



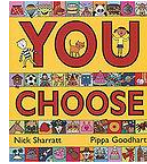
Foundation Stage 2 Medium Term Plan for PSHE



FS2- Being Me in My world

Autumn 1

Class Texts: (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.



Enquiry: Are we all the same? How are we different? What makes you special?

Topic Reflection: Children will talk about what makes them special and why they are important to our class family.

Strands of learning

Vocabulary

Fundamental British Values and Protected Characteristics

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

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.

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

	Strand of learning	Learning Objective	Lesson Outcome	Success Criteria	Vocabulary and language structures
Lesson 1	Being me in my world	Who me? LO: Talk in a familiar group. (Link to lesson 1 of Marvellous Me Planning LO: 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, belong. 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 practise using the Zones of Regulation)	Introduce children to the feeling's 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 options.	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 4	Being me in my world	Teamwork LO: Work as part of a team and follow rules.	Children to play parachute games and follow simple	I can follow simple instructions. I can work in a group.	Teamwork, instructions, portrait, similar, different, important, friend.

		(Link with lesson 5 of the Marvellous Me planning LO: Build relationships in small teams)	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 say why someone is special or important.	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 link and dislike)	Children will look at a range of objects and take turns to tell the class their favourite toy. Children will work in group to sort out objects into likes and dislikes. OR Children will sample different textures and identify which ones they link 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	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...

			display. Children will use the QR code on Seesaw to record a sentence about something they like.		
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End Points

Knowledge

Know a range of feelings.
 Know the names of children in my class.
 Know the names of familiar adults in school.
 Know there are right and wrong choices.

Understanding

Understand behaviours affect others.
 Understand we are all different.
 Understand we can feel different emotions.

Skills

Talk about own and others behaviour.
 Know that some behaviours have consequences.
 Work as part of a team to understand and follow rules.