



MEDIUM TERM PLANNING - RHE

Year Group: Two	TERM: Spring 2	Theme: Feelings
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National Curriculum: RHE
 M2 –Who am I?
 - Understand that each of us has skills and talents that are valuable
 - Understand that we are important, unique people who deserve kindness and respect
 - Appreciate that other people are important, no matter how good they are at certain things
 M3 – What helps me to be happy?
 -Understand the connection between their actions and the feelings of themselves and others
 - Discover how our choice of activities can affect our happiness

Context: This unit builds on the work the children have covered on Feelings in year 1, Spring 2
 During this unit the children will understand that everyone is unique and deserves respect.
 They will also learn to recognise how their feeling may change when taking part in different activities e.g. sleeping and exercising. The children will learn that no one can feel happy all the time and that it is ok to feel other emotions (anger, happiness, excitement, fear).
 They will also learn to recognise and label different types of conflict. They will learn to distinguish between a big conflict and small conflict and learn to use the Stop, Calm, Do problem solving strategies. The children will learn that a compromise can take place when both

Concepts:
Feelings, emotions, behaviour.

Vocabulary:

Feelings	
Unique	Being the only one
Pride	Feeling proud of who you are
Conflict	A struggle from having different opinions or needs
Compromise	Where both sides agree to meet in the middle
Emotions	The feelings you have.

sides agree to meet in the middle to settle an argument.		
<p>Prior Knowledge: The children will be able to name the emotions anger, happy, scared and excited. They will know how they can calm down and return to their upstairs brain and can list at least two calming down tricks.</p>	<p>Future Knowledge: (What specifically will pupils learn in the future that is relevant to this unit?) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p>	
<p>End points /by the end of this unit pupils will... be able to Understand that we are all unique and deserve kindness and respect Link different feelings to different situations by explaining how they feel when they sleep, listen to music and exercise. They will be able to distinguish between large and small conflicts. Say how they could resolve a conflict.</p>	<p>Crucial Knowledge What does it mean to be unique? We are all different What does it mean to compromise? Where both sides agree to meet in the middle.</p>	

Lesson 1

<p>Key Learning: Who am I ?</p>	<p>Concepts Feelings</p>	<p>Lesson Structure: Introduction Presentation: Who am I?</p>
<p>Success Criteria - Understand that each of us has skills and talents that are valuable - Understand that we are important, unique people who deserve kindness and respect - Appreciate that other people are important, no matter how good they are at certain things</p>	<p>Suggested resources Presentation: Who am I? Short story: 'Proud' From SEAL - 'Good to be Me' - Blue Pack</p>	<p>Story Short story: 'Proud' From SEAL - 'Good to be Me' - Blue Pack Direct Teaching Class Discussion Answer questions based on the story: - Why do you think Mariam laughed at Leon's writing? - Did Mariam feel proud because she worked hard at her writing or because she found it easy? - Which do you think Leon was most proud of, writing about his invention or making the invention? - What upset both Leon and Mariam? - Think of some words to describe Mariam's behaviour and Leon's behaviour - Think of something that you have done that you are really proud of: what was it and how did it feel? Song 'Completely Uniquely Me'</p>

		<p>Many Sheffield schools have access to this song already, via The Sheffield Music Hub - Speak to your music coordinator for support</p> <p><i>Buy / access song:</i> https://www.outoftheark.co.uk/songs/completely-uniquely-me.html</p> <p>Class Discussion</p> <p>- Are we all good at everything? [No, we all have different strengths]</p> <p>Activities</p> <p>Write down 3 things you're good at and 1 thing that you're not as good at. Does anybody have something that they're good at but someone else is not as good at? Could they help each other like in the story?</p> <p>Key Questions</p> <p>Are we all good at everything?</p> <p>Challenge</p> <p>Adaptive Teaching for SEND</p>
<p>Vocabulary: Pride, unique</p>		
<p>Lesson Number 2</p>		
<p>Key learning: To understand what makes us happy</p>	<p>Concepts: Feelings, emotions, behaviour.</p>	<p>Lesson structure: Introduction</p> <p>Listen to the minion's song. Children to move to the music in any way they would like to. How does the music make the children feel? What does the music make the children think of?</p>
<p>Success Criteria: I can understand the connection between my actions and my own and others' feelings.</p> <p>-I can understand how my choice of activities can affect my happiness.</p> <p>-I can identify the activities and people that make me happy.</p>	<p>Suggested resources: Flip chart</p> <p>Inside out clip</p> <p>Emotion chart recording sheet.</p>	<p>Direct teaching</p> <p>In pairs children to discuss what they have done today. What parts of their day were fun, bad, healthy and unhealthy?</p> <p>Remind the children that we need lots of different things to be happy.</p> <p>Children to form a circle to discuss these points further. Recap circle time rules.</p> <p>Discuss the children different hobbies and how they make the children feel. How does exercise make you feel?</p> <p>How do the children feel when they are with their friends?</p> <p>How do you feel when you are with your family?</p> <p>How do you feel when you have had a good night's sleep compared to when you are tired?</p> <p>What do the children like doing outdoors and how does this make them feel?</p> <p>Discuss the activities that the children like doing online and offline. Which do they prefer?</p> <p>Discuss that it is not possible to feel happy all the time.</p> <p>What might stop us being happy?</p>

- If we feel strong emotions, what can we do about it?
[Talk to a friend, talk to an adult you trust, draw a picture, write it down, do something you enjoy, listen to music, read a book, get some exercise]
A tough time for children can be when they move class or school

- How did you feel the last time you moved class?
- Did everyone feel the same?
- What emotions might you feel
[worried, anxious, scared, nervous]

Activities

Follow up – children to fill the outline of the person with things that make them feel happy, safe and loved. Children to share their person with each other. Did we all have the same? Reflect whether the same things make us happy?

key questions

What are hobbies?

