|  |  |
| --- | --- |
| updated logoHedgehogs Class Medium Term Planning for PSHE Spring Term 2023 | |
| **Self-care, support and safety**  **Identifying & expressing feelings**  **Keeping safe**   * Parts of the body * Changing needs * Influences on health and wellbeing * Likes and dislikes * Consequences of choices * Emotional health   \*To understand that our bodies work in different ways | This topic will be continually developed throughout the curriculum every day. There will be specific planned opportunities to support the children’s progress and may be altered to suit the needs of the children during the term.  For some children, SALT activities will be completed daily to practice choosing from 2 or more pictures for body parts.  **Key vocabulary (with Makaton):**   * eyes, ears, mouth, nose, head, arms, legs, hands, feet * like, don’t like * happy, sad |

Spring term 1 - Weeks 2, 5, 6, 7

Spring term 2 – Weeks 1, 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Lesson 1 & 2 - Link it & Learn it**  **Likes and dislikes**  Group rhyme time – ‘Do you like broccoli ice cream?’ Teach Makaton signs for like and don’t like.  Lesson 1 – snacks  Lesson 2 – sensory feely boxes  Group activity - Taste different snacks/ feel sensory textures - prompt children to sign or point to the symbol to say whether they like or don’t like the snack/ sensory texture. | **Lesson 3 – Learn it**  **Parts of the body**  Group rhyme time – ‘Head, shoulders, knees & toes.’ Teach Makaton signs for body parts during the rhyme.  1:1/ small group activity – Mr Potato head & Velcro face (finding body parts when prompted verbally or with a symbol). | **Lesson 4 – Learn it**  **Parts of the body**  Group rhyme time – ‘Me! Featuring Noodles & Pals – Super Simple Songs’. Teach Makaton signs for body parts during the rhyme.  1:1/ small group activity – body bingo. Use body part work banks (with symbols) – use dabber pens or playdough to cover the symbol that matches the word that the adult says (with the Makaton sign and symbol). | **Lesson 5 – Learn it & Check it**  **Feelings (happy and sad)**  Group rhyme time – ‘If you’re happy and you know it.’ Teach Makaton signs for happy and sad.  1:1/ small group activity – Emotions fishing game (sorting faces into two groups - happy and sad). | **Lesson 6 – Show it & Know it**  **Feelings (happy and sad)**  Group activity – Watch ‘Long term memory clip – Inside out’ to see Joy and Sadness (teach Makaton for happy and sad).  Explore facial expressions in mirrors/ iPads. Can children make a happy/ sad face? What other expressions can they make? Take selfie photos.  1:1/ small group activity – Making happy and sad playdough faces on templates. |

Take the objectives for the LO stickers from this section

|  |  |
| --- | --- |
| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| **EYFS –**   * See themselves as a valuable individual. * Express their feelings and consider the feelings of others. * Identify and moderate their own feelings socially and emotionally.   **Key Stage One –**   * To recognise what they like and dislike. * To recognise, name and deal with their feelings in a positive way. * To name the main parts of the body. | **EYFS –**   * I can express my feelings and consider the feelings of others. * I can be increasingly able to talk about and manage my emotions. * I can find ways to calm myself, through being calmed and comforted by my key person. * I can express preferences and decisions. I can also try new things and start establishing my autonomy. * I can safely explore emotions beyond the normal range through play and stories. * I feel strong enough to express a range of emotions. * I can talk about my feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.   **Key Stage One –**   * I can identify and name common feelings. * I can select times and situations that make me feel happy. * I can identify and discuss feelings and emotions, using simple terms. * I can describe things that make me feel happy and unhappy. * I can talk about my own likes and dislikes. * I can understand that different people like different things. |

**Progression of Learning**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils  Exploring familiar liked stimuli (snacks and textures) | Activities provided during lesson  Makaton signs  Identifying body parts and emotions | Independent activities linked to lesson  Continuous provision – Mr Potato head, stickers on face templates, mark making, playdough & templates  Work station tasks – matching body parts/ emotions | How will the pupils share knowledge during or end of lesson  Identifying body parts/ emotions by pointing/ posting pictures, etc. when asked verbally (with Makaton and a symbol) | Retrieve or generalization of learning after lesson  Be able to identify body parts/ emotions on request  Be able to understand and use some Makaton  Be able to recognize symbols  Have an understanding of happy and sad |