

ENGLISH · PRE-K / KINDERGARTEN

# Alphabet Tracing

Uppercase and lowercase, A to Z

## How to use

Trace each letter from the dot. Start at the top of the letter and follow the arrow direction (work left to right). Say the letter sound out loud as you trace it. Practice each letter three times in the boxes provided.

## Letters A–M

A a — apple

B b — bear

C c — cat

D d — dog

E e — egg

F f — fish

G g — goat

H h — hat

I i — igloo

J j — jam

K k — king

L l — leaf

M m — moon

## Letters N–Z

N n — net

O o — orange

P p — pig

Q q — queen



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R r — rabbit

S s — sun

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T t — tree

U u — umbrella

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V v — van

W w — whale

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X x — fox

Y y — yo-yo

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Z z — zebra



## MATH · PRE-K / KINDERGARTEN

# Numbers 1 to 10

Trace, count, and write

## How to use this sheet

Trace each number with a finger first, then with a pencil. Count the matching pictures aloud, then practice writing each number two more times in the boxes.

## Trace and count

1 — one bird . . . . .

2 — two cats . . . . .

3 — three apples . . . . .

4 — four stars . . . . .

5 — five flowers . . . . .

6 — six leaves . . . . .

7 — seven fish . . . . .

8 — eight blocks . . . . .

9 — nine balls . . . . .

10 — ten dots . . . . .



SEL · GRADES 1–2

# Feelings and Emotions

Words to help you say how you feel

## When you're happy...

content	cheerful	joyful	proud
thrilled	delighted		

## When you're sad...

down	gloomy	tearful	lonely
miserable	heartbroken		

## When you're worried...

uneasy	nervous	anxious	frightened
panicked	overwhelmed		

## When you're cross...

annoyed	irritated	cross	frustrated
furious	raging		

## How to use this mat

Stick this mat on a desk or in a journal. When you can't find the word for a feeling, point to the closest one. Words on the right of each line are stronger than words on the left.



EYFS · RECEPTION / PRE-K / K

# 50 Enhancement Ideas

Low-prep, high-impact

## How to use this

These are SPECIFIC enhancement ideas you can drop into existing provision areas — not whole new activities. Each takes 5-10 minutes to set up. Pick 1-2 per week.

## Mark making (10 ideas)

#	Enhancement
1	Loose-letter tray with name cards to copy
2	Postcards from imaginary places — children write back
3	Recipe cards from a story (e.g. The Tiger Who Came to Tea)
4	Order pad linked to role-play café
5	Treasure-map prompts — 'X marks the spot, what's in your X?'
6	Birthday cards for a class teddy who has many birthdays
7	Shopping lists tied to outdoor 'shop'
8	Speech bubbles to fill in for character pictures
9	Weather diary — children mark today's weather
10	Wanted posters for missing teddy



## Maths / number area (10 ideas)

#	Enhancement
11	Number-bond cherry trees with magnetic numbers
12	Tens-frame trays with conkers / shells / buttons
13	Subitising cards for matching games
14	'How many?' jars filled differently each week
15	Pattern strips with loose parts
16	Measuring station with rulers, ribbons, footprints
17	Post-office stamps requiring counting (3 stamps for 3p)
18	Cake decorating — count specific numbers of items
19	Weighing scales with conkers / pebbles
20	Number lines drawn on outdoor paths

## Construction (5 ideas)

#	Enhancement
21	Photos of bridges / castles to inspire builds
22	Story link — 'build the troll's bridge'
23	Loose-parts construction (tiles, cones, fabric)
24	Build for a character — 'Goldilocks needs a chair'
25	Engineer-of-the-week display with photos of children's builds

## Role play (5 ideas)

#	Enhancement
26	Vet's surgery with toy animals and bandages
27	Café with menus, tills, real coins (1p, 2p, 5p)



#	Enhancement
28	Post office with stamps, letters, parcel deliveries
29	Hairdresser's with mirrors, hair clips, magazines
30	Travel agent / airport check-in

### Small world (5 ideas)

#	Enhancement
31	Dinosaur world with mud kitchen sauce-pots = swamps
32	Underwater world with blue voile + sea creatures
33	Farm with animal sounds vocabulary cards
34	Fairytale castle setup linked to current story
35	Pirate ship with treasure map (mark-making link)

### Sand / water (5 ideas)

#	Enhancement
36	Hide alphabet letters in sand for treasure hunt
37	Coloured ice cubes in water tray
38	Funnels and tubes with floating boats
39	Numbered rocks to find in sand
40	Frozen objects in ice — 'rescue the dinosaurs'

### Creative / art (5 ideas)

#	Enhancement
41	Self-portrait area with mirrors and skin-tone pencils
42	Nature collage — outdoor finds + glue + paper



#	Enhancement
43	Marbled paper with shaving foam and food colouring
44	Big art together — A1 paper + 5 children + brushes
45	Weaving with ribbons through wire racks

## Outdoor (5 ideas)

#	Enhancement
46	Mud kitchen with real cooking tools
47	Number hunt — find numbers 1-10 hidden outdoors
48	Den-building with sheets, pegs, sticks
49	Bug hunt with magnifying glasses + ID cards
50	Painting fence with water + big brushes

## Rotation principle

Don't change everything every week. Rotate. The same enhancement returning after a fortnight gives children a chance to play with it more deeply. Most enhancements get richer the second time, not less interesting.



