

SMSC Planning

Term: Autumn 1 – 1st half **Topic:** The power of YET!

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>Go through school rules and behaviour policy.</p> <p>Circle time – What have you enjoyed in the holidays? What have you missed about school (Pre-school for Year R)? Have you got any worries about coming back to school? Introduce worry box.</p> <table border="1" style="margin: 10px auto; width: 80%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 5px;">Questions to ask</td> <td style="text-align: center; padding: 5px;">Teacher prompts to support younger pupils' understanding/pupils with SEND</td> </tr> <tr> <td style="padding: 5px;">How are you feeling about returning to school?</td> <td style="padding: 5px;">Feeling nervous/anxious like last year, excited like I normally am to get back to school, worried about whether I will still have the same friends</td> </tr> </table>		Questions to ask	Teacher prompts to support younger pupils' understanding/pupils with SEND	How are you feeling about returning to school?	Feeling nervous/anxious like last year, excited like I normally am to get back to school, worried about whether I will still have the same friends
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	Skill	Year R	Year 1	Year 2
1	Skill – I can reflect on self .	LO: I can say what I have done well in in pre-school/home.	LO: I can say what I have done well in in Year R and what I want to do well in in	LO: I can say what I have done well in, what I want to do well in and how I will do this.

		<p>What have you achieved in pre-school?</p> <p>Circle time – discuss rules of circle time, that it is important to listen to each other, you don't have to share if you don't want to, you can only talk when you have the bear. The bear has a cape with an S on – he is captain stickability.</p> <p>Have pictures on the board of things children may have done at preschool e.g build lego towers, write name, painting, drawing, bikes and scooters.</p> <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • Have you been to preschool? • What did you learn at preschool/home? • What were you good at? • What did you find tricky/difficult? Why? • Can you do it now? 	<p>Year 1.</p> <p>What have you done well in, in Year R and what would you like to improve?</p> <p>Circle time – discuss rules of circle time, that it is important to listen to each other, you don't have to share if you don't want to, you can only talk when you have the bear.</p> <p>Read extract of BFG where he is making the potion – we want to make a potion with all the skills we need in year 1 to achieve our goals.</p> <p>Discuss determination (not giving up) and resilience.</p> <p>Discuss language to use – I can do it, I will do it, I can't do it YET</p> <p><u>Key questions:</u></p>	<p>What do you want to do well in and how will you do this?</p> <p>Tell the children the story of Robert the Bruce (determination with spider web)</p> <p>https://www.youtube.com/watch?v=zWbrqb3tdWk</p> <p>Explain and discuss determination and resilience –</p> <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • What have you achieved in Year 1? • What do you want to achieve in year 2? • How will you achieve this? • What does determination mean? • What does resilience mean? • Discuss not giving – can you think of a time you have not given up? • What do you want to improve? • How might you do this? Discuss skills needed. • Discuss that this might not happen straight away – resilience. <p><u>Outcome:</u></p>
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2	Skill – I can build resilience	<p>LO: I can say what I want to get better at in Year R.</p> <p>Introduce captain YET – he is a superhero that keeps going when things are tough. Show</p>	<p>LO: I can say what skills I need to achieve what I want to do in Year 1.</p> <p>Remind children of the BFG story we read last lesson and the potion we discussed.</p>	<p>LO: I can talk about the skills and not give up when things go wrong.</p> <p>Discuss what to do if something you are trying to do goes wrong, you're not finished in time, you've fallen out with your friends etc.</p>

		<p>picture of a superhero named captain YET. Talk about what captain YET does.</p> <p>Talk about not giving up and what that means (YET) and what they want to get better at in Year R.</p> <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • Can you remember what you were good at preschool? • Do you have something you want to get better at doing in Year R? • Why? • Discuss the word YET. • Discuss what "I can" means and what "I will" means. <p><u>Outcome:</u></p> <p>Children to say one thing they want to get better at. TA to have a template of a giant cape – TA</p>	<p>Discuss language to use – I can do it, I will do it, I can't do it YET</p> <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • What have you achieved in Year R? • What do you want to achieve in year 1? • Remind children of the words determination and resilience – what do these mean? • Can you think of a time you were determined and didn't give up? <p><u>Outcome:</u></p> <p>Children write one skill they are going to use to achieve what they want to in year 1 on a post it and put it into the class potion. CT to mix class potion with children.</p>	<p><u>Key questions:</u></p> <ul style="list-style-type: none"> • When has something gone wrong for you? • When has something not gone the way you planned? What was it? • What did you do? • What should you have done? • Why? • Is it ok that it didn't go to plan? • Can we help people to be resilient? <p>Show children some scenarios of things that have not gone to plan, some worked out well – children to discuss resilience within these situations.</p> <p><u>Outcome:</u></p> <p>Children to write 3 ways that the person can show resilience from their scenario.</p>
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	to write one thing for each child that they want to get better at. This cape goes onto the working wall.	Potion to be put onto the working wall (picture of cauldron with words). E.g. Practise writing Read every day Keep trying Concentrate	
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	Input	Activity
	<p>INTRODUCE POLITE POSSE FOR WHOLE YEAR –</p> <p>Tell children we are going to be talking about manners and being polite. What do I mean by being polite?</p> <p>Watch videos -</p> <p>Manners- saying please and thank you, excuse me' I'm sorry</p> <p>Year R- listen to the please and thank you song https://www.youtube.com/watch?v=ANChOA4SyL0</p> <p>Year 1 - listen to the please and thank you story https://www.youtube.com/watch?v=X5KToAv1uTI</p> <p>Stop at the time 4.14.</p> <p>Year 2 – listen to how rude –</p>	<p>Role play what to do if you are in the polite posse- how to speak, what to say, how to let an adult know if someone doesn't listen to them. Polite posse to wear a badge all day to show that they have a job to do. (3 polite posse).</p>

https://www.youtube.com/watch?v=TE_hwlukfdk

Discuss with the children the importance of using manners and being polite (range of manners please, thank you, excuse me, sorry, hello, good bye).

Explain that we will be focussing on using manners and being polite for the next 2 weeks. Introduce the Polite Posse Teacher and TA to role play what the polite posse will be doing.