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| **Aims and Intentions**    Children will:   * Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. * Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. * Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions. * Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. * Explain the reason for rules, knowing right from wrong and try to behave accordingly. * Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. * Work and play cooperatively and take turns with others. * Form positive attachments to adults and friendships with peers. * Show sensitivity to their own and to others’ needs. | | | | | | |
| **Term** | **Unit** | **Overview** | **Knowledge** | **Skills** | **Assessment** | |
| **Autumn** | Self-regulation: My feelings | Children will learn to explore and understand their feelings, identify when they may be feeling something and begin learning how to communicate and cope with their feelings and emotions. | * To identify how characters within a story may be feelings. * To identify and express my own feelings. * To explore coping strategies to help regulate emotions. * To explore different facial expressions and identify the different feelings they can represent. * To explore ways to moderate behaviour, socially and emotionally. | * To name some different feelings and emotions. * To know that I am a valuable individual. * To know that facial expressions can give us clues as to how a person is feeling. * To know that I can learn from my mistakes. * To know some strategies to calm down. | * Are children able to identify different emotions in stories? * Can the children talk about when they feel each of the emotions? * Can the children suggest what they may do when they feel a negative emotion? * Are the children able to use a variety of different words to express how they or others are feeling? * Can children link facial expressions with different emotions? * Can children recall different strategies to help them regulate their emotions? | |
| **Vocabulary: feeling, emotion, happy, sad, angry, calm, scared, loved, happy, upset, caring, calm, scared, excited, surprised.** | | | | |
| **Autumn** | Building relationships: Special relationships | Children will explore why families and special people are valuable, understanding why it is important to share and develop strategies to help with this, seeing themselves as valuable individuals and explore diversity by recognising similarities and differences. | * To learn how to talk about our families and discuss why we love them. * To talk about people that hold a special place in my life. * To develop strategies to help when sharing with others. * To think about what it means to be a valued person. * To explore the difference between us that make each person unique. | * To name and describe the different members of our families. * To understand that all families are valuable and special. * To know that we share toys so that everyone feels involved and no one feels left out or upset. * To understand that different people like different things. * To understand that all people are valuable. * To understand that we all have similarities and differences that make us special. | * Are children able to talk about the people in their family and those who are special to them? * Can the children share and talk confidently in front of their peers? * Are the children able to share and use the language modelled as part of a sharing game? * Can the children share one of their interests and notice that some people like the same things and some like different things? * Can the children talk about their interests and what they enjoy about them/ how they make them feel? * Are children able to identify similarities and differences between themselves and their classmates? | |
| **Vocabulary: family, love, friend, share, unique, interests, hobbies, similar, different, diversity.** | | | | |
| **Spring** | Managing self: Taking in challenges | Children will consider why we have rules and the importance of persistence and perseverance in the face of challenges. They will learn how to communicate effectively with others, practicing ‘grounding’ coping strategies. | * To cope with challenge when problem solving. * To consider why it is important to follow rules. * To begin to understand why rules are important in school. | * To know some strategies to calm down. * To know that some rules are in place to keep us safe. * To know that we have rules to keep everything fair, safe and enjoyable for everyone. | | * Are the children able to explain why it is important to have rules? * Can the children persist in the face of challenge and identify and learn from mistakes? * Are children able to solve problems as they work? * Can the children explain what makes them feel relaxed and calm? * Can the children use positive language to talk about challenges and difficulties? |
| **Vocabulary: rule, persistence, challenge, problem solving, mistake, cope, teamwork, grounding technique, trial and error** | | | | |
| **Spring** | Self-regulation: Listening and following instructions | Children will listen to stories to practise their comprehension skills, play games which require them to listen carefully to instructions to succeed and consider how rumours can spread quickly and change as they do so. | * To develop listening skills | * To know that it is important to tell the truth. | | * Do the children understand why listening carefully is important? * Can they listen attentively while a story is being read? * Do the children understand why it is important to think of the feelings of others and not spread rumours? * Can the children work as a team to support each other? * Can the children give simple but relevant instructions? * Can the children ask questions or for clarification if they don’t remember words and phrases? |
| **Vocabulary: listening, persevere, team** | | | | |

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| **Term** | **Unit** | **Overview** | **Knowledge** | **Skills** | **Assessment** |
| **Summer** | Building relationships: My family and friends | Children will explore cultural festivals that are important to individuals and reinforce the importance of sharing and turn taking through role-play. They will consider the ingredients for a good friend, explore how kind words make others feel good and recognise the value in working together as a team. | * To develop strategies to help when sharing with others. * To explore what makes a good friend. * To consider the perspectives and feelings of others. * To learn to work as a member of a team. | * To know that we share toys so that everyone feels involved and no one feels left out or upset. * To know that it is important to help, listen and support others when working as a team. * To know that we all have different beliefs and celebrate special times in different ways. | * Do the children show an understanding that we can all have different beliefs? * Can the children work together to solve a problem? * Are the children able to identify the characteristics that make a good friend? * Can the children express their feelings when they hear kind things about themselves? * Are the children able to work together as a team and help, listen to and support one another? * Can the children respond to a partner’s wishes? |
| **Vocabulary: festival, celebration, turn-taking, support** | | | |
| **Summer** | Managing self: My Wellbeing | Children will learn why exercise is important for our physical and mental health, consider the effects of different types of exercise on the body and discuss some ways in which we can take care of ourselves. They will learn how to travel safely as a pedestrian and consider the importance of making balanced food choices. | * To discuss ways that we can take care of ourselves. * To explore how exercise affects different parts of the body. * To explore what it means to be a safe pedestrian. | * To know that having a naturally colourful diet is one way to try and eat healthily. * To know that exercise means moving our body and is important. * To know that yoga can help our bodies and minds relax. * To know how to behave safely on the pavement and when crossing roads with an adult. | * Can the children talk about why exercise is important? * Can children discuss how their bodies feel when they are moving? * Can the children discuss why it is important to be able to take care of ourselves? * Can the children share what they need to do to keep themselves safe when out and about? * Can the children talk about the importance of eating healthily? * Do the children show an awareness of the different types of foods that make up a balanced diet? |
| **Vocabulary: exercise, breathing, heart-rate, health, relaxation, independence, pedestrian** | | | |

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| **Enrichment Opportunities** | School nurse visitor, PCSO visitor |