

PSHE Midterm Planning – Spring 2023

	Objectives from SCARF	Sticky Knowledge	Activities	Question Starter	Key questions
WB 5.1.23	What is Safe to go on our bodies? - Name things that keep their bodies safe. - Name things that keep their bodies clean and protected. - Think about how to recognise things that might not be safe.	Some things that go on our bodies protect us. Key vocab Safe Not safe Nice Not nice	circle time game – box of materials Draw around a child on a piece of lining paper. Talk about the images and stick around the outline of a person. In groups: Activity 1: Label person template with things that go on their bodies. Activity 2 Discussion and demonstrations of teeth-cleaning. Children can draw pictures of themselves cleaning their teeth. Remind children that toothpaste goes onto our teeth then we spit it out. It helps to keep our teeth strong on the outside. Dairy foods (with calcium) that we swallow help to keep teeth strong from the inside	I put _____ on my body to keep me safe.	What things protect us? What keeps us clean? What don't you like/like? Keeps your body safe?
WB 9.1.23	Keeping myself safe – What's safe to go into my body (including medicines) - Make safe decisions about items they don't recognise. - Talk about what our bodies need to stay well. - Name the safe ways to store medicine and who can give it to children (adults) Resources needed: - Different kinds of medicine bottles (empty) - Empty medicine packets such as paracetamol, ibuprofen (boxes only – no tablets) - Some clear plastic bottles containing brightly coloured liquids (make these up using food dye or paint) - A giraffe soft toy, puppet, or finger puppet, made using the picture of Harold in the <i>Resources needed area</i>.	Sometimes our bodies need help to get better when we're ill. Key Vocab Medicine Ill Poorly Doctor Nurse Safe Unsafe	Introduction: Who has ever felt poorly? Explain that bodies are clever at getting better but sometimes need a bit of help. <i>Look for a range of answers – children should know that we don't always need medicine to feel better.</i> Read the Hold on Harold story Hold on Harold (coramlifeeducation.org.uk) Props to tell the story. Question what could be in the packets/bottles, why might they be unsafe, should we eat or drink it if we don't know what it is? What other things might not be safe? Show empty medicine packets – only touched by adults and kept high up In groups: Hold on Harold story recap. Children create story maps (drawing or writing) with their own version of the story.8/*-+--+	What do you do when you feel poorly?	What goes in our bodies? Who puts it there? What if we're ill/poorly? Where do you think things go when we swallow them? Who looks after medicine at home?
WB 16.1.23	Safe Indoors and Outdoors - Name some hazards and ways to stay safe inside. - Name some hazards and ways to stay safe outside. - Show how to care for the safety of others. Resources: - Special role badges - Harold the safety detective story (for IWB) Find resources on Safe indoors and outdoors (coramlifeeducation.org.uk)	I can do things to help keep myself safe. Key Vocab Safety Health and safety Careful	Introduction: Show Harold the Safety detective story on IWB. Talk partners – (pictures) How can we keep safe around these things? In groups: Activity 1: Create posters on how to stay safe in the classroom (being safe with scissors, running inside) and outside the classroom (how to use bikes/scooters, how to carry equipment) Activity 2: Outdoor activity – build an obstacle course. Is it safe? What are the risks? Different roles: - H&S officer - Chief tester - Course builder - Risk detective Extension: Before PE, discuss specific ways to stay safe in PE.	I make sure I am safe outside by.....	Who helps to keep us safe? How can we help ourselves to keep safe? What things could be unsafe in the classroom? What about outside – in the playground or in the park? What makes things safe or unsafe?

