

<b>Key Stage 1 Yr 1 / 2 (Strand 1 PMLD)</b>		
<b>Learning Outcome -</b> <i>What skills will the learner achieve?</i> <b>Include 'Key Vocabulary' where appropriate</b>  The learner will.....	<b>Suggested Activity</b> <i>(adapt or change to make appropriate for your group if necessary)</i>  Make sure you are skills based in your activities  (include cross curricular link where appropriate – especially English, Maths and ICT)	<b>Assessment Opportunities</b>  Look, Listen, Note!  The learner can.....
<p><b>Myself</b> To develop awareness of themselves – name, own features.</p> <p>To start to develop awareness that people are different.</p> <p>To develop awareness that all people have (different) abilities.</p>	<p><b>SEAL Theme 'Going for Goals'.</b> You may wish to teach PSHE and SEAL separately or make links between the two areas. Some cross curricular links have already been suggested.</p> <p>This theme focuses primarily on the key aspect of motivation and self awareness. The theme provides opportunities for the pupils to reflect on themselves as individuals; particularly their strengths as learners and how they learn most effectively.</p> <p>Range of circle time activities. Singing a range of songs incorporating children’s names, responding to own name being said, or sung. Incorporate Body Awareness activities. Children to look at themselves / features in a mirror, touch named features with support. Singing rhymes e.g. Head, shoulders, knees and toes, one finger one thumb. Sing 'I Am Special': (sung to "Are You Sleeping") <i>I am special, I am special</i> <i>If you look, You will see, Someone very special, Someone very special, And it's ME, And it's ME.</i></p> <p>Encouraging children to look at and touch other children, staff (with previous permission). Use songs, rhymes, games (e.g. Simon Says, If you're Happy and you Know it). Participating in SMILE. Story –From Head to Toe. Use photographs to show differences between people. Look in mirror at own and others features. Use Art activities to draw / paint self and others. Have fun with finger, hand and foot printing and compare. Measure heights, and display as sunflowers to match actual recorded heights, with students’ photos in centre.</p> <p>Doing activities such as rolling, sitting, waving arms, crawling, playing instruments etc. Add photos to 'All About Me' book showing What Can I Do?</p>	<p>How do children respond- sound, gesture eye / facial movement.</p> <p>How aware are they of other children, how do they respond to them?</p> <p>Do they tolerate activities, how do they respond, how much support do they need?</p> <p>How do they respond to activities?</p>

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To start to recognize own feelings.	Encouraging children to indicate how they feel through songs, rhymes, drama games, role play activities showing various types of feelings –happiness, sadness, fear, surprise etc. Sensory stories about feelings, supported by puppets.  Produce an on-going photo book throughout topic 'All About Me'	

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<p><b>Knowing Myself</b>                      To develop awareness of themselves – name, own features.</p> <p>To start to develop awareness that people are different.</p> <p>To develop awareness that all people have (different) abilities.</p>	<p><i>SEAL Theme 'Going for Goals'. You may wish to teach PSHE and SEAL separately or make links between the two areas. Some cross curricular links have already been suggested.</i></p> <p>This theme This theme focuses primarily on the key aspect of motivation and self awareness. The theme provides opportunities for the pupils to reflect on themselves as individuals, particularly their strengths as learners and how they learn most effectively.</p> <p>Participating in rhymes, songs incorporating children’s names. Identifying photos of self and other children. Look at themselves / features in a mirror, touch named features with support. Singing rhymes e.g. Head, shoulders, knees and toes, one finger one thumb. Play games that involve using names. Use a mirror for pupils to identify features ‘Mirror, Mirror on the Wall’. Use art activities to draw and paint self such as - make a life size paper Me by tracing around self and decorating. Have special days i.e. A Skill Day, A Favourite Food Day. Begin to keep a photo book which can be added to throughout topic.</p> <p>Encouraging children to look at and touch other children, staff (with previous permission) and identify features. Participating in songs, rhymes, games (e.g. Simon Says, If you’re Happy and you Know it). SMILE sessions and story –From Head To Toe. Make hand and footprints to compare size differences. Measure heights, and display as sunflowers to match actual recorded heights, with students’ photos in centre. Use music and movement to see how people move differently.</p> <p>Doing various activities -standing, walking, waving arms, playing instruments etc. Add a page entitled ‘What Can I Do? To on-going topic books. Use photographs and symbols to record their skills and personal achievements. Encourage activities that involve paired and group work.</p>	<p>Do they recognise own photo, name? Can they touch own features on request?</p> <p>How do they respond to touching /finding other people’s features?</p> <p>Can they see differences between people?                      How do they respond to activities?</p>

