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| updated logoHedgehogs Class Medium Term Planning for PSHE Summer Term 2024 |
| Topic: Animals and wildlife**The world I live in** Taking care of the environment **Family and people who care for me** | 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. Key vocab: me, family, friends, environment |

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| **Link it**Everyday activities – tidying up after ourselves/ putting toys away, putting our rubbish in the bin, eating healthy, making a choice, asking for help. | **Learn it and check it*** Turn taking games with my friends – identifying my friends (using their names and photos)
* Building new friendships (when mixing with Rabbits class)
* Intensive Interaction with familiar class staff – initiating interaction (IEP targets)
 | **Lesson 3 – Show it and know it**Engaging in a range of turn taking games – sharing toys and waiting for my turn. Initiating interaction with staff and peers.  |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills)  |
| **EYFS –** * Identify simple ways in which we may take care of people and/or animals.

**Key Stage One –** * Give reasons why it is important to take care of people, animals and all
* living things.
* Describe our own home and explain how we and family members may take care of it.
 | EYFS – * **Respond to stimuli which demonstrate the ways in which we are cared for by**
* **trusted adults.**
* **Respond to stimuli about the different pets people have and ways of caring**
* **for them.**
* **To establish a sense of self.**
* **To develop friendships with other children.**
* **To build constructive and respectful relationships.**
* **To develop a sense of responsibility and membership of a community.**

Key Stage One – * **To know that families are important as they can give love, security and stability**
* **To know that some families look different but they respect those differences**
* **To know that friends can make us feel happy and secure**
* **To know that healthy friendships are positive and welcoming towards others**
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**Progression of Learning**

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| ‘Link It’  | ‘Learn It’ | ‘Check It’  | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils Building on life skills – tidying up, asking for help, sharing, making a choice, etc. | Activities provided during lesson Turn-taking gamesIntensive Interaction | Independent activities linked to lesson Sharing toys Making friends | How will the pupils share knowledge during or end of lessonBuilding new friendships and initiating interaction with staff and peers  | Retrieve or generalization of learning after lesson Looking after the environment by tidying up and putting rubbish in the binForming friendships and responding to peers/ staff |