



School name: _____ FOUNDATION PLANNING YEAR A



Theme: _____

Year: 3&4

Term: Spring 2022

ART	D&T	Geography	History	ICT	MFL	MUSIC	PE & SPORT	PSHE/SMSC ✓	RE	SCIENCE
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Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts
1	<p>Relationships</p> <p><u>L.O. To recognise a wider range of feelings in others.</u></p> <p><u>To learn about how to respond to other's feelings.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must: describe how the people in the pictures are feeling 2. I should: add facial expressions to the chart describing emotions 3. I could: describe how people can convey emotion through body language 	<p>Input: pupils complete a baseline assessment by describing how they think people are feeling in pictures given.</p> <p>Task: Pupils take part in watching and reacting to a ppt. which gives them information about different feelings. They discuss the issues during the presentation and then in pairs. After discussions chn complete a chart, making pictures of faces to represent the feelings identified. They could use facial expressions to attempt to convey emotions for a partner to attempt to identify.</p> <p>Plenary: Pupils share some of the things they have identified on their charts. Can they always identify how people are feeling from facial expressions? Are there other ways people might show how they feel? Can people hide how they feel?</p> <p>Outcomes-</p> <ul style="list-style-type: none"> • Give examples of a wider range of feelings. • Identify how people's bodies and faces can show how they might be feeling. • Describe how different feelings might make people behave. <p>Suggest how to respond to others to help them deal with their feelings</p>	<p>T-S-1262-Inference-Picture-Cards ver 1.pdf (twinkl.co.uk)</p> <p>Feelings and Emotions PowerPoint Primary Resources (twinkl.co.uk)</p> <p>PSHE Association KS1: Year 1/2 Lesson 1 Resource 2: Feelings vocabulary cards</p>	<p>Paint a self-portrait of themselves being happy, sad or angry or any other feeling they wish to portray.</p>

<p>2</p>	<p>Relationships</p> <p><u>L.O. To learn about what makes a positive healthy relationship, including friendships and how to maintain good friendships.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must: suggest ways I could help someone who is worried 2. I should: describe how the children in the video are trying to make friends 3. I could: create a list of the special people in my life 	<p>Input: Revisit last lesson about how people might show feelings. Discuss what might be worrying the child in the picture. Can they suggest what they could do to help that child?</p> <p>Task: Pupils watch videos of 4 yr. olds building friendships/ dealing with friendship issues. Pupils observe the behaviours of the 4yr olds and consider how they try to make friends or indeed if they are even interested in making friends. After the video they consider and discuss the different approaches of the children in building the friendships. Discuss what was important to the individuals who wanted to build friendships. What did the children value in each other and what did they not want from a friendship? When there was conflict, what strategies did they use/ could they have used to resolve the conflicts? Was this more successful than continually being in conflict with each other? What strategies or advice would pupils give to any of the children to help them make, and keep friendships? Is using language a useful tool?</p> <p>Plenary- Who might be included in someone's network of special people? How do people show they value and care for each other? What makes a good friend? How do we feel when we fall out with our special people? What strategies can we use to solve problems in our relationships?</p> <p>Outcomes-</p> <ul style="list-style-type: none"> • Identify the types of relationships they have with those who are important to them. • Describe how people in different relationships show they care for and value each other. • Describe how people can make friends with others. • Identify what makes a friendship good. • Identify peaceful ways to solve problems. 	 <p>The Secret Life of 4-year-olds Luke tries to make friends/ Fighting talk</p> <p>https://www.youtube.com/watch?v=O9onh3A9Z50</p> <p>https://www.youtube.com/watch?v=R-sv5mtcKMM</p>	<p>Make a poster telling others about the things that make a good relationship.</p>
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Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts
3	<p>Relationships</p> <p><u>L.O. To learn about how actions can affect ourselves and others.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must: tell a talk partner my ideas on making and keeping friends 2. I should: say what I would do using the flashcards provided 3. I could: identify ways I can affect people in positive and negative ways 	<p>Input: Ask children if they remember anything from the last lesson about making and keeping friendships.</p> <p>Task: Use the Scenario flash cards to generate discussion about how our actions affect those around us, and ourselves. Children can share their own experiences of similar situations. How did this make you feel? What could you have done differently?</p> <p>Plenary- compile a list of ways we can affect people positively and negatively through our own actions. Children can write these on post-its, which are used to generate a poster for display in the class.</p> <p>Outcomes-</p> <ul style="list-style-type: none"> • Describe how one person's actions can affect another or group of people. • Identify actions that would affect others positively. • Identify actions that would affect others negatively. • Describe how the persons actions can affect the person themselves. <p>Identify why it's important to 'think before we act'</p>	<p>https://www.twinkl.co.uk/resource/w-hat-if-scenario-flashcards-t2-p</p> <p>What if? Scenario flash cards</p>	<p>Make up a dance showing how behaviour of one can affect others in a good and bad way</p>
4	<p>Relationships</p> <p><u>L.O. to learn about the differences between acceptable and unacceptable physical contact and how to respond to unacceptable physical contact.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must: think of times when I am happy to be touched, and when I am not 2. I should: use the flashcards provided to say what I think is acceptable and unacceptable touch 3. I could: think of ways I could tell someone when I am uncomfortable with a touch 	<p>Input: Remember back to last lesson. What can the class remember about what we were learning about? Do they think more carefully now about the things they do and the affect their actions might have on others?</p> <p>Task: Share PowerPoints on your body and personal space. Use Scenario cards to generate discussion on what is acceptable and unacceptable. Do we all agree on what we are comfortable with, or can people differ? What can we do if we are uncomfortable with a physical contact?</p> <p>Plenary- How do we feel when someone is in our 'body space'? Does it depend on <i>who</i> is in our body space? How does our body/mind warn us when someone gets too close? How can we tell when others are feeling uncomfortable? What should we do if someone is touching us in a way we don't like, or making us feel hurt or uncomfortable in any</p>	<p>https://content.twinkl.co.uk/resource/ea/dc/t-lf-2549725-rshe-ks1-consent-and-respect-scenario-cards-ver-3.pdf?</p> <p>Twinkl – Is it okay? Scenario cards</p> <p>PowerPoint: Twinkl – My Body Belongs to Me</p> <p>Personal Space Social Scenario PowerPoint (twinkl.co.uk)-</p>	<p>Act out a mime showing how people might react to being touched in a way they are uncomfortable with and how they might resolve it.</p>

