



SUBJECT MEDIUM TERM PLANNING

Year Group: One	TERM: Spring 2	Theme: Feelings												
<p>National Curriculum: RHE Mental wellbeing M1 – Where do feelings come from? - understand that we have a range of emotions, depending on our experiences and situations - Know what to do when we experience strong emotions - Build language to talk about feelings</p>														
<p>Context: This unit builds on the work the children have covered in FS2 on Getting On And Falling Out (Autumn 2) During this unit the children will learn to recognise and label the emotions angry, excited, scared, happy, nervous and calm. They will know that big emotions come from their downstairs brain and can change the way they feel. The children will learn to name different calming down tricks that they can use to return to return to their upstairs brain e.g. counting to 10 and bubble breathings</p>	<p>Concepts: feelings, emotions, same, different</p>	<p>Vocabulary:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Angry</td> <td style="padding: 2px;">Being very cross.</td> </tr> <tr> <td style="padding: 2px;">Excited</td> <td style="padding: 2px;">Feeling very happy and enthusiastic</td> </tr> <tr> <td style="padding: 2px;">Scared</td> <td style="padding: 2px;">Feeling frightened</td> </tr> <tr> <td style="padding: 2px;">Happy</td> <td style="padding: 2px;">Feeling good</td> </tr> <tr> <td style="padding: 2px;">Nervous</td> <td style="padding: 2px;">Feeling worried and being afraid of what might happen</td> </tr> <tr> <td style="padding: 2px;">Calm</td> <td style="padding: 2px;">Feeling peaceful and quiet</td> </tr> </table>	Angry	Being very cross.	Excited	Feeling very happy and enthusiastic	Scared	Feeling frightened	Happy	Feeling good	Nervous	Feeling worried and being afraid of what might happen	Calm	Feeling peaceful and quiet
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<p>Prior Knowledge: The children will be able to use their face to show a range of different emotions and start to say what makes them feel this way</p>	<p>Future Knowledge: (What specifically will pupils learn in the future that is relevant to this unit?) The children will learn how their feelings can vary when carrying out different activities e.g. exercising and sleeping. The children will learn to identify different conflicts and begin to say how these could be resolved.</p>													
<p>End points /by the end of this unit pupils will... Say how they feel when thy experience different emotions. Start to understand what can trigger different emotions.</p>	<p>Crucial knowledge How do you feel when you experience these emotions? Angry – means being very cross</p>													

The children will be able to list at least 2 different calming down tricks: fist flowers, mindful breathing, counting, going to a quiet space

Excited – feeling happy and enthusiastic

Happy – Feeling good

Scared – feeling frightened

How would you calm down if you were feeling angry or upset?

Calming down tricks, fist flowers, counting, mindful breathing

Lesson Number 1

<p>Where do different feelings come from? Key learning: To understand that we have a range of emotions.</p>	<p>Concepts: Feelings, emotions, same, different</p>	<p>Presentation: Where do feelings come from? Lesson structure: Introduction Read “The Colour Monster” by Anna Llenas. https://www.youtube.com/watch?v=Ih0iu8Ou04Y Discuss why the monster was multi coloured and why the girl put the feelings in to different jars.</p>
<p>Success Criteria: I can name different emotions that I have. I understand all emotions I feel are normal. I know my emotions may be different to others. I understand why we have emotions. I can say when I feel different emotions I know what to do when I experience strong emotions</p>	<p>Suggested resources: Presentation: Where do feelings come from? The Colour Monster by Anna Llenas Recording Sheet. – emotions map Word map</p>	<p>Direct teaching Class discussion - Why was the monster multi-coloured? - Why did the girl put the monster’s feelings into different jars? [So they could both understand those feelings better] - Do we have our feelings in jars? [No, they are all muddled up together, so we can’t always tell which ones we are feeling - but if we understand our emotions, it is easier to work it out] - Does everyone use the same colours for their emotions [No - different people might imagine different colours, or none] Class discussion - Show emotion words (angry, happy, nervous, scared, sad, calm, surprised) - How many of these feelings have you come across? - Why did you have these emotions? [you don’t always know, and you don’t have to have a reason] - What should I do when I have strong emotions [Listen to them, try and work out where the feeling is coming from, talk about it with an adult you trust, don’t take out a negative emotion on other people, always try and be kind] Activities Activity – Word mat - Word mat vocabulary practice: Children quiz each other on the meaning of the words on the word mat Activity - Map our emotions Children have an outline of themselves, surrounded by jars - ready for emotions to go into. They select emotion words from a list and put them into the jars, before colouring them as they see fit. Key Questions Where do feelings come from? What feelings and emotions do we have? What should I do if I have strong emotions?</p>

Challenge:

Children write about examples of when they have felt certain ways
- for example "Scared - I felt scared when my sister went to the hospital"

Adaptive teaching for SEND:

Vocabulary: Feelings, angry, excited, scared, happy, nervous, calm

Lesson Number 2

Key learning:
To understand how to manage strong emotions.

Concepts:
Feelings, emotions, same, different

Lesson structure: Introduction
Children to work in pairs to show an emotion using their face. Can their partner guess how they are feeling? When do we feel this way?

