

PSHE/ RSE

Medium Term Plan

FS2- Being Me in My World



Y1 - Being Me in My World	
Class Text	(Alongside Marvellous Me planning)
Hook	Children will be introduced to the Jigsaw character of Jigsaw Jenie. This will be linked with the hook for Marvellous Me where children will have a family photo or special item for circle time.
Topic Reflection	Children will talk about what makes them special and why they are important to our class family.
Enquiry	Are we all the same? How are we different? What makes you special?

	Learning
EYFS + KS1	Being Me in My World Celebrating difference Dreams and goals Healthy me Relationships Changing me
KS2	Being Me in My World Celebrating difference Dreams and goals Healthy me Relationships Changing me

Tier	Vocabulary
Tier 1	Like, dislike, friends, happy, sad, tired, excited, okay
Tier 2	Safe, special, right, wrong, teamwork, feelings, instructions,
Tier 3	Consequences, choices, emotions

Fundamental British Values and Protected Characteristics		
Rule of law Democracy Individual Liberty Mutual tolerance and respect	Gender Reassignment Disability Marriage and Civil partnership Pregnancy and maternity Race	Age Sex Religion or belief

Previous Skills	Previous Knowledge	Previous Understanding

Lesson	Concepts	Learning Objective	Lesson Outcome	Success Criteria	Vocabulary and sentence structures
Lesson 1	Being me in my world	Who me? LO: Talk in a familiar group. (Link to lesson 1 of Marvellous Me Planning: I can talk about my family and something that is special to me)	Children will play the 'hot potato' game and pass the Jigsaw piece around the circle saying their names. Have a selection of toys in the middle of the circle and get the children to talk about which one they like the most.	I can contribute to a group discussion. I can talk about my likes and dislikes.	Names, like, dislike, family, special, team, belonging. The person in the photo is... This is my... and it is special to me. I like the... I do not like the...
Lesson 2	Being me in my world	How am I feeling today? LO: Identify feelings. (Link to everyday good practice using the Zones of Regulation)	Introduce children to the feelings thermometer in the classroom. Have a range of pictures showing emotions. Give 1 or 2 strategies to the children for if they feel sad.	I can name feelings. I can identify how I am feeling. I can recall at least one strategy to cope with my feelings when given two to remember.	Feelings, happy, sad, okay, excited. I am ... today. I feel ... today. How do you feel today?
Lesson 3	Being me in my world	Being at school LO: Talk about own and others' behaviour. (Link with lesson 6 of the Marvellous Me planning LO: Identify positive play behaviours – P4C)	Children will sort images into positive and negative play behaviours. They will talk about their own experiences. The adult will lead the enquiry and encourage children to respond using the taught sentence stems.	I can work in a team. I can sort images based on a criterion. I can talk about behaviours.	Right, wrong, choices, positive, negative, always, sometimes, never. I think that is not good/good behaviour. I think the same as... I think not the same as... What do you think?

Lesson	Concepts	Learning Objective	Lesson Outcome	Success Criteria	Vocabulary and Sentence Structures
Lesson 4	Being me in my world	Teamwork LO: Work as part of a team and follow rules. (Link with lesson 5 of the Marvellous Me planning LO: Build relationships in small teams)	Children to play parachute games and follow simple instructions (swap places if...). OR Children will work with a small group of 4 to talk about what they link about someone in their team. They will say why they think each person is importance.	I can follow simple instructions. I can work in a group. I can say why someone is special or important.	Teamwork, instructions, portrait, similar, different, important, friend. I think my friend is special because... I like... about my friend. My friend is like me because...
Lesson 5	Being me in my world	Likes and dislikes LO: Talk about likes and dislikes. (Link with lesson 2 of the Marvellous Me LO: I can talk about what I like and dislike)	Children will look at a range of objects and take turns to tell the class their favourite toy. Children will work in groups to sort out objects into likes and dislikes. OR Children will sample different textures and identify which ones they like and dislike. Children will use the sentence stems to explain why.	I can talk about objects that I like. I can talk about objects I dislike. I can explain why using sentence stems.	Like, dislike I like the... because... I don't like the... because...
Lesson 6	Being me in my world	Special me LO: Talk about myself in positive terms. (Link with lesson 7 of the Marvellous Me LO: Express why I am special and important to the class family)	Talk to children about what they like about themselves (I like my eyes, I like my hair, I like to share, I like it when I'm kind). Children will draw an image of themselves and write a name caption to display. Children will use the QR code on Seesaw to record a sentence about something they like.	I can talk about things I like. I can talk about things I like about myself. I can draw an image of myself. I can write a name caption.	Special, positive, portrait I like myself because... I am special because... I am important to my class family because... I like my class family because...

Knowledge:	Skills:	Understanding:
<p>Know a range of feelings.</p> <p>Know the names of children in my class.</p> <p>Know the names of familiar adults in school.</p> <p>Know there are right and wrong choices.</p>	<p>Understand behaviours affect others.</p> <p>Understand we are all different.</p> <p>Understand we can feel different emotions.</p>	<p>Talk about own and others behaviour.</p> <p>Know that some behaviours have consequences.</p> <p>Work as part of a team to understand and follow rules.</p>