

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	<p>To know we have rules to keep us safe.</p> <ul style="list-style-type: none"> • Carpet rules • Class Charter • Act out scenarios- encourage children to recognise right and wrong and suggest rules <p><i>Increasingly follow rules, understanding why they are important. (PSED: 3-4)</i></p> <p><i>Remember rules without needing an adult to remind them. (PSED: 3-4)</i></p>	<p>To identify and compare our likes and dislikes.</p> <ul style="list-style-type: none"> • <i>Read: What makes me a ME?</i> • What do I like and dislike? • Stand up if you like... • Do we all like the same things? <p><i>See themselves as a valuable individual. (PSED: Rec)</i></p> <p><i>Build constructive and respectful relationships. (PSED: Rec)</i></p>	<p>To know that we belong to a family.</p> <ul style="list-style-type: none"> • What is a family? • Are all families the same? • Explore library books. • Talk about our families -photos. <p><i>Talk about members of their immediate family and community. (UTW: Rec)</i></p> <p><i>Name and describe people who are familiar to them. (UTW: Rec)</i></p>	<p>To know who is in my family.</p> <ul style="list-style-type: none"> • <i>Read: My Mum and dad make me laugh.</i> • Discuss family members. • Draw and label your family. <p><i>Talk about members of their immediate family and community. (UTW: Rec)</i></p>	<p>To know one thing I am good at.</p> <ul style="list-style-type: none"> • What could you do as a baby? • What can you do now? <p><i>See themselves as a valuable individual. (PSED: Rec)</i></p>	<p>To know the importance of eating the right kinds of food.</p> <ul style="list-style-type: none"> • Healthy foods • Vegetables <p><i>Know and talk about the different factors that support their overall health and wellbeing: healthy eating (PSED: Rec).</i></p>	<p>To know how my friends are the same or different to me.</p> <ul style="list-style-type: none"> • <i>Read: But Martin!</i> • Who is in your class. • How are they the same or different to you? <p><i>Build constructive and respectful relationships. (PSED: Rec)</i></p>
Autumn 2	<p>To know what Remembrance day is and how it is celebrated.</p> <ul style="list-style-type: none"> - What is Remembrance Day? - When is it? Saturday 11th November - Poppies 	<p>To know how to be a good friend. Friendship and kindness (antibullying week)</p> <p><i>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (PSED: 3-4)</i></p> <p><i>Express their feelings and</i></p>	<p>To know how to be kind Friendship and kindness</p> <p><i>Understand gradually how others might be feeling. (3-4)</i></p> <p><i>Build constructive and respectful relationships. (PSED: Rec)</i></p>	<p>To know that different people celebrate special times in different ways.</p> <ul style="list-style-type: none"> - Explore different families and celebrations - Festivals around the world 	<p>To know that different people celebrate special times in different ways.</p> <ul style="list-style-type: none"> - How did you celebrate your last birthday? Or the birthday of a family member? 	<p>To talk about our own family traditions and celebrations. Family life - what do you like to do as a family? Where do you go with your family? Family celebrations.</p> <p><i>Understand that some places are</i></p>	<p>To talk about how Christmas is celebrated.</p> <ul style="list-style-type: none"> - How do you celebrate Christmas? <p><i>Recognise that people have different beliefs and celebrate special times in</i></p>