Success Criteria:
I can name different emotions that I have.
I can consider how I behave when I have different feelings.
I can say if an emotion is in my upstairs or downstairs brain.
I can think of ways to bring myself back to feeling just right

Suggested resources:
Flip Chart
Calming down tricks
Big emotions poster

direct teaching

Recap why we have emotions. Remind the children that we have a wide range of emotions and that it is normal to feel this way.

We have some emotions though that we don't want to experience for long as these can affect our ability to make good choices.

Discuss how we might behave when we feel sad, tired, angry, excited and scared.

Show the children a picture of the brain. Explain that the big emotions come from the downstairs brain.

As a class children to sort emotions in to their upstairs and downstairs brain.

Share the big emotions poster with the children. Explain that we want to feel just right, this is when we are in our upstairs brain. This means we are using our thinking brain and are able to learn and make better choices and communicate better with our friends.

What can we do to get out of our downstairs brain and back in to our upstairs brain? Recap different calming down strategies.

		<p>Children to practise mindful breathing key questions How many different emotions can you think of? What makes us happy? Activities Children to use different meditation music to practise mindful breathing.</p> <p>Challenge: Adaptive teaching for SEND:</p>
<p>Vocabulary: Feelings, angry, excited, scared, happy, nervous, calm, down stairs brain,</p>		

Lesson Number 3		
<p>Key learning: To understand what helps me to be happy.</p>	<p>Concepts: Feelings, emotions, same, different</p>	<p>Lesson structure: Introduction How many different emotions can the children think of? Show the children a range of different expressions. Can the children show their partner their face for each of the expressions?</p>
<p>Success Criteria: I can name different emotions that I have. I understand that my emotions link to my actions. I understand how things I choose to do can affect my happiness. I can say what makes me happy.</p>	<p>Suggested resources: Flipchart Happy Monster Recording sheet.</p>	<p>Direct teaching Discuss with the children why we have feelings and that they can change. Sometimes feelings can jump up from nowhere. We must listen to them and consider what we can do when we feel this way. How does your face look when you feel happy? How does your body feel when you're happy? What makes you happy? Helps you to feel happy? Explain to the children that recognising when you feel happy can help you when you are in your downstairs brain. Children to discuss what makes them feel happy.</p> <p>Activities Follow up – Children to create a picture of their own happy monster and name it. Children to describe what makes them happy and how this makes their body feel.</p>

key questions

How many different emotions can you think of?
What makes us happy?

Challenge:

Children to say what makes them happy and how this makes their body feel.

Adaptive teaching for SEND:

Vocabulary: Feelings, angry, excited, scared, happy, nervous, calm, down stairs brain,

Lesson Number 4

Key learning:
Understand what makes us feel angry

Concepts:
Feelings, emotions, same, different

Lesson structure: Introduction
Children to work with a partner to show different emotions using their face.
Recap on feelings being important as they, make us think.
Direct teaching

Success Criteria:
I can name different emotions that I have.
I understand that my emotions link to my actions.
I can say what makes me angry.
I can think of a way to get back to my upstairs brain.

Suggested resources:
Flip Chart
Recording sheet.
Big emotions poster

Recognising our angry monster is important.
How does your face look when you are angry?
How does your body feel?
Make a list as a class of the different things that make us feel angry. What can we do when we feel this way?

Activities
Follow up – Children to draw and label their angry monster. Children to record what makes them feel angry and how they can get back into their upstairs brain.

key questions
How many different emotions can you think of?
What makes us angry?
How can we get back in to our upstairs brain?

Challenge:
 Children to answer the question
 What makes me angry?
 How can I get back in my upstairs brain?
 Adaptive teaching for SEND:

Vocabulary: Feelings, angry, excited, scared, happy, nervous, calm, down stairs brain,

Lesson Number 5

Key learning:
 Understand what makes me
 feel worried.

Concepts:
 Feelings, emotions,
 same, different

Lesson structure: Introduction
 As a class children to make a Thunderstorm and then practise bubble breathing.

Success Criteria:
 I can name different
 emotions that I have.
 I understand that my
 emotions link to my
 actions.
 I can say what makes me
 feel worried.
 I can think of a way to get
 back to my upstairs brain

Suggested resources:
 Flipchart
 Worry Monster
 recording sheet.
 Big Emotions poster

Direct teaching
 Remind the children that we all have skills and talents that are valuable.
 Read the story “Penguins Hidden Talent”
 Children to consider what makes them special and what talents they have?
 Remind the children your talents may not be the same as your friends but that is ok.
 We are all the same, we are all different but we are all equal.

Activities
 Follow Up – Children to draw a picture of their hidden talent. Write about what it is and how they feel when they are doing it.

key questions
 How many different emotions can you think of?
 What makes us worried?
 How can we get back in to our upstairs brain?

		<p>Challenge: What can makes us feel worried? How can we get back in tour upstairs brain? Adaptive teaching for SEND:</p>
<p>Vocabulary: Feelings, angry, excited, scared, happy, nervous, calm, down stairs brain, emotion</p>		