EYFS · PRE-K / RECEPTION / K

# Pre-Phonics

30 activities to build foundations

## Why pre-phonics matters

Many children arrive in Reception not yet ready for formal phonics — not because of any deficit, but because they haven't yet developed phonological awareness (hearing rhythm, rhyme, syllables, sounds). Trying to teach letter-sound mapping to a child who can't yet hear the sounds is like teaching reading to a child who can't yet see. These activities build the prerequisite skills. Most of them take 5 minutes. Most are oral. None require children to know letters yet.

## Listening (5 activities)

#	Activity
1	Sound walks — outside, eyes closed, 'what can you hear?'
2	Mystery sounds — recording everyday sounds, children guess
3	Sound stories — adult tells story, children make sound effects
4	Listening lotto — match heard sound to picture
5	Quiet game — who can be the quietest? Builds attention

## Rhythm and beat (5 activities)

#	Activity
6	Clapping names — Sof-i-a (3 claps), Sam (1 clap)



#	Activity
7	Body percussion — copy patterns (clap, stomp, click)
8	Drumming on knees to a known song
9	March-and-stop games — keep moving to the beat, freeze when it stops
10	Loud-and-quiet — same beat, different volumes

### Rhyme (5 activities)

#	Activity
11	Rhyming pairs — bear / chair, hat / cat. Picture cards.
12	Rhyming odd-one-out — three pictures, two rhyme, which doesn't?
13	Nursery rhymes daily — repeated, sung, finger-played
14	'I'm thinking of a word that rhymes with...'
15	Rhyme stories — Julia Donaldson books are perfect

### Alliteration (5 activities)

#	Activity
16	Same first sound — 'sun, sock, snake' — what's the same?
17	Treasure bag — collect objects starting with the same sound
18	Tongue twisters — Sammy snake's silly socks
19	First-sound match — picture cards in pairs
20	Names and first sounds — 'Sofia starts with sssss'

### Oral blending and segmenting (5 activities)



#	Activity
21	Adult sounds out CVC word slowly, children guess: c-a-t → cat
22	Robot talk — 'Robot Mr Smith says: pick up your c-o-a-t'
23	Sound talk in tidy-up time — 'put away the b-l-o-cks'
24	Sound bag — adult sounds out object name, child finds it
25	Toy says 'I want a t-r-e-e' — children find / draw it

### Voice play (5 activities)

#	Activity
26	Animal sounds — match to pictures, exaggerate them
27	High and low voices — 'now in a giant voice... now in a mouse voice'
28	Lip and tongue twisters — 'bbbbbb', 'pppppp'
29	Vehicle sounds — vrooom, beeeep, choo-choo
30	Voice stories — children take turns adding to a sound story

### How to integrate

Don't make these activities into a separate 'lesson.' Sprinkle them throughout the day: • **MORNINGS** — sound walks, rhyming time on the carpet • **TRANSITIONS** — clapping names, voice play • **OUTDOOR** — listening, big body movements with rhythm • **END OF DAY** — story time, nursery rhyme • **1:1** — when you have a moment with a child, oral blending in passing 5-10 minutes of pre-phonics work per day, every day, builds the muscle. By the time formal phonics starts, children are ready.

### When to move into Phase 2 phonics

A child is ready for letter-sound work (Phase 2) when they can: • Hear the rhythm in words (clap names confidently) • Hear rhymes (and produce a few) • Identify same first sounds in words ('what sound do sock and sun start with?') • Orally blend simple CVC words ('c-a-t' → cat) •



Orally segment simple CVC words ('what sounds are in dog?' → 'd-o-g') Most children are ready by mid-Reception. Some take longer. That's not a problem unless other indicators are also delayed. Trust the readiness, don't force it.



## EAL &amp; NEW ARRIVALS · ALL GRADES

# EAL Survival Vocabulary

The 50 most essential words

## How to use

Print these 50 words. Laminate. Keep on the child's desk or in a small ring binder. The child can point to them when they need something. The teacher can point to them when giving instructions. After 2-3 weeks, most children will have learned the words and the cards become unnecessary.

