

Reception Medium Term Planning (PSED - SEAL) – It's Good to be Me!
Curriculum Overview Spring Term 1 2017
Class 1

Week	Area	Personal, Social and Emotional Development – SEAL		
	Outline of Activity (Effective Practice)			
	Possibilities for adult-directed teaching	Opportunities for children to explore and apply	Resources	
Week 1 – Feeling good about myself	<p>Remind the children of the circle time skills</p> <p>Pass the smile</p> <p>Rounds Use Sally the Seal as the speaking object. You will need to model the round, so you might say: I like (or love) [name of toy] when I cuddle him. I like (or love) [name of toy] when . . . I know someone likes (or loves) me when . . .</p>	<p>During the day make sure that all practitioners talk to each of the children about what they are doing and their achievements. Use the language of feeling good, for example: 'What a lovely picture! It makes me feel good to look at it. I guess it must make you feel very proud.'</p> <p>Set up a special display board where children can bring in their own special things from home or something from school. Work with the children to explain what makes these things special. Encourage them to bring in things that reflect the cultural diversity in the group.</p>	<p>Sally the Seal</p> <p>Display board and small table</p>	

<p>Week 2 – Understanding my feelings – happy/proud</p>	<p>Remind the children of the circle time skills</p> <p>Use the photocards ‘happy’ and use them to initiate talk with the child about what the characters in the pictures are thinking and how they are feeling. Scaffold the child’s thinking with facilitative questions, for example:</p> <ul style="list-style-type: none"> • Who do you think the boy is? • What do you think is happening? • How do you think he is feeling? • Why is he feeling . . . ? • Can you show me how you are feeling? • How can you tell he is feeling . . . ? • Can you think of some things that make you feel . . . ? <p>You can explore these feelings further using ideas from the Feelings detective poster in the whole-school resource file, or the Feelings identikit (from the CD- ROM that accompanies the materials). Children could use the Feelings fans (from the whole-school resource file) throughout the day to show how they are feeling.</p>	<p>Children can draw a picture of something that makes them feel happy and proud like the child in the photograph.</p> <p>The children’s pictures could be made into a class display.</p>	<p>Photocards Paper Colouring pencils</p>
<p>Week 3 –</p>	<p>Draw three circles on the floor and label the circles with three feelings – happy, sad, angry (or cross). Illustrate the feelings with facial expressions.</p> <p>The idea is that a child (or pairs if you think they would feel happier) places a soft toy in the circle to show how</p>	<p>Make smiley tokens with the children’s names on them, so that there are several for each child. Explain to the children</p>	<p>Smiley tokens Small boxes Soft toys Chalk</p>

	<p>they feel in a particular situation. Give the children a little thinking time before giving the toy to someone to place in the right circle.</p> <p>Example situations would be:</p> <p>Teddy loses his/her favourite toy;</p> <p>Teddy's friend says that they love him/her;</p> <p>Teddy's friend goes to live in a new house a long way away;</p> <p>Teddy falls over and hurts his (or her) knee;</p> <p>Teddy is sitting on the knee of someone he or she loves;</p> <p>Teddy's teacher says that he or she has done a good piece of work;</p> <p>Teddy's teacher gives him or her a big smile.</p>	<p>that these are to show which activities they liked and made them feel good. Place a small box by each activity. The children should place their own tokens in the box to show the activities that they particularly enjoyed. At the end, use the tokens to talk about who enjoyed which activity.</p> <p>This could be followed up with a sorting activity to extend children's problem solving, reasoning and numeracy. The children could sort pictures of events according to how they would make them feel (in relation to adult directed teaching).</p>	Photocards
<p>Week 4 – Standing up for myself</p>	<p>Pass the smile</p> <p>Rounds Use Sally the Seal as the speaking object. You will need</p>		<p>2 puppets Sand tray Buckets and Spades</p>

	<p>to model the round, so you might say: I like (or love) [name of toy] when I cuddle him. I like (or love) [name of toy] when . . . I know someone likes (or loves) me when . . .</p> <p>Use puppets or two adults to model playing in the setting – for example, playing in the sand tray.</p> <ul style="list-style-type: none"> • One puppet is playing and wants a bucket and takes it. • The other puppet hits him and grabs it back. What is wrong with this? What should the second puppet do? • The other puppet starts to cry. What is wrong with this? What should the second puppet do instead? <p>Encourage the children to stand up for themselves, but not in an angry, cross way.</p>		
Week 5	Ongoing SEAL activities and Character - See page 15		
Week 6	Ongoing SEAL activities and Character - See page 15		
What we want children to learn (Development Matters) / learning objectives			Resources, events, outings and visitors
Areas of focus for Term 1 Term 2 Term 3 Term 4 Term 5 Term 6			
<u>Dispositions and attitudes</u>			

- Display high levels of involvement in activities.
- Persist for extended periods of time at an activity of their choosing.
- **Continue to be interested, excited and motivated to learn.**
- **Be confident to try new activities, initiate ideas and speak in a familiar group.**
- **Maintain attention, concentrate, and sit quietly when appropriate.**

Self-confidence and self-esteem

- Express needs and feelings in appropriate ways.
- Have an awareness and pride in self as having own identity and abilities.
- **Respond to significant experiences, showing a range of feelings when appropriate.**
- **Have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others.**
- **Have a developing respect for their own cultures and beliefs and those of other people.**

Making relationships

- Value and contribute to own well-being and self-control.
- **Form good relationships with adults and peers.**
- **Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.**

Behaviour and self control

- Show confidence and the ability to stand up for own rights.
- Have an awareness of the boundaries set, and of behavioural expectations in the setting.
- **Understand what is right, what is wrong, and why.**
- **Consider the consequences of their words and actions for themselves and others.**

Self-care

- Operate independently within the environment and show confidence in linking up with others for support and guidance.

<ul style="list-style-type: none"> • Appreciate the need for hygiene. • Dress and undress independently and manage their own personal hygiene. • Select and use activities and resources independently. <p>Sense of community</p> <ul style="list-style-type: none"> • Have an awareness of, and an interest in, cultural and religious differences. • Have a positive self-image, and show that they are comfortable with themselves. • Enjoy joining in with family customs and routines. • Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect. • Understand that they can expect others to treat their needs, views, cultures and beliefs with respect. 	
<p>SEAL's intended learning outcomes</p>	<p>Key Vocabulary:</p>
<p>Knowing myself</p> <ul style="list-style-type: none"> • I can tell you the things I like doing and the things I don't like doing. • I can say how I feel when I am feeling proud. <p>Understanding my feelings</p> <ul style="list-style-type: none"> • I can tell when I am feeling excited. • I can tell or show how I feel when I am excited. • I can say and show you when I am feeling good and happy. • I can tell or show what feeling proud looks like. <p>Managing my feelings</p> <ul style="list-style-type: none"> • I can stay still and quiet for a short time. • I can relax with help. <p>Standing up for myself</p>	<p>comfortable feelings uncomfortable feelings calm still relax, relaxed stand up for yourself sad happy excited</p>

- I can say what I need.
- I can stand up for my own needs and rights without hurting others.

proud

angry

cross

Look, Listen, Note:

Next Steps: