

Themes: Frozen – All About Teeth – Zarg’s World

Intent

To be able to name different feelings/emotions and to begin to recognise and express the way they are feeling.
 To listen to stories that lead on to discussions about emotions and different behaviours.
 To understand what is right/wrong and why.
 To consider the consequences of their words and actions for themselves and others.
 To think about the perspective of others within the above topics and personally.
 To recognise activities that are healthy for them and promote their well-being.
 To understand that lack of sleep can affect our mood and feeling of well-being.
 To be able to talk about the things that frighten us and to know that everyone can feel frightened for different reasons.

Implement

Show children photos of people with different emotions. Can they guess how the people are feeling?
 Get children to think about how others are feeling as classroom/playground incidents arise.
 Share books with moral messages such as: Shine, The Lion Inside, Elmer, Kind, Alfie series etc...
 Cut out leaves for ‘Kindness Tree’ and write down kind thoughts/actions to share with children. Continue to celebrate when children have done the right thing or have worked really hard with Class Dojo monster stickers and buttons in the jar. Highlight exactly why children have been rewarded or praised.
 Talk to children about all the factors that support their overall health and well-being - regular physical activity, healthy eating, tooth brushing, sensible amounts of ‘screen time’, having a good sleep routine and being a safe pedestrian. Discuss how too much screen time can affect people’s sleep and how important it is to get a good night’s sleep.
 Use the story of Zarg and Beegu to discuss the feeling of being lonely and how we can help to alleviate feelings of loneliness in others by our actions.



Reception Class
 Medium Term Planning
 Spring 2023
 Personal, Social &
 Emotional Development

Impact

Children are able to talk about right and wrong behaviours and will point out when someone has done the right thing as well as noticing when we get things wrong.
 Children begin to understand simple messages from shared stories.
 They try and demonstrate the right behaviour in their own play and learning times. Children begin to understand how different things can affect their mood, for example when they are hungry or tired. Children will help themselves to water when they are thirsty and say if they are hungry.
 Children are able to talk about how their behaviour makes others feel.
 Children notice if another child is lonely or being left out and will make an effort to include others in their play.
 The children share their fears with the class and can talk about how they could conquer their fear.

Skills:

I can name different emotions.
 I can recognise different emotions in others.
 I know how to behave at different times.
 I know that if I have upset someone I can say sorry.
 I can see how others are feeling.
 I know how to help someone feel happier if they are scared or lonely.
 I know how to help myself if I am feeling scared or lonely.
 I can name all the things to help with my well-being.
 I can name some activities that are really good for our health and well-being.

Key Vocabulary:

Emotion, feeling, right, wrong, action, compassion, fairness, well-being, healthy, kindness, nervous, fear, scared, lonely, benefit, screen time.

Differentiation:

Support – provide children who find sharing difficult with visual timers or signals to encourage turn taking. Always emphasise times they have shared well by praising in front of the whole class and saying what they did well. Praise children for any healthy choices made at snack or lunch time.
Challenge – use descriptive language to highlight exemplary behaviour so that other children can hear what kind of behaviours are rewarded.

