

<p>Learning Objective: Health and Wellbeing</p>		<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • What is a feeling? • To understand and name a range of feelings. • To recognise and explain the similarities and differences between physical and emotional feelings. • To know how to make myself feel good and better. • To recognise how my feelings can affect my body and behaviour. • To understand that feelings can change as I grow. • To know how to manage and share my feelings and other people's feelings. • To develop resilience and know of different ways of asking for help/support (<i>teasing and bullying</i>). <p>Thinking Skills:</p> <ul style="list-style-type: none"> • Show that they are actively listening and responding • Suggest what might happen if... • Demonstrate how to build on others' ideas • Be an effective member in small group tasks • Suggest different possibilities/ideas
<p>Vocabulary:</p> <p>feel feeling physical emotional emotion change mindfulness body</p>		
Suggested Lessons	Aims of Sessions:	Content:
	Recap of prior learning:	
1	<p><i>EYFS: Learn how to manage my feelings</i></p> <p><i>Year 1: To be able to recognise your own feelings and how to deal with them – happy, sad, angry and frightened</i></p>	<p>L.O. To understand and name a range of feelings.</p> <p>Skills Focus: Show that they are actively responding and listening.</p> <p>Recap of Year 1 learning: ask children what a feeling is. Can they list any feelings that they know of? Encourage children to list different feelings that have not been taught e.g. feeling proud, bored, excited etc. Get children to reflect on different occasions when they've felt a certain feeling.</p> <p>Children to learn a range of good feelings e.g. excited, relaxed, proud, achievement, hopeful, gratitude and confident. Explain the meanings and encourage children to share their ideas on what they think each feeling means.</p> <p>Children to choose two feelings that they've learnt about. They are to think of a time when they had that feeling, draw a picture of the time/situation and write sentences about how they felt and why they felt that way. Share with the class at the end of the lesson.</p>
2	<p><i>EYFS: Learn how to manage my feelings</i></p> <p><i>Year 1: To be able to recognise your own feelings and how to deal with them – happy, sad, angry and frightened.</i></p>	<p>L.O. To recognise and explain the similarities and differences between physical and emotional feelings.</p> <p>Skills Focus: Show that they are actively responding and listening. Being an effective member in small group tasks.</p> <p>Have the words physical feelings and feelings on the board/flipchart. Ask children if they know, what either word means.</p>

		<p>Explain that physical feelings are something that you can feel on your body e.g. crying. Emotional feelings are something that you may feel inside your body e.g. feeling sad.</p> <p>Discuss how our emotional feelings cause physical feelings to happen e.g. if you're feeling really happy, you typically have a big smile on your face.</p> <p>Children to sit in a circle. Choose one child to show an emotional feeling e.g. angry face and choose another child to show the physical emotion to match the first child's emotional feeling e.g. stomping their feet, throwing a tantrum etc.</p> <p>Children then act out physical feeling and another child to show what the emotional feeling would be for the physical feeling.</p> <p>The class to decide if they match up every time. Discuss their reasons.</p> <p>Pictures to be taken of children doing role-play and to be stuck in their books.</p>
<p style="text-align: center;">3</p>	<p><u>EYFS</u></p> <ul style="list-style-type: none"> Learn how to manage my feelings <p><u>Year 1</u></p> <p>To be able to recognise your own feelings and how to deal with them – happy, sad, angry and frightened.</p>	<p>L.O. To know how to make myself feel good and better.</p> <p>Skills focus: Suggest what might happen if... Suggest different possibilities or ideas.</p> <p>Ask children to think about who helps them feel good/better at home or at school. Why do they do this? How do they make them feel good/better?</p> <p>Explain that sometimes there isn't someone who can always make us feel good/better and it's important that we are independent in managing our feelings. Therefore, it's vital that we think of different strategies that we could use to make ourselves feel better/good.</p> <p>Get children to think about how they help themselves feel good or better e.g. playing Lego, mindful breathing etc. Think, pair, share.</p> <p>Explain that one good way to help us is to go to away to a quiet place, clear our mind, and focus on our breathing. Introduce mindfulness, and encourage children to get into a comfortable place and play video: https://www.youtube.com/watch?v=xUUq0HuSLS0&vl=en-GB</p> <p>Explain to children that they may have struggles concentrating; however, with practice mindfulness becomes a lot easier.</p> <p>Take photographs of the children doing mindfulness. Children to write in a speech bubble the strategy that they will try to use to make themselves feel good and better independently. Speech bubble to be stuck with photographs in book.</p>