WB 23.1.23	Listening to my feelings Safe Touches Workshop- Scene 9: The Four Safety Tools - YouTube For teachers not children. - Name the adults who they can ask for help from, and will keep them safe. - Recognise the feelings they have when they are unsafe. - Talk about keeping themselves safe, safe touches and consent. Listening to my feelings (coramifeeducation.org.uk) – link to plan	Know your trusted adults and move away from danger. Key Vocab: Dangerous Safe Safety Funny feeling	Set up <i>Happy, Sad, and Not Sure</i> zones in the classroom (use printouts of emojis) Play Safe, Not Safe and Not Sure using the emoji zones. Use these scenarios: - crossing a busy road - playing in the garden - climbing high up in a tree - walking along the top of a high wall - cycling along a pavement - playing a board game with Grandma - getting lost in the supermarket - swimming/jumping in at the deep end - playing football in the park with the big children - putting your shoes on - playing at the skate park with the big children - watching telly on the sofa - travelling in the back of the car with your seatbelt on - playing with your friends in the sandpit - having a bath (perhaps with a brother or sister) with your mum/dad/special person there at the same time, keeping an eye on you. Activity 1 (in groups): Different ways someone makes us feel safe: - Hugging - Holding - Making drink/snack - Sit on their knee/lap - Gentle hand on the shoulder - Arm around us Would these touches be ok? If they didn't feel comfortable with them, what could they do? Demonstrate asking permission to touch (hugs, high fives, stroke on the back) using puppets/dolls.	How do we keep safe? How do we know when something isn't safe? What if no one has told us? How might our body tell us that something isn't safe? What can we do if we don't feel safe?
WB 30.1.23	Keeping safe online - Share ideas about activities that are safe to do on electronic devices. - What to do and who to talk to if they feel unsafe online	I can say who I would tell if I see something online that upsets me. Key Vocab Online Trusted adult	Jessie Friends videos (thinkuknow.co.uk) watch episode one aimed at 4-5 year olds. Check understanding of key messages from the story. Activity in groups: Write or tell an adult one sentence that they remember from the song in a speech bubble Create display using speech bubbles coming from Jessie and the dog's mouths. CP - print out t-shirt design templates Children can design a new T-shirt for Jessie. In the cartoon, Jessie's T-shirt has a picture of a bee. During the song, the bee has a worried, scared and sad face. Ask children to design Jessie a new T-shirt with a picture or logo that reflects how she feels after she has told Dad that she's worried and he has helped her. For inspiration, ask them to think about things they know Jessie likes (e.g. her dog, singing, dancing, playing online games).	What can we do if something worries us online? What if we get that 'funny feeling'?

WB 6.2.23	People who help to keep me safe - Name the people in their lives who help to keep them safe. - Name people in their community who help to keep them safe. - Talk about ways to keep themselves safe in their environment.	I can name trusted people who can help me when I feel unsafe. Vocab Key worker Police officer Fire fighter Nurse Doctor	Children might know the term Key Worker. These are people in our community who help to keep us safe. Show people who keep me safe pdf (either printed out or on IWB) Who are these people? Can pupils name some people that keep us safe? Circle time game. Activity 1 in groups: Practice the green cross code in the playground for crossing the road.	They help me by.....	- How do you find an adult you can trust? - How do they make you feel when you are sad or hurt? - Do they scare you? - Can you talk to them about anything without feeling worried? - Do you feel close to them? - Have they helped you with something before? - Can you name some people in your life like this?
February Half Term					
WB 20.2.23		I can use the language past and present. I know Guy Fawkes was alive a long time before I was born. I know that clothes/hair were different in the past. I can use sentences like ... "They weren't invented then..." I can say why we remember Guy Fawkes. Vocab Bonfire Night Remember Past Present Guy Fawkes	Recap the excitement of bonfire night and fireworks. (Who celebrated, saw them?) Why do we celebrate bonfire night? Go back in time - to the past to when Guy Fawkes was alive. Show on timeline. Powerpoint The Story of Guy Fawkes Let's be History detectives! Using drawings of GF. How do we know this story was from a long time ago? (What is different to how we look today to how he looks? Hair / clothes / drawing not a photograph - why isn't there a photograph of Guy Fawkes? (Cameras were not invented then....)) Oral retell of the story. Let's act it out! Go back into time machines and return to the present. Pass/ roll ball around I remember Guy Fawkes because.... Sing Guy Fawkes song	I remember Guy Fawkes because	Why do we remember Guy Fawkes?