	<p><i>Recognise that people have different beliefs and celebrate special times in different ways. (UTW: Rec)</i></p> <p>How would the soldiers feel? How would their families feel? Feelings: fear, sadness, happiness</p> <p><i>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (PSED: 3-4)</i></p>	<p><i>consider the feelings of others. (PSED Rec)</i></p> <p><i>Understand gradually how others might be feeling. (3-4)</i></p> <p><i>Build constructive and respectful relationships. (PSED: Rec)</i></p>	<p><i>Think about the perspectives of others. (PSED: Rec)</i></p>	<p>Talk about feelings during celebrations e.g. excitement</p> <p><i>Recognise that people have different beliefs and celebrate special times in different ways. (UTW: Rec)</i></p> <p><i>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (PSED: 3-4)</i></p> <p><i>Express their feelings and consider the feelings of others. (PSED Rec)</i></p>	<p>How did you feel on your birthday? Happy, excited</p> <p>-</p> <p><i>Recognise that people have different beliefs and celebrate special times in different ways. (UTW: Rec)</i></p> <p><i>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (PSED: 3-4)</i></p>	<p><i>special to members of their community. (UTW: Rec)</i></p> <p><i>Recognise that people have different beliefs and celebrate special times in different ways. (UTW: Rec)</i></p> <p><i>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (PSED: 3-4)</i></p> <p><i>Express their feelings and consider the feelings of others. (PSED Rec)</i></p>	<p><i>different ways. (UTW: Rec)</i></p> <p><i>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (PSED: 3-4)</i></p> <p><i>Express their feelings and consider the feelings of others. (PSED Rec)</i></p>
Spring 1	<p>• Develop their sense of responsibility and membership of a community</p> <p>The Same but Different Too' by Karl Newson (2 weeks)</p> <p>'Together We Can'</p>	<p>• Develop their sense of responsibility and membership of a community</p> <p>The Same but Different Too' by Karl Newson (2 weeks)</p> <p>'Together We Can' Caryl Hart/Ali Pye</p>	<p>Be increasingly independent in meeting their own needs, eg: brushing teeth. (PSED 3-4)</p> <p>Oral hygiene</p> <p>How to look after our teeth.</p> <p>Put toothpaste on a brush. Time teeth brushing. Model good teeth brushing.</p>	<p>Make healthy choices about food, drink, activity and tooth brushing (PSED 3-4)</p> <p>What does being healthy mean and who helps you to eat healthy foods? (e.g. parent, dentist, doctor, school staff)</p>	<p>'Life is a Rainbow'</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (PSED 3-4)</p> <p>Scared/ fear</p> <p>Talk about the emotion fear.</p> <p>When might you feel scared?</p>	<p>'Life is a Rainbow'</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (PSED 3-4)</p> <p>Lesson 2</p> <p>Read 'Life is a Rainbow'</p> <p>Look at the zones of Regulation</p>	

	<p>Caryl Hart/Ali Pye</p> <p>We are all different?</p> <p>How are we the same?</p> <p>How are you different to your friend?</p> <p>Lesson 1</p> <p>Complete the activity -use the cards on the left to help</p>	<p>Lesson 2</p> <p>What makes you different to your friend think of 1 thing</p> <p>Teacher/TA model, using the language from the book: "I am big, you are small...I am short you are tall." 'Run-around' Game</p>		<p>Try different vegetables - Circle time Friday</p>	<p>Would they feel scared if they went into hospital? How would you make yourself feel better? How does fire make you feel?</p> <p>We all feel different. What can make us feel the same?</p> <p>What could your friend do to make you feel better?</p> <p>Complete the statement " I am green because....."</p>	<p>Run to the colour zones e.g. if someone hurts you what colour would you run to? If someone gives you a chocolate where would you go? If you are missing your Mummy...</p>	
<p>Spring 2</p>	<p>To understand my own feelings. Zones of regulation</p> <p><i>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (PSED: 3-4)</i> <i>Identify and moderate their own feelings socially and</i></p>	<p>To understand my own feelings Zones of regulation Scenarios what zones would you be in?</p> <p><i>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (PSED: 3-4)</i> <i>Identify and moderate their own feelings socially and</i></p>	<p>To understand my own feelings Zones of regulation Scenarios what zones would you be in?</p> <p>Strategies for managing emotions/ regulating. <i>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (PSED: 3-4)</i></p>	<p>To consider the feelings of others.</p> <p><i>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (PSED: 3-4)</i> <i>Express their feelings and consider the feelings of others. (PSED Rec)</i></p>	<p>To consider the feelings of others.</p> <p><i>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (PSED: 3-4)</i> <i>Express their feelings and consider the feelings of others. (PSED Rec)</i></p>	<p>To consider the feelings of others.</p> <p><i>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (PSED: 3-4)</i> <i>Express their feelings and consider the feelings of others. (PSED Rec)</i></p>	

	<i>emotionally. (PSED Rec)</i>	<i>emotionally. (PSED Rec)</i>	<i>Identify and moderate their own feelings socially and emotionally. (PSED Rec)</i>				
Summer 1							
Summer 2							