<p style="text-align: center;">4</p>	<p><u>EYFS</u></p> <ul style="list-style-type: none"> Learn how to manage my feelings <p><u>Year 1</u></p> <ul style="list-style-type: none"> To be able to recognise your own feelings and how to deal with them – happy, sad, angry and frightened. 	<p>L.O. To recognise how my feelings can affect my body and behaviour.</p> <p>Skills Focus: Suggest what might happen if... Suggest different possibilities or ideas.</p> <p>Get children to list all the different feelings they have learnt about or had before. Reflect on what physical and emotional feelings are and get children to give examples.</p> <p>Teacher to act out a feeling e.g. show the children that you're angry. Ask children what feeling you were displaying, how did that feeling affect your body and behaviour. Repeat with different emotions. Encourage other children to volunteer to act out in front of the rest of the class.</p> <p>Children to reflect on times when they've felt angry/happy/sad etc and children should think about how those feeling affected their body and behaviour.</p> <p>Children to be given an outline of a body. Children to choose two feelings e.g. sad and excited. Children can draw the facial expression they may show on the face. Around the body outline, children to write how that feeling affects their body and behaviour e.g. excited – jumping up and down, run around, hug someone, heart beating faster, sweating etc.</p>
<p style="text-align: center;">5</p>	<p><u>EYFS</u></p> <ul style="list-style-type: none"> Learn how to manage my feelings <p><u>Year 1</u></p> <ul style="list-style-type: none"> To be able to recognise your own feelings and how to deal with them – happy, sad, angry and frightened. 	<p>L. O. To understand that feelings can change as I grow.</p> <p>Skills Focus: Show that they are actively responding and listening. Being an effective member in small group tasks. Suggest what might happen if... Suggest different possibilities or ideas.</p> <p>Explain to children that as we grow up, we learn and develop new feelings because we experience more events/things/our bodies develop. Ask children what feelings babies show e.g. crying and giggling. How is that different from a toddler's emotion e.g. throwing tantrums etc? Discuss how feelings are different, as we become children, teenagers and adults.</p> <p>Explain that a toddler and an adult may both be happy; however, they show that feeling differently. One reason for this is because as you grow up, you learn how to control your feelings and emotions. Children to reflect on how they may have behaved when angry when they were in Reception compared to how they behave now.</p> <p>Display A3 pictures of a baby, toddler, child, teenager and adult. Children to work in groups and write different feelings on a post-it note that would match one of the pictures. Children to stick post-it notes on the picture. At the end of the lesson, teacher to discuss with class the different feelings written down for each picture.</p>

		Teacher to record lesson by taking pictures of children completing activity and of results.
6	<p><u>EYFS:</u></p> <ul style="list-style-type: none"> • <i>Learn how to manage my feelings</i> • <i>Speak and listen to a range of situations.</i> • <i>Build confidence to speak/ask questions.</i> <p><u>Year 1:</u></p> <ul style="list-style-type: none"> • <i>To be able to recognise your own feelings and how to deal with them – happy, sad, angry and frightened.</i> • <i>To know how to ask for support</i> • <i>To be resilient when asking for help</i> 	<p>L.O. To know how to manage and share my feelings and other people’s feelings. To develop resilience and know of different ways of asking for help/support (teasing and bullying).</p> <p>Skills Focus: Show that they are actively responding and listening. Suggest different possibilities or ideas. Show how to build on other ideas</p> <p>Recap on previous lesson where children learnt how to make themselves feel good and better. What strategies did they learn? What strategy did they choose to use. Explain to children that you can use these strategies to manage any feelings we may have. Show mindfulness video and get children to participate.</p> <p>https://www.youtube.com/watch?v=wf5K3pP2IUQ</p> <p>Explain why it’s important that we share how we are feeling to others because we cannot read each other’s minds. If we share how we feel, other people can help us. How can we help other people with their feelings? Get children to Think, Pair, Share. Write different ideas down on board/flipchart.</p> <p>As a class, create poster/flipchart page to go on display, with different ideas on how we can help each other manage their feelings e.g. If someone in the class is sad, you could ask them if they’re ok? This to go somewhere in the classroom, where children can see it so that they can use it throughout the school year.</p> <p>At the end of the lesson, reflect on resilience – can anyone remember what it means? Why is it important that we are resilient? Never stop asking for support or help.</p>
Evidence for assessment will be from:		<ul style="list-style-type: none"> • Knowing what a is feeling • Being able to understand and name a range of feelings. • Recognising and explaining the similarities and differences between physical and emotional feelings. • Knowing how to make myself feel good and better. • Understanding how my feelings can affect my body and behaviour. • Understanding that feelings can change as I grow. • I know how to manage and share my feelings and other people’s feelings. • I can be resilient and know of different ways of asking for help/support (<i>teasing and bullying</i>).
Resources needed for project:		<p>iPad to take photographs Paper, colouring pencils – posters Worksheets – body template Flipchart paper/A3 paper – display poster Speech bubbles for pupil response Mindfulness videos</p>

Year 2 Term Autumn 1: Topic Focus: How am I feeling? Unit Question: Do I recognise and know how to manage my feelings?

	A3 pictures of baby, toddler, child, teenager, adult
Challenge: All tasks are accessible but there is room for stretch or solo taxonomy.	Children to discuss, explain or write when appropriate for the lesson – think about reflection, extending their ideas/thoughts and teacher to think of higher ordering questions to stretch those pupils learning e.g. for lesson 6 how would they know someone needs help/support if that person hasn't asked for it.
SEND:	Visuals, prompts, word mats, adult support when needed.