

SMSC Planning

Term: Summer 1- 2nd Half

Topic: The Same, But Different

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>Discuss with children some things that we do when we think of others e.g. buy presents, do something kind, cheer them up if they are sad, Children in Need, Comic Relief etc.</p> <p>Have all of the children’s names in a hat and each child draws out a name. Children will need to draw a picture of that child and write something nice about them. Pictures will then go into envelopes addressed to the child to be opened at home.</p>	

	Skill	Year R	Year 1	Year 2
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1	Skill- I know that not everybody is the same.	<p>LO: I can say how I am different to my friend.</p> <p>Watch the story of The same but different too. https://www.youtube.com/watch?v=hDuTr8au24c</p> <p>Ask the children in this class are we all the same? No- we are all different but we have some similarities. So we may look different on the outside but we are all the same on the inside.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What does different mean? • What does the same mean? • How are you different from your friend? • Can you name something that is different from your friend? <p>Outcome:</p> <p>Children to say one thing that is different from their friend. TA/CT to scribe some differences on sugar paper for working wall.</p>	<p>LO: I can say how I am the same and different to others.</p> <p>Get children to stand up if they are tall, short, curly hair, brown hair, brown eyes, good at sport, good at dancing etc.</p> <p>Not everybody stands up all of the time because we are all different but sometimes lots of people stand up because in some ways we are the same.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What does different mean? • What does the same mean? • How are you different from your friend? • Can you name something that is different from your friend? • What is the same between you and your 	<p>LO: I understand that we are all unique.</p> <p>Ask the children to imagine a monster in their heads. To help them imagine, ask questions like: How big is your monster? Is it slimy, scaly, hairy? Is it friendly or scary? What colour is your monster? Does your monster have claws, teeth, flippers? Does your monster have any particular qualities like being really helpful or messy? What does your monster like to do? Give further prompts if needed.</p> <p>Ask the children to go to their seats and allow around 10 minutes for them to draw their monster</p> <p>Gather the children back together. Select one of the children to describe their monster.</p> <p>Ask the children: Does anyone</p>
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			<p>friend?</p> <p><u>Outcome:</u> Children to identify one thing that is the same and one thing that is different from their friend. TA to write on one ginger bread man the same things and one ginger bread man that is the differences (printed A3 to go on the working wall).</p>	<p>have a monster exactly the same as this one? Emphasise exactly, as the aim is for them to not be the same. Then ask: Does anyone have a monster that is similar to this one in some ways, but different in others e.g. stripy or has scales? Ask the children to share their monsters in pairs, describing as modelled and see if anything is similar or different about their monsters.</p> <p>Once they have had a chance to discuss together, ask the children if they would like to share something unique and interesting about their own or their partner's monster, and take a few examples.</p> <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • Did anyone have exactly the same monster as their partner? • Did anyone have some
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				<p>similar qualities?</p> <ul style="list-style-type: none"> • Does your monster have to look or be like any other monster? • Are we all the same because we are in the same class? <p><u>Outcome:</u> Children to understand we are all unique and different.</p>
2	Skill- I can celebrate differences.	<p>LO: I can celebrate one thing that makes me unique.</p> <p>Would our class be interesting if we were all the same? What would happen if we all liked the same toys or food?</p> <p>We might all want to play with the same things and there wouldn't be enough toys etc.</p> <p>Reinforce the fact that it is important that we are all different.</p> <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • What does unique mean? 	<p>LO: I can celebrate others' differences.</p> <p>Discuss the differences in the class e.g. fast runners, blue eyes, like apples etc.</p> <p>Teacher and TA to model working together as a pair to find out about each other and their differences.</p> <p><u>Key questions:</u></p>	<p>LO: I can discuss differences and begin to think about diversity.</p> <p>Share Powerpoint- Embrace our Differences-</p> <p>Talk through things that make us different and things that make us special.</p> <p>Look at why people are different e.g. people coming from different countries-</p> <p>Introduce vocabulary 'diversity.'- different people living together.</p>

		<ul style="list-style-type: none"> • What does celebrate mean? • What are you good at? • What makes you unique? • Are you good at the same things as your friend? <p><u>Outcome:</u> Children to say one thing that makes them unique/special. TA/CT to scribe onto flower petals (on system) for the working wall.</p>	<ul style="list-style-type: none"> • What does unique mean? • What does celebrate mean? • What does different mean? • What are you good at? • What makes you unique? • Are you good at the same things as your friend? • What makes you different to your friends? <p><u>Outcome:</u> Children to say 4 things that make their friend unique/special. Children to write something on each petal of their flower.</p>	<p>Reinforce that it is important that we respect people's differences as it is who they are and that if we don't then this is called 'discrimination'.</p> <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • What does different mean? • Are we all the same? • How are we different? • What does different mean? • Discuss diversity. • Why must we be kind to every one? • How would we feel if someone was unkind to us because of the way we looked/spoke etc? <p><u>Outcome:</u> Children to discuss why it is important to celebrate differences. TA/CT to scribe children's answers to the key</p>
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