## Body & feelings (10 cards)

English	Picture	When useful
TOILET	■	Most important word in any language
WATER	■	Drinking, washing, accidents
HUNGRY	■	Before lunch, snack time
TIRED	■	End of day, illness
HURT / SICK	■	Medical issues, comfort
HOT	■■	Weather, food, comfort
COLD	❄ ■	Weather, food, comfort
HAPPY	■	Emotional check-in
SAD	■	Emotional check-in
SCARED	■	Emotional check-in

## Classroom essentials (15 cards)



English	Picture	When useful
YES	■	Confirming
NO	■	Denying
HELP	■	Asking for support
FINISHED	■	Completing tasks
MORE	■	Asking for more
STOP	■	When something is wrong
LISTEN	■	Pay attention
LOOK	■	Look at something
WAIT	■	Patience
READ	■	Reading time
WRITE	⇒■	Writing time
DRAW	■	Art
BOOK	■	Lessons
PENCIL	⇒■	Lessons
PAPER	■	Lessons

### School locations (10 cards)

English	Picture	When useful
CLASSROOM	■	Where we work
TOILET	■	Bathroom
PLAYGROUND	■	Break time
HALL	■	Assembly, PE
LIBRARY	■	Books
OFFICE	■	School office
LUNCHROOM	■■	Eating



English	Picture	When useful
KITCHEN	■	Where lunch is made
COAT PEG	■	Where coats go
MY DESK	■	Their place

## People (8 cards)

English	Picture	When useful
TEACHER	■■■	You
FRIEND	■	Classmates
MUM / MOM	■	Family
DAD	■	Family
BROTHER	■	Family
SISTER	■	Family
NURSE / DOCTOR	■	If unwell
HEAD TEACHER	■	Important adult

## Time & numbers (7 cards)

English	Picture	When useful
NOW	■	Right this moment
LATER	■	Soon, but not now
TODAY	■	This day
TOMORROW	■	Next day
LUNCH	■■	Midday meal
BREAK	■	Mid-morning rest
HOME	■	End of day

## How to make a card set



Print this page. For each word, take a small piece of card (credit-card sized). On one side write the English word in big bold letters with the picture cue. On the back, leave space for the child or family to write the same word in their first language. Laminate. Punch a hole in the corner. Loop on a binder ring. The child can keep it on their desk or wear it. They build their own personal vocabulary set this way.



EAL &amp; NEW ARRIVALS · GRADES 1–6

# EAL Sentence Stems

Cross-curricular pack

## Why sentence stems matter

An EAL learner often KNOWS what they want to say but doesn't know HOW to start the sentence. Sentence stems give them a launchpad. They fill in the rest. Over time, they internalise the patterns and don't need the stems anymore.

## Asking for help

<p><b>I don't understand...</b></p> <p>I don't understand what to do. I don't understand the question. I don't understand the word ____.</p>	<p><b>Can you...</b></p> <p>Can you help me, please? Can you say that again? Can you show me?</p>
<p><b>I'm stuck on...</b></p> <p>I'm stuck on question 3. I'm stuck because I don't know what ____ means.</p>	<p><b>How do I...</b></p> <p>How do I spell ____? How do I do this? How do you say ____ in English?</p>

## Answering questions

<p><b>I think...</b></p> <p>I think the answer is _____. I think it's because _____. I think this character feels _____.</p>	<p><b>The answer is...</b></p> <p>The answer is _____. The answer is _____ because _____.</p>
<p><b>I agree / disagree</b></p> <p>I agree with _____. I disagree because _____. I agree but _____.</p>	<p><b>I'm not sure</b></p> <p>I'm not sure, but maybe _____. I think it might be _____.</p>

## Explaining your work



<p><b>I did it like this...</b></p> <p>First I _____. Then I _____. Finally I _____.</p>	<p><b>Because...</b></p> <p>I added _____ because _____. I chose _____ because _____.</p>
<p><b>For example...</b></p> <p>For example, _____. Like when _____.</p>	<p><b>What I learned...</b></p> <p>I learned that _____. Now I know _____. The most important part is _____.</p>

## In writing

<p><b>Story openers</b></p> <p>Once upon a time, _____. One sunny morning, _____. It was the strangest thing. I'll never forget the day _____.</p>	<p><b>Sequencing</b></p> <p>First, _____. Next, _____. Then, _____. Finally, _____.</p>
<p><b>Adding detail</b></p> <p>It was _____ and _____. The _____ looked like _____. The air smelled of _____.</p>	<p><b>Endings</b></p> <p>In the end, _____. From that day on, _____. After everything that happened, _____ knew that _____.</p>

## Working with a partner

<p><b>Starting</b></p> <p>What do you think? Shall we start with _____? Do you want to go first?</p>	<p><b>Agreeing</b></p> <p>Yes, I think so too. That's a good idea. That makes sense.</p>
<p><b>Disagreeing nicely</b></p> <p>I'm not sure about that. I was thinking maybe _____. What about if we _____?</p>	<p><b>Finishing up</b></p> <p>I think we're done. Let me check. Shall we go together?</p>

## How to roll this out

WEEK 1: Just give the child the pack. Don't expect them to use it yet — they're absorbing.

WEEK 2-3: Model the stems yourself in your teacher talk. 'I think...' 'I'm not sure but...' 'For example...'