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<p>To start to develop awareness that we grow and change</p> <p>To start to recognize own feelings.</p>	<p>Look at photographs of themselves at different ages and observe how they have changed. Through story 'Titch' show how children grow, change and develop.</p> <p>Range of Circle time activities. 'How do I feel today' use feelings fans, display or symbols. Through songs, rhymes, drama games, pictures, role play activities explore various types of feelings – happiness, sadness, fear, surprise etc. Encourage pupils to indicate their feelings. Supporting resources can be found on <a href="http://www.childfun.feelings">www.childfun.feelings</a> Songs: 'If You're Happy...' 'Angry Alex'.</p> <p>Share stories that look at different scenarios and feelings. Illustrate different feelings on paper plates. Role play different scenarios and how we feel.</p>	<p>How do children respond to story?</p> <p>Are they able to show own feelings? How do they respond to activities?</p>

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<p><b>Knowing Myself</b>                      To know about themselves – name, own features.</p> <p>To recognise that people are different.</p> <p>To know that people grow and change.</p> <p>To recognise that all people have different abilities.</p>	<p><i>SEAL Theme 'Going for Goals'. You may wish to teach PSHE and SEAL separately or make links between the two areas. Some cross curricular links have already been suggested.</i></p> <p>This theme This theme focuses primarily on the key aspect of motivation and self awareness. The theme provides opportunities for the pupils to reflect on themselves as individuals, particularly their strengths as learners and how they learn most effectively.</p> <p>Participating in name songs and activities, recognise photos of themselves and other children, use mirrors to identify own features. Use art activities to paint/draw self portraits. Make life size image of self by drawing around themselves and adding decoration and labels. Begin to create a personalized book 'All About Me' using photos, drawing, writing. Make a paper bag 'Me' puppet.</p> <p>Look at and explore (with permission) other people' features. Draw portraits of others. Look at pictures/photos of people of different ages, cultures &amp; identify differences. Create a wall display celebrating similarities and differences.</p> <p>Make, look at and compare each other's heights/hand/foot prints. Look at family pictures to see how pupils have grown. Story 'Titch'. Consider what humans, plants, animals need in order to grow. Make a display 'Watch me Grow' to measure their height over the year and record other changes. Discuss what pupils can do now &amp; when first born. Ask for photos from home – make a simple time line. Use photos for display; baby pictures could be presented as flower buds, and current pictures displayed as flower centers.</p> <p>Use photos/pictures to discuss and then try out various activities individually and in groups. Add to personal book their personal skills and abilities. Encourage children to identify the abilities of others, give out class awards, stickers.</p>	<p>Do they recognise names? Are they able to identify own features and other people's features?</p> <p>Can they identify differences between people?</p> <p>Are they able to identify changes / indicate requirements for growth?</p> <p>How do they respond to doing various activities?</p>

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<p>To recognize their own feelings and other people's feelings.</p>	<p>Through songs, rhymes, pictures /puzzles stories, role play identify / indicate own feelings. Illustrate feelings of others (through pictures, or photograph) and be aware how other people's feelings can be hurt (bullying). Use circle time to identify feelings through fans, photos, symbols. Encourage pupils to say why they feel happy/sad. Use stories, puppets and role-play to learn about different feelings and scenarios.</p>	<p>Are they able to indicate/ identify own feelings, the feelings of others?</p>