What hobbies do you have?

How do they make you feel

How does exercise make you feel?

How do you feel when you are with your friends?

What might stop us from feeling happy?

Challenge:

Did we all have the same? Reflect whether the same things make us happy?

Adaptive teaching for SEND:

Vocabulary: Feelings, online, offline, hobbies, sleep, exercise, activities., emotions, behaviour, anger, conflict, compromise

<p>Key learning: To recognise different emotions and feelings</p>	<p>Concepts: Feelings, emotions, behaviour.</p>	<p>Lesson structure: Introduction Children to close their eyes and take deep breathes. With their eyes closed consider How they felt when they came to school, how they feel now and if anything has changed?</p>
<p>Success Criteria: I can identify different emotions and feelings. -I can identify activities that make us feel certain emotions and feelings. -I can describe how feelings can affect our behaviour</p>	<p>Suggested resources: Flip chart Inside out clip Emotion chart recording sheet</p>	<p>direct teaching, Show children arrange of different expressions. Can they identify the emotion?</p> <p>Explain that our feelings are usually influenced by the people and events that take place around us. In pairs, read the scenario cards. Decide which emotion you would match to each scenario. Remind the children that there is no right or wrong answer.</p> <p>Watch the clip from inside out and try and guess the emotion that the girl is feeling.</p> <p>How do you know and when have you felt this way too?</p> <p>Think about the story Finding Nemo. What emotions do you think Nemo felt at the different points of the story? Match the emotion to the correct picture</p> <p>key questions Where do feeling come from?</p> <p>Do you always know why you are feeling an emotion?</p> <p>Activities Create an emotion chart to show the different feelings that Nemo has during the story! Children to think of pictures to recognise each emotion.</p> <p>Challenge: Children to then write a sentence to show a time they have felt that emotion and discuss how it made them behave.</p> <p>Children to reflect – do you always know why you are feeling an emotion?</p> <p>Adaptive teaching for SEND:</p>
<p>Vocabulary: Feelings, online, offline, hobbies, sleep, exercise, activities., emotions, behaviour, anger, conflict, compromise</p>		

Lesson Number 4

<p>Key learning: I can tell you about feeling angry</p>	<p>Concepts: Feelings, emotions, behaviour.</p>	<p>Lesson structure: Introduction, Children to look at the four pictures on the flip chart . What emotions are the children feeling? Why? direct teaching</p>
<p>Success Criteria: I know when I am starting to feel angry</p> <p>-I know what happens on the inside and outside of my body when I start to feel angry. -I know some ways to calm down when I feel angry</p>	<p>Suggested resources: Flip chart The tiger had a tantrum book Calming down strategies.</p>	<p>Discuss the meaning of anger as a class. What does anger look like? Howe does anger feel on the inside? Watch the video clips and discuss in groups things that make them feel angry at home and in school. Record as a group on big sheets pf paper. Do some things make you angrier than others? Remind the children that we need to be able to manage our feelings. Read the story “The Tiger has a Tantrum”. What other strategies do we know for calming down when we feel angry?</p> <p>Activities In groups, act out a scenario where someone gets angry and the others give that person some strategies to help them calm down</p> <p>Key questions What is anger? What dopes anger look and sound like on the outside? Do you know any other strategies for calming down when you’re angry</p> <p>Challenge: Deepening Children t perform to the class.</p> <p>Adaptive teaching for SEND:</p>

Vocabulary: Feelings, online, offline, hobbies, sleep, exercise, activities., emotions, behaviour, anger, conflict, compromise

Lesson Number 5

<p>Key learning: To identify strategies of resolving and managing conflict</p>	<p>Concepts: Feelings, emotions, behaviour.</p>	<p>Lesson structure: Introduction Children to think of a time when they have fallen out with someone at home or at school. How did it make them feel? Did their emotions change?</p>
<p>Success Criteria: I know what conflict is</p> <p>-I know the difference between big and small conflicts.</p> <p>-I can identify how I might feel during big and small conflicts.</p> <p>-I can identify strategies to resolve and manage conflict</p>	<p>Suggested resources: Flip Chart Scenario cards Calming down tricks. Recording sheet</p>	<p>direct teaching Discuss what conflict is What is a small disagreement? Children to think of a time they have had a small disagreement with their friends. How did it make them feel? What might a bigger disagreement be? What should you do when a disagreement happens? Discuss strategies to solve conflicts In groups read the different scenarios .and discuss is it a big or small argument, how it would make you feel and how it could be resolved? Children to share with the class.</p> <p>Activities Children to draw around their hand. On each finger, write a strategy you can use to help resolve conflict between friends or family Children to write about a time they have had fall out with a friend or family member. How did it make them feel and how as the conflict resolved? What would they do differently next time?</p> <p>key questions What is conflict? What should you do when a disagreement happens? How can we resolve a conflict?</p> <p>Challenge: Children to write about a time they have had fall out with a friend or family member. How did it make them feel and how as the conflict resolved? What would they do differently next time?</p> <p>Adaptive teaching for SEND:</p>

Vocabulary: Feelings, online, offline, hobbies, sleep, exercise, activities., emotions, behaviour, anger, conflict, compromise		