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| updated logoHedgehogs Class Medium Term Planning for PSHE Summer Term 1 2023 | |
| **Healthy Lifestyles**  **Healthy eating, physical health and keeping well**   * Family * Valuing themselves * Friendship skills * Making choices | 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.  Children will identify family members during RE lessons in Summer Term 2 (cross-curricular). Please see RE MTP.  Children will be exposed to food play each day for 10 minutes before lunch time. Their engagement with the food play will be optional to build up an interest in a wider range of smells, textures and taste.  **Key vocabulary (with Makaton):**   * Me, mum, dad, brother, sister, grandmother, grandfather * Family * Friends * Choice |

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| **Lesson 1 - Link it**  **Healthy eating**  Group activity –  Children will explore sensory trays of fruit and vegetables. They can use their senses to explore the food (touch, smell, taste, sight, hearing) or they can create art work using the food as painting tools in yoghurt mixed with food coloring to created edible paint. | **Lessons 2 & 3 – Learn it**  **Healthy eating**  Group activity –  Making choices of food using PECS. Children can choose from a range of healthy foods to explore with their senses. Children can say whether they like/ dislike the food using symbols and gestures.  **Turn taking**  Small group/ 1:1 activity –  Making choices of games to play with a friend. Children can choose from a range of familiar games to play with a friend. Children will be encouraged to take turns with adult support. | **Lesson 4 – Check it**  **Turn taking**  1:1/ small group activity – Making choices of games to play with a friend. Children can choose from a range of familiar games to play with a friend. Children can choose who they would like to play with from a choice of photos. Children will be encouraged to take turns with adult support. Do children wait for their turn when prompted? | **Lesson 5 – Show it & Know it**  **Accessing a range of games independently**  Small group activity – Set up a range of games in the classroom. Do children make a choice and access these independently? Do children tolerate others playing alongside them? Do children approach their friends? Do children wait for their turn? |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| **EYFS –**   * Build constructive and respectful relationships. * Express their feelings and consider the feelings of others. * Show resilience and perseverance in the face of challenge. * Identify and moderate their own feelings socially and emotionally. * Know and talk about the different factors that support their overall health and wellbeing:- regular physical activity and healthy eating.   **Key Stage One –**   * To recognise what they like and dislike. * To agree and follow rules for their group and classroom, and understand how rules help them * To know how to make simple choices that improve their health and wellbeing * To recognise how their behaviour affects other people; * To listen to other people, and play and work cooperatively * To know that family and friends should care for each other * To feel positive about themselves * To make real choices * To develop relationships through work and play * To ask for help | EYFS –   * **I can develop friendships with other children.** * **I can engage with others through gestures, gaze and talk.** * **I can begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.** * **I can find ways of managing transitions, for example from my parent to my key person.** * **I can play with increasing confidence on my own and with other children, because I know my key person is nearby and available.** * **I can establish my sense of self.** * **I can express preferences and decisions. I can also try new things and start establishing my autonomy.** * **I am growing in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.** * **I can play with one or more other children, extending and elaborating play ideas.** * **I can become more outgoing with unfamiliar people, in the safe context of their setting.** * **I can show more confidence in new social situations.** * **I can increasingly follow rules, understanding why they are important.** * **I can remember rules without needing an adult to remind them.** * **I can make healthy choices about food** * **I can build constructive and respectful relationships.** * **I can show resilience and perseverance in the face of challenge.** * **I know and talk about the different factors that support their overall health and wellbeing; - regular physical activity - healthy eating –** * **I can talk about members of my immediate family and community.** * **I can name and describe people who are familiar to me.**   Key Stage One –   * **I can follow instructions and create a tower by applying good listening;** * **I can show kindness to others;** * **I can understand some basic rules that help keep people safe.** * **I can list healthy snacks** * **focus on an activity, remaining calm and still.** * **I can talk about my own likes and dislikes.** * **I can understand that different people like different things.** * **I can identify things I want** |

**Progression of Learning**

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils  Exploring familiar healthy foods using our senses | Activities provided during lesson  Exploring food using our senses  Exploring turn taking with a range of motivating games | Independent activities linked to lesson  Children will be exposed to food play for 10 minutes each day before lunch time to increase their likeliness of tolerance towards other smells, tastes and textures | How will the pupils share knowledge during or end of lesson  Children will tolerate playing alongside others and turn take with support | Retrieve or generalization of learning after lesson  Children will make their own choices of activities to access and will play alongside their friends |