Children learn what they hear. WEEK 4 ONWARDS: Refer them to it. 'Use one of the stems on your card to answer that.' Within a half term, they'll be using stems unconsciously.



## SEND &amp; INCLUSION · ALL GRADES

# SEND Quick Reference

One page for mainstream teachers

## How to use

Print, fold, keep on your desk. When you need a quick reminder of what generally works for the most common SEND profiles in mainstream classes, glance here. None of these replace specialist advice — they're the broadly-useful adjustments most class teachers can make tomorrow.

## Autism — what often helps

<p><b>Predictability</b></p> <p>Visual timetable. Warning before transitions. Same seat. Don't change routines without notice.</p>	<p><b>Clear language</b></p> <p>Say what you mean literally. Avoid sarcasm, idioms, vague instructions. 'Pencils down' not 'we're going to pause.'</p>
<p><b>Sensory awareness</b></p> <p>Reduce noise spikes. Soft lighting if possible. Allow ear defenders. Quiet space for breaks.</p>	<p><b>Time to process</b></p> <p>After asking a question, wait at least 10 seconds. Don't fill the silence. Their answer is coming.</p>

## ADHD — what often helps

<p><b>Movement built in</b></p> <p>Standing breaks every 15 minutes. Errands. Fidget tools that don't disrupt others.</p>	<p><b>Short instructions</b></p> <p>ONE thing at a time. Write it down. Check back in 30 seconds. They genuinely heard, then forgot.</p>
<p><b>Front-and-centre seating</b></p> <p>Near you, away from the window/door. NOT at the back where you can't keep gentle eye contact.</p>	<p><b>Low-stakes recovery</b></p> <p>When they've lost focus, don't shame publicly. A quiet hand on the desk and a smile gets them back faster.</p>



## Dyslexia — what often helps

<p><b>Decodable workload</b></p> <p>Read math word problems aloud. Don't penalise spelling on a science answer.</p>	<p><b>Cream paper or coloured overlays</b></p> <p>Some dyslexic readers find tinted backgrounds reduce visual stress. Ask if they have a preference.</p>
<p><b>Larger text, more spacing</b></p> <p>Print worksheets in 12pt+. Generous line spacing. Sans-serif fonts (Arial) reduce visual crowding.</p>	<p><b>Audio access</b></p> <p>Audiobooks aren't cheating. Text-to-speech for longer passages. The goal is comprehension.</p>

## Anxiety — what often helps

<p><b>Predictability beats reassurance</b></p> <p>'Everything will be fine' lands as 'you can't trust me.' 'Here's exactly what's going to happen' is what works.</p>	<p><b>An exit plan</b></p> <p>An agreed signal or place they can go to if overwhelmed. The fact it exists usually means they don't need it.</p>
<p><b>No public attention</b></p> <p>Don't single out, even with praise. Quiet private praise instead.</p>	<p><b>Low-stakes participation</b></p> <p>Don't force speaking aloud. Whiteboards, written answers, partner-sharing all work.</p>

## What works for ALL of them

1. KNOW THE CHILD. Ask them what helps. They often know. 2. ROUTINE. Same lesson structure every day reduces cognitive load for everyone. 3. RELATIONSHIP. A child who trusts you will tell you what they need. 4. TALK TO PARENTS. They've often been managing this for years. 5. ASK FOR HELP. The SENDCo exists. Use them. You don't have to figure this out alone.



## SEND &amp; INCLUSION · GRADES 1–6

# Emotional Regulation

A toolkit for primary classrooms

## What emotional regulation actually is

Emotional regulation is the ability to:

- Recognise what you're feeling
- Tolerate the feeling without being overwhelmed
- Choose a response that fits the situation
- Recover after a strong emotion

It's a developmental skill. Children at age 5 are not expected to regulate well. By age 11, most can regulate most of the time. Some children — anxious, autistic, ADHD, traumatised, with attachment difficulties — develop regulation more slowly. They need EXPLICIT teaching, not just expectation.

## Why 'use your words' often fails

<p><b>When emotion is high, words go offline</b></p> <p>The brain's language centres are partially shut down by high stress. The child literally cannot find words in the moment. Demanding them adds shame.</p>	<p><b>They may not have the words yet</b></p> <p>A 6-year-old may know 'angry' and 'sad' but not 'frustrated', 'overwhelmed', 'embarrassed', 'jealous'. Without precise vocabulary, they can't articulate.</p>
<p><b>They may not know what they feel</b></p> <p>Identifying emotions is itself a learned skill. Many children FEEL but can't yet NAME.</p>	<p><b>Co-regulation comes before self-regulation</b></p> <p>Children regulate by borrowing the calm of an adult. Asking them to use words asks them to self-regulate. They're not there yet.</p>