		<p>way?</p> <p>Outcomes-</p> <ul style="list-style-type: none"> • Identify when we like someone to sit beside us, hold our hand, cuddle or kiss us. • Explain that everyone has the right to have their 'body space' respected and that they should respect others too. • Explain why it is wrong to make anyone feel uncomfortable or confused by being too close to them or touching them in ways they don't like. • Recognise that physical contact that is aggressive or hurtful is not acceptable. <p>Explain why it is important to talk to someone they trust if anyone makes them feel hurt, uncomfortable or confused.</p>	Respecting Personal Space	
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Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts
5	<p>Relationships</p> <p><u>L.O. To learn about the concept of keeping something confidential or secret and when they should not agree to keep a secret.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must: explain what I think is the difference between a good secret and a bad secret 2. I should: explain why someone might want me to keep a secret 3. I could: say what I would do if I was asked to keep a secret I think is a harmful/ bad secret 	<p>Input: Remind children of the previous lesson about respecting other's space and being sensitive to other's feelings about the sort of touch they find unacceptable. Briefly discuss.</p> <p>Task: In small groups, the children will discuss what they consider to be 'good' or 'bad' secrets. Share outcomes, to compile a list of each. What strategies could you use if you are uncomfortable with a secret which has been shared with you? How does it feel if someone doesn't keep a secret you have shared with them? What motives do people have for keeping secrets?</p> <p>Plenary- Is it ever ok to keep a secret? When might it be ok to keep a secret? If someone could get hurt or upset by us keeping secret, would that be ok or not? If someone was going to have a great time after the secret was revealed e.g a birthday surprise, would that secret be ok to keep?</p> <p>Outcomes-</p> <ul style="list-style-type: none"> • Identify what it means to keep something confidential or 	<p>Examples of secrets:</p> <p>Good Secrets • Nice surprises and Things that make you happy • Birthday presents and cards • Flowers and gifts</p> <p>• Plans for a surprise family trip out or visit • Safety words f(if someone else has to pick you up they must tell you what the safety word is) • Secrets that will make people happy but are only kept as secrets for a little while – because everyone will know about it soon.</p> <p>Bad Secrets "I'll tell you, but it is a secret. You can't tell your parents or staff. They might not understand." • Secrets that make you feel</p>	Write a poem about keeping secrets.

		<p>secret.</p> <ul style="list-style-type: none"> • Identify times when confidentiality might be important. • Recognise that no one (including adults) should ask them to keep a secret that might be hurtful (to themselves or others) or unsafe and they should not agree to do so. • Explain that if someone does ask them to keep such a secret. They should tell an adult they trust, such as a teacher. • Recognise that even if they have agreed, they can and should still tell a teacher. 	<p>unhappy • Someone telling you to keep a secret that you do not like, or feel upset about.</p> <ul style="list-style-type: none"> • Anyone saying you must not tell. • Saying you must not tell or someone will be in trouble • Taking things from you and saying you must not tell • Doing things to others and say you must not tell • Stealing and taking things from shops and saying you must not tell 	
6	<p>Relationships</p> <p><u>L.O. To listen to and respond respectfully to a wide range of people and to share their point of view.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must: explain to a talk partner what it means to have an opinion 2. I should: share my own opinions with others in my class 3. I could: draw and label what I think a good listener looks like 	<p>Input: Ask class what they learned from the previous lesson. Quick fire responses.</p> <p>Task: Take part in ppt. presentation. Discuss the different opinions which people may have. Does there have to be a 'right' or a 'wrong' opinion? How much does it really matter if we have a different opinion to someone else? How can we show respect for the opinions of others? The pupils will work with talk partners to identify a difference of opinion they may have. (sports teams/ food choices/ best type of holiday/ should children get homework? etc.) They will have one minute to do this before changing talk partners and doing the same with them. Repeat.</p> <p>Plenary- How can we show that we value and respect people? How do we listen respectfully? What can we do if someone says something we don't agree with? Compile a description of what a good listener looks like.</p> <p>Outcomes-</p> <ul style="list-style-type: none"> • Describe what good listening looks like • Recognise ways they can express their own viewpoints constructively. • Identify how to respond sensitively if they do not agree with what is being said. <p>Demonstrate working and discussing in groups, ensuring</p>	<p><u>It is OK to have Different Opinions Social Scenario PowerPoint (twinkl.co.uk)</u></p> <p>Seeing both sides of a story - <u>Seeing both sides of a story - KS2 PSHE and Citizenship - BBC Bitesize</u></p>	<p>Act out a scene in which you react badly to a difference of opinion, then do the same again when you show respect to that person's point of view.</p>

	everyone's view is included.		
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