

SMSC Planning

Term: Autumn 2- 1st Half

Topic: Play

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>Remind children of the Polite Posse and why it is important to have good manners.</p> <p>Teachers to have an apple that is passed around with the children all saying lovely things to the apple- telling it it is beautiful and lovely and funny etc.</p> <p>Teachers to then pass around another apple (that has been knocked around so that it is bruised inside) and children are mean to the apple- telling it smells and is ugly etc.</p> <p>Both apples are then cut in half- the apple that the children have all been kind to is still perfect inside but the apple that the children have been mean to is bruised and hurt.</p> <p>Tell children this is what happens to people when you are mean to them.</p> <p>Year R- understand the importance of knowing our words have an effect on people and we should use kind words.</p> <p>Year 1 to then pass the bruised apple round again and say sorry- this has not changed the inside of the apple- Children to realise that once you have said unkind words you can't take them back and they will still hurt.</p> <p>Year 2- even though we can't take the words back- what could we do to make it up to the person?</p>	

--	--

	Skill	Year R	Year 1	Year 2
1	Skill- I can identify appropriate rules for play.	<p>LO: I can say good rules.</p> <p>Teacher and TA model not playing nicely breaking the give me five school rules.</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • Which behaviours will cause problems? • Which behaviours will solve problems? • Which behaviours can help us learn? <p><u>Outcome</u></p>	<p>LO: I can sort rules into desired and undesired behaviours.</p> <p>Teacher to present the children with cards with rules on. Some are good, some bad and some just plain silly!</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • Which behaviours will cause problems? • Which behaviours will solve problems? • Which behaviours can help us learn? 	<p>LO: I can justify why some rules are good and inappropriate.</p> <p>Teacher to present the children with cards with scenarios. Discuss what good behaviour would look like in the scenario and the consequences of bad behaviour.</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • What would happen if...? • How might the children be feeling? • How could problems be solved? • Which rules apply?

		<p>Children will know 2 rules for play. TA to write up children's ideas to display on wall. Children to pretend they are the teacher and tell the teacher and TA how to play nicely. If time children in small grps of 4 to re-enact this.</p>	<p><u>Outcome</u> Children will know that rules are needed for a good learning environment. TA to write up children's ideas to display on wall. Children to sort the rules and agree on the ones they want to keep.</p>	<p><u>Outcome</u> Children will explain why rules are needed for a good learning environment. TA to write up children's ideas to display on wall. Children to justify with reasoning the benefit of school rules.</p>
2	<p>Skill- I can say how to resolve conflicts that arise in play.</p>	<p>LO: I can identify conflicts.</p> <p>Teacher and TA model a scenario in which a child has a play problem e.g. their partner is being too rough. What is wrong with this play?</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • Is there a problem? • How do you know? • How do people act when there is a conflict? <p><u>Outcome</u> I can say 2 scenarios when conflict may occur. TA to write up children's ideas to display on wall. Teacher and TA discuss with the class a</p>	<p>LO: I can suggest how to solve simple conflicts.</p> <p>Teacher to read a problem to the TA who then tells them what to do / have a discussion about how to resolve the problem. 4</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • What conflict is taking place? • How can we resolve the conflict? <p><u>Outcome</u> I will have 3 ideas how to resolve a conflict. TA to write up children's ideas to display on wall. Children in pairs to have a problem card. They read their problem to another pair who help them solve it.</p>	<p>LO: I can choose the best solution to a conflict.</p> <p>Teacher and TA to model reading one of the dilemma cards and thinking of different suggestions on how to resolve. Model thinking about the problem from different perspectives.</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • How do the children feel? • Who is right? • Who is wrong? • Justify your answer. <p><u>Outcome</u> I know if a solution resolves conflict fairly.</p>

		<p>variety of scenarios to spot conflicts.</p> <ul style="list-style-type: none">-Name calling-Not sharing-Being too bossy	<p>Then listen to the other pairs problem and solve it / discuss.</p>	<p>TA to write up children's ideas to display on wall. In groups children to be given a scenario with 2 solutions and decide which would be best thinking about points of view.</p>
--	--	--	---	---