

	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"> <li>• Carpet rules</li> <li>• Class Charter</li> <li>• Act out scenarios- encourage children to recognise right and wrong and suggest rules</li> </ul> <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"> <li>• <i>Read: What makes me a ME?</i></li> <li>• What do I like and dislike?</li> <li>• Stand up if you like...</li> <li>• Do we all like the same things?</li> </ul> <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"> <li>• What is a family?</li> <li>• Are all families the same?</li> <li>• Explore library books.</li> <li>• Talk about our families -photos.</li> </ul> <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"> <li>• <i>Read: My Mum and dad make me laugh.</i></li> <li>• Discuss family members.</li> <li>• Draw and label your family.</li> </ul> <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"> <li>• What could you do as a baby?</li> <li>• What can you do now?</li> </ul> <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"> <li>• Healthy foods</li> <li>• Vegetables</li> </ul> <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"> <li>• <i>Read: But Martin!</i></li> <li>• Who is in your class.</li> <li>• How are they the same or different to you?</li> </ul> <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"> <li>- What is Remembrance Day?</li> <li>- When is it? Saturday 11<sup>th</sup> November</li> <li>- Poppies</li> </ul>	<p>To know how to be a good friend.</p> <p>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</p> <p>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"> <li>- Explore different families and celebrations</li> <li>- Festivals around the world</li> </ul>	<p>To know that different people celebrate special times in different ways.</p> <ul style="list-style-type: none"> <li>- How did you celebrate your last birthday? Or the birthday of a family member?</li> </ul>	<p>To talk about our own family traditions and celebrations.</p> <p>Family life - what do you like to do as a family?</p> <p>Where do you go with your family?</p> <p>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"> <li>- How do you celebrate Christmas?</li> </ul> <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 <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 <i>Recognise that people have different beliefs and celebrate special times in different ways. (UTW: Rec)</i></p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (PSED: 3-4)</p> <p>Express their feelings and consider the feelings of others. (PSED Rec)</p>	<p>How did you feel on your birthday? Happy, excited -</p> <p><i>Recognise that people have different beliefs and celebrate special times in different ways. (UTW: Rec)</i></p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (PSED: 3-4)</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>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (PSED: 3-4)</p> <p>Express their feelings and consider the feelings of others. (PSED Rec)</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>Express their feelings and consider the feelings of others. (PSED Rec)</p>
Spring 1	<p>To know the class rules and why we have them. Reminder of rules School rules Class Charter Carpet time rules Right and wrong <i>Explain the reasons for rules, know right from wrong and try to behave</i></p>	<p>To know how keep our bodies healthy. Healthy/ unhealthy food and drinks. <i>Know and talk about the different factors that support their overall health and wellbeing (PSED Rec)</i></p>	<p>To know how to keep our teeth healthy. <i>Know and talk about the different factors that support their overall health and wellbeing (PSED)</i></p>	<p>To know who a safe to ask for help. Staying safe Stranger danger Who is a safe stranger? Who can I call in an emergency? <i>Talk about members of their immediate family and</i></p>	<p>To know how to keep clean and why it is important. How can simple hygiene routines stop germs from being passed on? <i>Manage their own needs: personal hygiene (PSED Rec)</i> Know and talk about the different</p>	<p>To know how to keep safe when playing on screens. Safer Internet Day activities <i>Know and talk about the different factors that support their overall health and wellbeing including sensible</i></p>	

	<p><i>accordingly. (PSED MS Rec)</i></p>			<p><i>community. (UTW Rec)</i>  <i>Name and describe people who are familiar to them. (UTW Rec)</i>  <i>Know and talk about the different factors that support their overall health and wellbeing including being a safe pedestrian (PSED Rec)</i></p>	<p><i>factors that support their overall health and wellbeing (PSED Rec)</i>  <i>Make healthy choices about food, drink, activity and toothbrushing. (PSED 3-4)</i></p> <p><b>Mental Health week activities</b>  <i>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (PSED: 3-4)</i></p>	<p><i>amounts of screen time. (PSED: Rec)</i></p>	
Spring 2	<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 emotionally. (PSED Rec)</i></p>	<p>To understand my own feelings Zones of regulation Scenarios what zones would you be in? Red zone Strategies for managing emotions/ regulating. <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? Blue zone Strategies for managing emotions/ regulating. <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? Yellow zone Strategies for managing emotions/ regulating. <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 consider the feelings of others. <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. <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>emotionally. (PSED Rec)</i>			
Summer 1	To know how to be a good friend. Friendship and kindness <i>Build constructive and respectful relationships. (PSED: Rec)</i> <i>Express their feelings and consider the feelings of others. (PSED: Rec)</i>	To know what is a sensible amount of screen time. Online safety/ screen time <i>Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of 'screen time' (PSED: Rec)</i>	To know what is a good evening routine. Sleep routine <i>Know and talk about the different factors that support their overall health and wellbeing: having a good sleep routine (PSED: Rec)</i>	To listen to others and take turns. Listening and attention/ turn taking <i>Think about the perspectives of others. (PSED: Rec)</i>	To listen to others and take turns. Listening and attention/ turn taking <i>Think about the perspectives of others. (PSED: Rec)</i>		
Summer 2	AREP Lesson 1 It's Okay to be Different  To identify our differences.	AREP Lesson 2 It's Okay to be Different  To recognise that we all like different things.	AREP Lesson 3 Elmer  To know that it is ok to be different.	AREP Lesson 4 Elmer  To consider how it feels to be different.	AREP Lesson 5 I am Brown  To identify our own differences.	AREP Lesson 6 I am Brown  To recognise that we have different skin colours.	Transition x 2 weeks