

SMSC Planning

Term: Spring 1 – 1st half

Topic: Mindfulness

Mental health session – to be done at the beginning of half term.	Input	Activity
	<p>Breathing exercises – encourage children to use these as and when they need through the week.</p> <p>Explain to children we will be learning some different breathing techniques/activities to add to the ones we already know. Explain children can use these when they are feeling anxious or need to calm themselves down.</p> <p>When breathing – question children on how they feel, do they feel calmer and more relaxed after?</p>	<p>Year R – Shark Fin - Place the side of your hand on your forehead, with your palm facing out to the side.</p> <p>Close your eyes.</p> <p>Slide your hand down your face, in front of your nose.</p> <p>Say “shhh” as you slide your hand down your face</p> <p>If you are sitting down, you do the 5 S’s while you move your hand: Sit up straight, sit still, sit silently, soft breathing, shut eyes.</p> <p>If you are standing do the same but you are standing straight, still, silently, using soft breathing and shut eyes while you move your hand down your face.</p> <p>Year 1 – Breathing hands - Spread one hand out like a star.</p>

Use the index finger on your other hand to trace the outline of your star hand. Take a deep breath in as you move to the top of your thumb.

Breathe out as you move down between your thumb and first finger.

Take another breath in as you move to the top of your

first finger.

Breathe out as you move down between your first and second finger.

Repeat until you have taken five slow, deep breaths.

Year 2 – Back to back breathing - Students work in pairs for this partnered breathing activity.

Sitting tall, with their back resting against their partner's back, begin the mindful breathing from activity #1.

		<p>Encourage students to notice their partner's breath.</p> <ul style="list-style-type: none"> – Is it shallow or deep? – Fast or slow? – Can they feel their partner's back moving as they breathe? <p>After a little while, students may find that their breath falls into sync with their partner.</p> <p>Or it may not! These are all talking points for bringing awareness to the breath, in the present moment.</p>
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	Skill	Year R	Year 1	Year 2
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1	Skill – I can begin to be aware of myself	<p>LO: I can learn one technique that I can use that can calm me down if I need.</p> <p>Remind children about our emotions work from last half term – who can remember some of the emotions and some of the control techniques we thought of.</p> <p>Tell children that today we will be focusing on ourselves, keeping our body and minds happy. Introduce colouring as a calming technique, tell children they will be listening to some calming music and colouring and that they can use this any time they feel worried or need to calm themselves down.</p> <p>Discuss other calming techniques;</p> <ul style="list-style-type: none"> • Read a story/book corner • Cuddle a teddy • Talk a grown-up/friend • Do something they like to do/lego 	<p>LO: I can think of an emotion and use a taught technique to help it disappear.</p> <p>Remind children about our emotions work from last half term – who can remember some of the emotions and some of the control techniques we thought of. When might we feel one of these emotions?</p> <p>Have an object for every child (compare bears from Year R) – children lie on their backs and place the object on their tummy. Breath (without talking) for 1 minute and notice how their breathing buddy moves up and down and anything else they notice (children must not talk) –children to imagine their thoughts floating away like bubbles (CT/TA to blow bubbles). This is something they can do when they feel worried/sad; let the bad thoughts float away.</p>	<p>LO: I can identify what technique works well for me when I need to be more aware of my emotions.</p> <p>Remind children about our emotions work from last half term – who can remember some of the emotions and some of the control techniques we thought of. Talk about all of the different emotions we feel and when we need to use a calming technique.</p> <p>Introduce the mindful jar – fill almost up with water and put a spoon of glitter glue in it, close it and shake it. Compare the shaken snow globe (jar) to their thought and emotions. When you're stressed/worried, your thoughts can be everywhere. When you are calm, the water/their mind is clear.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • When have you felt stressed/worried? • What did you do?
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2	Skill – I can begin to be aware of others and	<p>LO: I can talk about what is around me.</p> <p>Discuss senses and what they are.</p>	<p>LO: I can talk about what is around me and notice when something changes.</p>	<p>LO: I can use my sense to be aware of what is around me and others.</p> <p>Introduce awareness of surrounding.</p>

	<p>surroundings</p>	<p>Talk about being aware of what is around us and how it is important to know who and what is around us (to be safe and kind etc).</p> <p>Have a selection of objects and tell children to close their eyes, take an object away and ask children what is missing and what sense they are using. Repeat with the same objects and then different objects.</p> <p>Encourage simple description e.g. red bus, small car.</p> <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • What are senses? • What do we use each sense for? • Can you think of something you see/hear/smell/taste/touch? <p><u>Outcome:</u></p>	<p>Introduce awareness of surrounding.</p> <p>What can we use to tell us what is around? (senses).</p> <p>Play game- All children to sit in a circle.</p> <p>Choose one child to stand up, all children memorise how the child looks. Take the child away and change something e.g. swap shoes over, jumper inside out, pencil over ear, hat on etc. Can the class spot the difference? Now do that in the room – change something/remove something in the classroom and children have to work out what is missing (start easy and get harder).</p> <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • What are senses? • What do we use each sense for? • Can you use an adjective to describe something you can see/hear/smell/taste/touch? <p><u>Outcome:</u></p>	<p>What can we use to tell us what is around? (senses).</p> <p>Play the 'who made that sound' game. Children in a semi-circle and child with back to them – somebody claps or makes a sound and child has to guess where/which direction it is coming from/who it is, child can repeat the sound until the person guessing gets it right.</p> <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • What are senses? • What do we use each sense for? • Do you use some senses more than others? • Can you stop using a sense e.g. sight (close eyes) and does this help focus on others (hearing). <p><u>Outcome:</u></p> <p>Children to discuss which sense is used in different situations e.g.</p>
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		Children to use their senses and describe something in the class- TA write on WW. They can use sight/touch to describe.	Children to describe a simple change they have seen e.g. a flower growing taller, their shoes getting more scuffed, role play changing etc.	crossing the road- sight, hearing. Eating dinner- sight, smell, taste. Cuddling a cuddly toy- touch, smell. TA to record their ideas on sugar paper.
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