14.11.22	PSED Express their feelings and consider the feelings of others. UW Recognise that people have different beliefs and celebrate special times in different ways. (Make links to kindness shown in religions, eg. Ramadan - fasting and Zakat collections, and Harvest.) FF Curriculum We will consider how we can be kind to other people and animals and promote kindness	I know how I can be kind to people and animals.	Revisit how we have learnt about kindness - through hearing about how Christians collect food for harvest, take it to church and give to people in need. Also how Muslims collect Zakat during Ramadan. Through our stories about the little star and the Hamster who ended up helping his friends. Today we are going to create a kindness tree. Thinking about how we can be kind to people and animals. Adults to give examples. Hamster and little girl from story examples. Go round the story rolling a ball using the sentence starter 'I am kind when.....' Adult to record on leaf and give it to children to stick onto the tree. Share ideas - I am going to be kind by doing all of the things you have said on the tree. I am going to stick it on our display so that we can remember to be kind to and think about people and animals every day.	I am kind when	When has someone been kind to you? When have you been kind to someone else?
21.11.22	I can talk about a person who has helped me from my experiences. Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers. Listen to what children say about their own experiences with people who are familiar to them	I can talk about a person who has helped me from my experiences. Vocab Doctor Nurse Paramedic Hospital Ambulance Help Firefighter Fire engine	(People who help us at school - also interview - the cook, site staff) Circle time People who help us. What jobs do your family do? How do they help us? Watch I need help. People who help us jobs uk play and learn - YouTube Have you ever needed help? Who helped you? Focus on medical profession. (Topsy and Tim at the hospital) Children to use play medical kit and bandages to help friends / teddies.....	They help me by	How do they help you / us?
28.11.22			Circle time People who help us. Who helps us? Firefighters. (See fire fighter clips - twinkl) Act out putting out a fire / rescuing people..... freeze frame.	They help me by	How do they help you / us?
5.12.22	Nativity Recognise that people have different beliefs and celebrate special times in different ways.	I know that Mary had to travel on a donkey because they didn't have cars then.	Watch / tell nativity story. Put on costumes and act out nativity. Sing songs. Repeat	Christmas is celebrated because....	Why do we celebrate Christmas?
12.12.22	Nativity Recognise that people have different beliefs and celebrate special times in different ways.	I can talk about a story from the past. Vocab Religion Belief celebrate		Christmas is celebrated because....	Why do we celebrate Christmas?
19.12.22	Babouska Compare and contrast characters from stories, including figures from the past. (3 days - Christmas activities)	I can talk about a story from the past. Vocab Past Present Nativity celebrated	As above - sing songs Read Babouska story. Discuss themes. (Don't put off what you can do today..) Make links to the nativity. Act out story. (crowns, head scarf)	Christmas is celebrated because....	Why do we celebrate Christmas?
Christmas Holiday (Week 1 - 2 days)					

9.1.23	I know that I will change as I get older. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.	I know that I will change as I get older. Key vocab Baby Elderly Child Teenager Adult	Changes How we change - the stages of development. (Link to our family work) Bring in baby photos and talk about how they have changed. Things they used do/have that they don't now. Where they used to live, where they used to go to nursery, who used to look after them Once there were giants. Sorting stages. Put on timeline	(Talk about a change that happens.)	How do we change through our life journey?
16.1.23	Comment on images of familiar situations in the past. I can say how buildings in the past were similar and different. (Ext I know I live in an old house / new house because There is no garage / chimney/ open fires/ narrow roads)	I can say how buildings in the past were similar and different. Key vocab Past materials Present Change Features Modern old	History of our school - walk around school looking at the features. Powerpoint of pictures of the school in the past. How has it changed?	Our school is old because....	Can you describe the differences between these two buildings?
23.1.23			New and old buildings in FF (our local area) Compare and contrast. What kind of house do you live in?	I know I live in an old house / new house because There is no garage / chimney/ open fires/ narrow roads)	
30.1.23	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Practitioners can create books and displays about children's families around the world, or holidays they have been on. Encourage children to talk about each other's families and ask questions.	I can talk about my experiences of being in a house in a different country and how it was the same / different to my home here. Vocab - as last week	Learning about houses in different countries and how they are the same / different. Video clips / chs photos.	My house in..... is different because....	How is the house you visited the same / different?
6.2.23		I can say if the country I am visiting has a hot or cold climate. Vocab Hot Cold Warm Climate country	What would you take on your holiday? Game - what does teddy need to go to visit a hot / cold country. My petasaurus - packing. https://connect.collins.co.uk/school/Primary/SnapSciencelessons.aspx?Id=ic/73SgFOtRJ2ttoADhbYA== (Link to Snap science)	I would like to go on holiday to I will take (Because it is a hot / cold country.)	Where would you like to go on holiday? What would you pack in your suitcase?
Half Term					
20.2.23	Continue developing positive attitudes about the differences between people. Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	I can show how the character in the story is feeling. I can talk about and relate to these feelings. Key vocab loss, gratitude, friendship, family and kindness past sad, angry, upset, loss, devastated	Dogger - a story from the past Photos of staff when story produced. Silver jubilee. Children bring own special teddies in. Look at features in book, diff clothes etc. Discuss themes of story. Colour and write about pictures from Dogger	Dave is feeling because	How is Dave feeling and why?
27.2.23			Dogger - remind ch of themes. Link to Bing episode - lost. Discuss themes - how would ch feel if lost own special teddy / toy. Draw picture of own teddy in love heart and record feelings about it.	I would feel because	How would you feel in you lost something precious to you?