## Co-regulation — the foundation

<p><b>Be calm yourself</b></p> <p>Children's nervous systems mirror adults'. If you're stressed, they will stay stressed.</p>	<p><b>Lower your voice</b></p> <p>Quiet voice = safe situation. Raised voice = danger. Even when calming a child, raising your voice makes things worse.</p>
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<p><b>Slow your movements</b></p> <p>Sudden movements signal danger to a stressed brain. Move slowly, predictably.</p>	<p><b>Name what you see</b></p> <p>'I can see you're upset.' 'It looks like that was hard.' Don't say 'you should calm down' or 'don't be silly.'</p>
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## Building self-regulation over time

Stage	What you teach	Example
1. Notice	Body signals of emotion	'My tummy feels tight when I'm worried'
2. Name	Vocabulary for feelings	'I'm frustrated' (not just 'angry')
3. Pause	Wait before reacting	Take 3 breaths
4. Choose	Pick a response from a known list	'I can ask for help / take a break / talk to my friend'
5. Recover	Reset after the emotion eases	Drink water, rejoin lesson

## Practical things you can do

1. EMOTION VOCABULARY ON THE WALL. A poster with 30+ feeling words and pictures. Refer to it constantly. 'Are you frustrated? Is it more disappointed?' 2. EMOTION CHECK-INS. At the start of the day, every child shows their feeling on a scale (1-5, or weather symbols, or zones). Takes 90 seconds. Tells you who needs watching. 3. CALM CORNER. A space for self-chosen breaks. Five minutes. Then back. 4. BREATHING TECHNIQUES TAUGHT IN CALM TIMES. 4-4-8 breathing, finger breathing, square breathing. 5. REPAIR AFTER UPSETS. When a child has been dysregulated, talk later — when calm. 'What was happening for you? What might help next time?' 6. MODEL YOUR OWN. 'I'm a bit frustrated today because the printer broke. I'm going to take a deep breath.' Children learn most from what they see.

## What this is NOT

Emotional regulation is NOT: • Children always staying calm. (Unrealistic and unhealthy.) • Children suppressing feelings. (Causes other problems.) • Avoiding all triggers. (Children need to learn to ride waves, not be protected from waves.) • A short-term project. (It takes years. Be patient.) A classroom where regulation is happening WELL is one where children sometimes get upset, then come back to calm with adult help, and over time need that help less.



## BEHAVIOR · ALL GRADES

# First-Week Routines

What to teach, in what order

## Why routines matter more than rules

Every behavior management book in the world will tell you: explicitly teach your routines in the first two weeks. Most teachers don't, because September is so busy that 'just getting on with it' feels more efficient. It isn't. The hours you spend now teaching routines explicitly save weeks of low-level disruption later. A class that knows how to enter the room, how to line up, how to transition between activities, how to ask for help, and how to pack up — that class can do anything. A class without those routines will spend the year fighting through them.

## The 12 routines to teach (in order)

#	Routine	When to teach
1	Entering the classroom calmly	Day 1, morning
2	Putting things away (book bag, coat)	Day 1, morning
3	Where to sit and what to do first	Day 1, morning
4	Carpet/desk expectations	Day 1, morning
5	How to ask a question (signal vs voice)	Day 1, after first lesson
6	Going to the toilet	Day 1, after first lesson
7	Lining up at the door	Day 1, before break
8	Walking through the school	Day 1, before break
9	Coming back from break/lunch	Day 1, after break



#	Routine	When to teach
10	Transitions between activities	Day 2, throughout
11	When work is finished	Day 2, after first independent task
12	Packing up at end of day	Day 1, end of day

## How to teach a routine (the script)

<p><b>1. Tell them why</b></p> <p>'When we line up calmly, we get more time outside. When we don't, we waste it.' Children follow rules better when they understand the purpose.</p>	<p><b>2. Show them how</b></p> <p>Demonstrate yourself. Walk through the steps. Say each step out loud as you do it. 'I'm pushing my chair in. I'm walking quietly. I'm joining the back of the line.'</p>
<p><b>3. Let them try</b></p> <p>Have a child or two model. Praise specifically what's right. Adjust what's not. Have the whole class try. Reset and try again if it isn't right.</p>	<p><b>4. Practise daily</b></p> <p>For two weeks, every time you do this thing, narrate the routine. 'Remember — chairs in, then walk to the line.' By week three, you can drop the narration.</p>

## When to re-teach

Routines slip. Predictably:

- **AFTER A HOLIDAY.** Reset on day one. Don't assume they'll remember.
- **AFTER A WET LUNCH.** Energy is high. Re-teach the carpet routine after lunch.
- **AFTER A SPECIAL EVENT.** Christmas concert, school trip, swimming. The next day's routines wobble. Reset.
- **WHEN A NEW CHILD ARRIVES.** They haven't been taught your routines. Pair them with a buddy who shows them. Re-teaching isn't failure — it's the work.

## What to do when routines break down mid-year

If your class's routines have collapsed by November, don't try to enforce harder. Re-teach.

1. Take 10 minutes. 'I've noticed our line-up has got messy. Let's reset.'
2. Don't blame. 'It happens. Habits drift. We're going to fix it.'
3. Walk through the routine again. Practise. Praise.
4. Hold the line for a week. Then it's back. This works at any point in the year. Routines respond to deliberate teaching, even months in.



