

SMSC Planning

Term: Autumn 2 – 2nd half

Topic: Emotions

Mental health session – to be done at the beginning of half term	Input	Activity
	Breathing exercises – encourage children to use these as and when they need through the week. Mental health plan runs through this topic.	

	Skill	Year R	Year 1	Year 2
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1	Skill- I can understand emotions	<p>LO: I can say how I think someone is feeling.</p> <p>Read the story – My big shouting day.</p> <p>Circle time with the children</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • How do you think she feels? • Have you ever felt like this? • What could the little girl do? • Would you like it if she was shouting at you like this? <p><u>Outcome</u></p> <p>I can say when someone is feeling angry.</p> <p>Pictures of angry and happy face for the wall</p> <p>Speech bubble answers to questions.</p>	<p>LO: I can say how I think someone is feeling and talk about a time I have felt like this.</p> <p>Read the story – When I’m feeling angry</p> <p>Circle time with the children</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • How do you think she feels? • Have you ever felt like this? • How did she manage her feelings? • Is it ok to feel like this and why? • What could the little girl do? • Would you like it if she was shouting at you like this? <p><u>Outcome</u></p> <p>I can say when I have felt angry.</p> <p>Pictures of range of emotions.</p> <p>Speech bubble answers to questions.</p>	<p>LO: I can identify a range of emotions and talk about them.</p> <p>Have some pictures on the board of children with different emotions – angry, upset, hugging mum, confused, bored etc</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • What emotion are the children feeling? • What makes you think they are angry/sad etc? • Why might they feel this emotion? <p>In pairs show each other each emotion that is on the screen – how do you know your partner is angry/sad etc</p> <p><u>Outcome</u></p> <p>Two photos of children within the class of children feeling emotions with adjectives around to identify</p>
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				key features of this emotion on post-its on the wall.
2	Skill - I can Express emotions.	<p>LO: I can recognise different emotions.</p> <p>Introduce characters of inside out – discuss the emotions they are showing and see if children can recognise.</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • How does this person feel? • How do you know? <p><u>Outcome</u></p> <p>I can recognise a range of emotions. On wall- mirror with inside out cards round. Children to use mirror to create different emotions.</p>	<p>LO: I can recognise different emotions and roleplay those emotions myself.</p> <p>Re-introduce characters of inside out – discuss the emotions they are showing and see if children can recognise and copy.</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • What emotion are you feeling? • What might make you feel like this? • What would happen to your body? <p><u>Outcome</u></p>	<p>LO: I can recognise different emotions and talk about a time you may feel like this.</p> <p>Re-introduce characters of inside out – discuss the emotions they are showing and see if children can recognise and copy. Talk about a time they may feel this emotion.</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • What emotion are they feeling? • How does it make their body feel? • Why might they feel like this? • Have you ever felt like this?

		<p>Have some cards of the characters of inside out on the tables and mirrors – children to pick up a card and show this character’s emotion into the mirror.</p>	<p>I can recognise when and why I might be angry.</p> <p>On wall- when doing role play, photo children write down children’s ideas.</p> <p>Have some scenarios that children might get angry in – children to role play how they would react and express their emotion in these scenarios. Use this as a teaching point to discuss the way they have expressed their emotion, how could we calm this situation down and express our anger in a different way.</p>	<p><u>Outcome</u></p> <p>I can recognise a range of emotions and give reasons why you might feel like this.</p> <p>On wall- shrink down work to display</p> <p>Have a gingerbread man template and pick an emotion they often feel (e.g. sad, angry) on the inside they write words describing how their body reacts (e.g. heart racing) and on the outside they write what they do (e.g. run away, stamp their feet).</p>
3	Skill – I can control emotion	<p>LO: I can talk about what I might do when I feel angry.</p> <p>Have the pictures of the characters from inside out up - What can we do when we feel these emotions?</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • What makes you feel angry? 	<p>LO: I know who I can talk to if I am angry.</p> <p>Have the pictures of the characters from inside out up - What can we do when we feel these emotions?</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • What makes you feel angry? • What happens to your body 	<p>LO: I can identify an emotion I have felt and a technique I could use to help me.</p> <p>Have the pictures of the characters from inside out up - What can we do when we feel these emotions?</p> <p><u>Key Questions</u></p>

		<ul style="list-style-type: none"> • What happens to your body when you are angry? • How does it make you feel? • Who/What can make you feel calm? <p><u>Outcome</u> Children to say a way to calm down when they are angry. List to be displayed on the wall.</p> <p>Teach the children some techniques to calm down – breathing in through nose and out through your mouth (to 10), taking yourself away from the situation, getting a timer, taking yourself to the calm down corner. Introduce the calm down corner where children can move their picture/name to how they feel.</p>	<p>when you are angry?</p> <ul style="list-style-type: none"> • How does it make you feel? • Who/What can make you feel calm? • Who can help when you are angry? <p><u>Outcome</u> Children to say who they can talk to when they are angry. Ideas to be displayed on the wall.</p> <p>Review controlling techniques from reception – remind children of the worry box and where it is. Tell children they can use this area when they feel worried and put their worry into the worry box.</p>	<ul style="list-style-type: none"> • How can you control your anger? • Who can you talk to? • What can your friends do to help? <p><u>Outcome</u> Children to identify three ways to control their emotions. Work to be shrunk down for walls. Children to have a template of a head and children to write (after discussion) ways might use to cope (e.g. breathing in a square) – CT/TA to use these to create a class emotions buster head for display for children to use throughout the year.</p>
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