6.3.23	Comment on images of familiar situations in the past.	I know how toys were different in the past. Key vocab Old new wood metal plastic batteries	Old and new toys. How are they the same/ different. Compare. Look at materials. Link to magic granddad How does my toy work Snap science https://connect.collins.co.uk/school/Primary/SnapSciencelessons.aspx?Id=dM5fpeNas8ctrW5+D8mMgw==	I know this toy is old because.....	How do you think this toy could be used?
13.3.23	Continue developing positive attitudes about the differences between people. Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past.	I can talk about things from the past. Vocab Similar, different	Look at a range of photos and artefacts from the past and talk about the objects. Compare items like telephones, toys, computers and look at the materials they are made from. Use sentences like ... "They weren't invented then..." (Talk about familiar adults when they were younger, what were their clothes, what were their houses, Relate to Peepo) Peepo - a story from the past. Zoom into pictures - discuss is this room different to yours? Why? Enlarge pictures from the story and in group discuss what they can see from the past. Make 'Peepo cards' (plain card with a 5cm hole) and use these to examine the world around you. Give card. Show how to fold in half (point to point) Cut half a circle on the fold line. Take to Telly tubby hills to see what they can see - isolate areas.	It is different to my house because...	What is similar and what is different?
20.3.23	Continue developing positive attitudes about the differences between people. Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past.	I can talk about things from the past. Vocab Change, similar different	The Toymaker - a story from the past. Using the pictures how were the games different in the past to the present? Play old fashioned playground games .like Mary was playing in the picture. Ring a ring a roses Ring a ring of roses, a pocketfull of posies, atishoo, atishoo, all fall down - YouTube The farmers in his den The Farmer's in His Den - YouTube Oranges and lemons Learn with Little Baby Bum Oranges and Lemons Nursery Rhymes for Babies Songs for Kids - YouTube	In the past children used to play games like	How was Mary's life different / same to yours?
27.3.23	Recognise that people have different beliefs and celebrate special times in different ways.	I can talk about how people celebrate Vocab Religion Belief Celebrate Easter New beginnings, new life Church	Easter - Special celebrations Introduce the theme of new life - linked to baby animals and new plants and how Christians believe Jesus came back to life after he died. Jesus is alive right now in heaven, and he will never die again.	I know that Easter is a Christian festival (and lots of people will go to Church to celebrate Jesus.)	How will you / your friends celebrate Easter?
Easter					
17.4.23	Recognise that people have different beliefs and celebrate special times in different ways.	I can talk about how people celebrate Vocab Ramadan Fasting Eid Mosque	All about Eid Special celebrations. The festival of breaking a fast	I know that Eid is celebrated by Muslims.	How did you / your friends celebrate Eid?
24.4.23	Changes - from seed to decay. Use the W (People and Comm.) Explore the natural world around them. Create opportunities to discuss how we care for the natural world around us.	I know a plant grows from a seed / bulb. I know a plant needs	What do we know about plants - mind map. Planting What do plants need	A plant needs	What does a plant need to grow?