## BEHAVIOR · ALL GRADES

# Take 5 Calm-Down Toolkit

Five tools for hard moments

## Why teach these

When a child is upset or overwhelmed, the most useful thing is a tool they already know how to use. Teaching tools in calm moments — practising them when nothing is wrong — means they're available later, when they ARE wrong. These five categories cover the main evidence-informed approaches to self-regulation in children. Different children prefer different ones. Teach all five so each child can find what works for them.

## Tool 1 — Breathing

<p><b>4-4-8 Breathing</b></p> <p>Breathe in for 4. Hold for 4. Out for 8. The longer out-breath activates the calming part of the nervous system. Repeat 3 times.</p>	<p><b>Finger Breathing</b></p> <p>Trace one hand with the other. Breathe in as you go up a finger. Out as you go down. 5 fingers = 5 long breaths. Younger children love this.</p>
<p><b>Square Breathing</b></p> <p>Imagine a square. Breathe in along one side (4 counts). Hold along the next (4). Out along the next (4). Hold (4). Repeat.</p>	<p><b>Why breathing works</b></p> <p>It's the only autonomic function we can consciously control. Slowing breath sends a 'safety' signal to the nervous system. Within 30 seconds, heart rate slows.</p>

## Tool 2 — Grounding (5-4-3-2-1)

<p><b>What it is</b></p> <p>A sensory anchoring technique. Notice 5 things you can see, 4 you can hear, 3 you can touch, 2 you can smell, 1 you can taste.</p>	<p><b>Why it works</b></p> <p>Anxiety pulls attention into thoughts about the future. Sensory grounding pulls attention back to the present moment, where the body actually is.</p>
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<p><b>When to use</b></p> <p>Especially good for anxiety, panic, racing thoughts. Less useful for anger or frustration.</p>	<p><b>Adapt for younger</b></p> <p>Just '5 things you can see.' That alone often works for K-Y2 children.</p>
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### Tool 3 — Movement

<p><b>Wall pushes</b></p> <p>Stand facing a wall. Push as hard as you can for 10 seconds. Rest. Repeat. Provides 'heavy work' that calms the nervous system.</p>	<p><b>Star jumps / running on the spot</b></p> <p>Get the heart rate up briefly, then it comes back down lower. Especially good for ADHD children.</p>
<p><b>Shake it out</b></p> <p>Stand. Shake your hands hard for 10 seconds. Then your arms. Then your whole body. Releases tension.</p>	<p><b>Why movement works</b></p> <p>Strong emotion creates physiological arousal. Movement metabolises some of that arousal, making it easier to come back to calm.</p>

### Tool 4 — Sensory

<p><b>Cold water</b></p> <p>Cold water on the wrists or face. Activates the dive response, which slows heart rate.</p>	<p><b>Stretchy/textured object</b></p> <p>A piece of putty, a tangle, a stress ball. Tactile focus pulls attention out of distress.</p>
<p><b>Warm drink</b></p> <p>A hot drink or warm food, held in hands, sipped slowly. The combination of warmth, taste, and slow movement is regulating.</p>	<p><b>Calm corner</b></p> <p>A specific physical space (see calm corner setup guide). Lower light, soft, quiet.</p>

### Tool 5 — Cognitive

<p><b>Name what you feel</b></p> <p>'I am feeling angry. My chest is tight. I want to shout.' Naming an emotion reduces its intensity (research term: 'affect labelling').</p>	<p><b>Think of three things you can do</b></p> <p>When upset, the brain narrows. Forcing yourself to generate three options widens it. 'I could walk away. I could ask for help. I could come back to it.'</p>
<p><b>Talk to yourself like a friend</b></p> <p>What would you say to a friend in this situation? Often kinder than what we say to ourselves.</p>	<p><b>The 'next 5 minutes' question</b></p> <p>When overwhelmed, ask: 'What can I do for the next 5 minutes?' Not the whole problem. Just the next 5 minutes.</p>



## How to teach this

1. PRACTISE IN CALM TIMES. Devote a full lesson early in the year. Try every tool together. Discuss which one each child liked. 2. RECAP REGULARLY. Once a fortnight, do a 5-minute review. 'Remember 4-4-8? Let's practise.' The tools have to stay fresh. 3. MODEL YOUR OWN. 'I'm feeling frustrated about the printer. I'm going to do some 4-4-8.' Children learn most from what they see. 4. NAME WHAT YOU SEE. When you notice a child using a tool, name it warmly. 'I saw you take 5 deep breaths just then. Well done — that was a smart choice.' 5. PRINT THE TAKE-HOME CARD. A wallet-sized version with the 5 tools. Children keep it. Refer to it. It becomes self-reminder.



