem solve conflicts.

Blue: sad, tired, sick, or bored.

Green: happy, focused, content, or ready to learn.

Yellow: frustration, anxiety, excitement, silliness, the wiggles, or nervousness.

Red: anger, rage, explosive behaviour, or devastation.

Through discussion, your child will become familiar with the Zones and enable them to identify their feelings, recognise their level of alertness and control their behaviour. This essentially provides children with a toolkit that allows them to independently regulate their own emotions and behaviour, as well as develop skills such as identifying the impact of their behaviour on those around them.

Different emotions (which can sometimes be categorised into more than one Zone) maybe experienced at different points throughout the day by your child. All emotions in the Zones are natural and we endeavour to support your child in self-regulation. In using the Zones of Regulation framework, your child will learn to recognise and manage how they are feeling and how it affects those around them.

The Zones of Regulation framework dovetails with Northburn Primary School's *Rewards and Behaviour Policy*.

| | | | |
|--|---|--|---|
| <p>Blue</p> <p>sad tired sick</p> | <p>Yellow</p> <p>frustrated worried silly excited</p> | <p>Green</p> <p>happy clam focused</p> | <p>Red</p> <p>mad angry afraid</p> |
| <p>Tools:</p> <p>close my eyes stretch and stand</p> <p>children will be asked to come up with their own ideas as the year progresses</p> | <p>Tools:</p> <p>count back from five in my head breathe deeply</p> <p>children will be asked to come up with their own ideas as the year progresses</p> | <p>Tools:</p> <p>focus drink water</p> <p>children will be asked to come up with their own ideas as the year progresses</p> | <p>Tools:</p> <p>move around to a different space stretch and stand</p> <p>children will be asked to come up with their own ideas as the year progresses</p> |