15.5.23	Offer opportunities to sing songs and join in with rhymes and poems about the natural world. After close observation, draw pictures of the natural world, including animals and plants. Observe and interact with natural processes. Describe what they see, hear and feel whilst outside. Encourage focused observation of the natural world. Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in. Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside.	water and sunlight to grow. Plant Seed Bulb Water Sunlight Grow Roots Shoots Stem flower	What has happened to our plants? Time lapse Recording		
8.5.23		I know if food will rot over a period of time. Decay, decompose, Compost Rotten Mold Bacteria, fungi worms Unwell Bad Smell	Decomposition of food The bacteria that is mostly formed can make us unwell. We can use left over veg/ fruit to create compost Observations. Visit compost bin	If I leave my food it will.....	What do you think happens to food if left out for a long period of time? Can this rotten food be used again?
15.5.23	Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes.	I know that being brave can mean facing a situation when you're unsure about something and having a go anyway. Vocab Brave Challenge	Intro Watch powerpoint about being brave - link to themselves and story. Also know that sometimes big and uncomfortable feelings or emotions can get in the way of being brave. Watch / read book (Holly and the ginger flash) Finding your brave can mean having a go at something new, it can mean stepping outside of your comfort zone and challenging yourself, it can mean saying no to something that is not for us or it can mean talking to people around us to share our worries and fears and ask for help. On paper with photo in the the middle write draw about the times they have been brave *It's important to stress that bravery is not about taking unsafe risks that could harm you or those around you.*	I was brave when....	When have you had to be brave?
22.5.23		I know that I can share my time, my ideas or things with my friends. I don't have to share just because someone has asked me to (eg my dinner / special hair clips) Often sharing things like cars in the classroom can my my friends happy and then make me feel happy.) Vocab Share Ideas Time Feelings	Rainbow fish - Focus on the theme of sharing Sharing *Have you ever owned an item that you didn't want to share? What was it? Why didn't you want to share it? *Did it make you happier or sadder to share the item? *Was Rainbow Fish wrong not to share his scales? *Are there some things it's okay for you not to share? If so, what and why? *Imagine that Rainbow Fish gave away all his scales. Would that be a good thing for him to do? *Was the blue fish asking too much of Rainbow Fish to share his scales? *Do you share with your friends? Do you share everything with them?	When I shared my	What have you shared with your friends or brother / sister?
Half Term					

5.6.23	Draw information from a simple map. (Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Familiarise children with the name of the road, and or village/town/city the school is located in.)	I know that maps are drawings of an area or place. They help to direct us and show us where places, buildings, parks and other features are. I can find information on a simple map. Vocab Map Clue (Left, right, forwards, backwards)	Map of playground Share together. Discuss where clues are. Children to use map, find letter clues and unscramble letters to make a word in teams.	When I used the map....	What can you see on the map?
12.6.23			Map of pond area Repeat as last lesson		
19.6.23			Investigating maps - Link to what the lady bird heard. Did you notice that Hefty Hugh and Lanky Len drew a map of the farm? Did you see the route that they had planned to take? Can you remember what the ladybird heard? Did the thieves manage to steal the fine prize cow? Have a go at drawing your own map of the farm. Can you mark out the route needed to get to the fine prize cow? Can you describe the route, just like the ladybird did?	The ladybird tricked the robbers by	Can you show me the route the robbers took?
26.6.23		My community Supermarket Library	Investigate Google earth. Look at school site. Children to draw own maps of playground. Link to last lesson	I can draw a map of the playground.	Can you show me where is on your map.
3.7.23			Where I live - Why Forest Fields is a special place. Look at important areas / buildings in the community - eg doctors, art centre, ASDA, Forest Park..... (And other areas of interest) Find where ch live. (Old house or new house?)	My special place in Forest Fields is	What is this place in FF - (Eg Forest Park) Have you been there?
10.7.23	Teach children about places in the world that contrast with locations they know well. Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see. Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.	I can talk about other places in the world	Gift for Amma - market day in India (Ben and Bella in the big yellow digger - Australia??) TBC	It is similar to where I live because... It is different to where I live because	How is Life similar or different to yours?
17.7.23			Children to bring in photos of countries they have links with.		
24.7.23					

Teach in class - after half term.

Diwali Recognise that people have different beliefs and celebrate special times in different ways.	I can talk about how people celebrate Vocab Religion Belief celebrate	Let's celebrate Diwali bbc. Story of Rama and Sita Learn about significance Go outside to do chalk Diwali patterns.	Diwali is ... (the festival of light)	What is Diwali?
--	---	---	--	------------------------