## TRAUMA-INFORMED PRACTICE · ALL GRADES

# Trauma-Informed Teaching

A one-page introduction

## What it is

Trauma-informed teaching is an approach that recognises: • Many children in any class have lived through events that affect how their nervous systems work • Behaviour that looks like 'naughtiness' is often a STRESS RESPONSE — fight, flight, freeze, fawn • Standard discipline approaches often make these children worse, not better • Predictability, relationships, and emotional safety are the foundations of learning It's not a programme or a script — it's a lens. Once you start seeing children through this lens, your responses change.

## What it isn't

Trauma-informed practice is NOT: • A reason to abandon expectations or boundaries (children with trauma need MORE structure, not less) • A diagnosis (you can't tell who has trauma; you teach as if many children might) • A free pass for behavior (accountability still matters) • Soft (it's actually harder than punitive practice) • A programme you can buy (it's a way of teaching) Done well, it makes classrooms calmer, more predictable, and more humane. Children with trauma backgrounds do better. Other children do better too.

## The four shifts

### From 'what's wrong with you?' to 'what happened to you?'

When a child is dysregulated, the question isn't 'why are you being naughty?' — it's 'what's making your nervous system respond like this?' Behavior is information, not a moral failure.

### From compliance to safety

Standard discipline aims for compliance. Trauma-informed practice aims for safety first — physical, relational, emotional. Compliance follows safety. Without safety, compliance is performance under threat.



**From punishment to repair**

Punishment teaches a child their relationship with you is conditional. Repair teaches them relationships survive mistakes. For children whose home relationships have been unreliable, this is transformative.

**From individual blame to systemic understanding**

Trauma is rarely the fault of the child experiencing it. It's the result of things done TO them, or AROUND them. The work isn't to fix the child — it's to make the environment one where they can heal.

**Why this matters in your class**

Estimates vary, but research suggests:

- 1 in 6 children have experienced 4+ ACEs (Adverse Childhood Experiences) by age 12
- Children in care, refugee children, bereaved children all carry elevated trauma load
- Many children have experienced things adults wouldn't recognise — domestic upheaval, parental mental illness, neglect, witnessed violence
- The effects show up in school: dysregulation, attachment difficulties, hyper-vigilance, shut-down

In any class of 30, you almost certainly have children whose behavior is shaped by trauma. Knowing what to look for, and what helps, transforms what happens in your classroom.

**What to read next**

If this is new territory, three places to start:

- 'The Boy Who Was Raised as a Dog' by Bruce Perry — accessible introduction to the science
- 'Better Than Carrots or Sticks' by Dominique Smith and others — practical school applications
- Bessel van der Kolk's 'The Body Keeps the Score' — the research foundation (denser, more clinical)

For schools wanting to go deep: research the work of Karen Treisman (UK-based), Lori Desautels (US-based), and the Center on the Developing Child at Harvard.



## TRAUMA-INFORMED PRACTICE · ALL GRADES

# Co-Regulation Script

What to say (and not say)

## What co-regulation is

Co-regulation is the process by which one person's calm nervous system helps another person's dysregulated one come back to baseline. Babies learn to regulate by being regulated WITH their caregivers. Children continue to need this through primary years (and arguably into adulthood). When a child is dysregulated, your nervous system can become a 'borrowed regulator.' This isn't metaphor — there's strong physiological evidence. Heart rates synchronise. Breathing rhythms transmit. The child's body picks up your calm if your calm is real. The script below is what helps you BE that calm in moments when it would be easy not to be.

## First — regulate yourself

<p><b>Notice your own breathing</b></p> <p>Probably faster, shallower than usual. Take 3 deep breaths before you speak.</p>	<p><b>Lower your shoulders</b></p> <p>Body language transmits. If you're tense, the child reads danger.</p>
<p><b>Slow your movements</b></p> <p>Sudden movements escalate. Move deliberately, slowly, predictably.</p>	<p><b>Quiet your voice</b></p> <p>Whatever volume you were at — quieter. Calm voice = safety signal.</p>

## Phrases that help — naming feelings

#	Phrase
1	I can see this is hard.
2	It looks like you're really upset.
3	Something has been too much.



#	Phrase
4	I'm not asking you to say anything yet.
5	Take your time.
6	It's OK to feel like this.
7	I'm here. I'll wait.
8	We're not in a rush.

### Phrases that help — establishing safety

#	Phrase
9	You're safe.
10	You're not in trouble right now.
11	I'm not going anywhere.
12	You can stay here as long as you need.
13	Nobody's going to make you do anything right now.
14	I'll keep everyone else away from you for a bit.
15	You don't have to talk.
16	We can just sit.

### Phrases that help — coming back

#	Phrase
17	Take a deep breath with me. (Demonstrate.)
18	Look around. Tell me three things you can see.
19	Would you like some water?
20	Would you like to come somewhere quieter?
21	Tell me when you're ready.
22	We can talk about it later. Or not at all.



#	Phrase
23	You did really well to come back.
24	Let's go back to class together.

## Phrases to AVOID

#	Don't say
X1	Calm down.
X2	Stop crying.
X3	Why are you doing this?
X4	What's wrong with you?
X5	Look at me when I'm talking to you.
X6	If you don't stop, then...
X7	You're being silly.
X8	Don't be like that.
X9	Other children manage this.
X10	You'll lose break / privilege / something.
X11	Just get over it.
X12	It's not that bad.

## Using silence

One of the most powerful co-regulation tools is SILENCE. Don't fill it. Don't fill the moments between phrases with more words. A child who is overwhelmed often needs less verbal input, not more. Two phrases, then 30 seconds of quiet presence. Then maybe one more phrase. Then more quiet. Your calm presence WITHOUT words is regulating. The presence is the medicine, not the talk.

## When to use this

Use this script for: • Children in active distress • Children who've just had a meltdown • Children who've shut down (be patient — recovery is slow) • Children whose grief, anxiety, or trauma is acute • Children who are NOT in immediate physical danger to themselves or others If there's a



safety issue (child running, child harming someone, child harming themselves), this script doesn't replace your safeguarding response. Get help. Manage the immediate situation. THEN come back to co-regulation when the safety threat is past.



## SCIENCE · PRE-K / KINDERGARTEN

# My Five Senses

How we explore the world

## The five senses

Sense	Body part	Two things you sense with it
Sight	Eyes	Color, shape
Hearing	Ears	Music, voices
Smell	Nose	Flowers, food
Taste	Tongue	Sweet, salty
Touch	Skin	Soft, hot

## Activity

1. Draw something you can SEE in your kitchen.
2. Draw something you can HEAR outside.
3. Draw something you can SMELL on a sunny day.
4. Draw something that tastes SWEET and something that tastes SOUR.
5. Close your eyes. Touch three things and try to guess what they are.



## SOCIAL STUDIES · GRADES 1–2

# The Great Fire of London

Sunday 2nd – Wednesday 5th September 1666

## Cut out and stick the events in order

Sunday, 2 a.m. — A fire begins in Thomas Farriner's bakery on Pudding Lane.

Sunday morning — Strong easterly wind pushes the flames towards the Thames.

Sunday afternoon — The Lord Mayor refuses to pull down houses to make a firebreak.

Monday — The fire spreads to the warehouses by the river. King Charles II takes charge.

Tuesday — St Paul's Cathedral catches fire. Hundreds of streets are destroyed.

Wednesday — Sailors blow up houses with gunpowder to stop the fire spreading further.

After — Around 13,200 houses gone, but only six confirmed deaths. Christopher Wren designs a new St Paul's.



## GEOGRAPHY · GRADE 2

# Continents and Oceans

The seven continents and five oceans

## Seven continents

Africa	Antarctica	Asia	Australia/Oceania
Europe	North America	South America	

## Five oceans

Atlantic	Pacific	Indian	Southern
Arctic			

## Activities

1. Which is the largest continent by area?
2. Which ocean lies between Africa and the Americas?
3. Which continent is at the South Pole?
4. Which two continents does the Equator cross?
5. Which ocean is the smallest and coldest?



# Stay SMART Online

## Online Safety rules

<p><b>S — SAFE.</b> Keep personal details safe. Never share your full name, address, school or phone number.</p>	<p><b>M — MEETING.</b> Never agree to meet anyone you've only spoken to online without a trusted adult.</p>
<p><b>A — ACCEPTING.</b> Don't accept emails, messages, files or friend requests from people you don't know.</p>	<p><b>R — RELIABLE.</b> Not everything online is true. Check information with a trusted source.</p>
<p><b>T — TELL.</b> Tell a trusted adult straight away if anything online makes you feel worried, upset or unsure.</p>	



PE · K / GRADE 1

# Warm-Up Cards

Eight 5-minute pulse-raisers

## Warm-up cards

<p><b>Traffic Lights</b></p> <p>Red = stop. Amber = walk. Green = jog. Children move; teacher calls colors.</p>	<p><b>Stuck in the Mud</b></p> <p>2–3 taggers. If tagged, stand still with arms out. Free children crawl under the arms to release them.</p>
<p><b>Shape Stop</b></p> <p>Children jog around. On 'stop!', call a shape (star, ball, pencil) — they freeze in that shape.</p>	<p><b>Animal Walks</b></p> <p>On a whistle, change action: bear crawl, crab walk, bunny hop, frog jump, snake slither.</p>
<p><b>Number Groups</b></p> <p>Jog to music. Music stops, teacher calls a number — children form groups of that size.</p>	<p><b>Mirror Moves</b></p> <p>In pairs, one leads slow movements; the other mirrors them. Swap roles after 30 seconds.</p>
<p><b>Rocket Countdown</b></p> <p>Crouch low. Slow countdown 10 → 1, growing taller, then explode upwards on 'BLAST OFF!'.</p>	<p><b>Treasure Run</b></p> <p>Place beanbags around the hall. Children collect one at a time and bring back to base in different running styles.</p>

