HORNSEA BURTON AND SKIPSEA FEDERATION MEDIUM TERM PLAN   FOUNDATION SUBJECT___PSHCE_____

OBJECTIVE	MILESTONE INDICATORS	BASIC ACTIVITIES	ADVANCED ACTIVITIES	DEEP ACTIVITIES	RESOURCES
To understand why we need to have different rules in different places and know what the rules are in school.	To listen to others showing attention.	To list what rules we can find in different places.	To explain why different rules exist in different places.	To hypothesise what rules might exist in specific places eg. train station/airport.	DWBs+Pens

Smartboard mindmap |
| To know how it feels to do something new and ways to cope with these feelings.
To know how it feels to be happy, sad, scared or excited and can usually tell if other people are feeling these emotions. | To try new things when encouraged.

To enjoy new experiences.

To talk about new experiences with others. | To recognise how someone else might be feeling.

To describe when they felt a certain way. | To predict how a character might respond to a specific situation.

To compare experiences with others. | To investigate how and why people respond to new things in different ways.

As above. | Sami's new beginning story

A4 paper

Chunky markers

Activity signs x2 |
| To manage feelings and know how to calm yourself down if necessary. | To begin to understand why some activities feel uncomfortable. | To list what techniques you can use to calm down. | To make observations about fictional characters. | To design a poster to remind others of calming down techniques. | Sami's new beginning story

A3/A4 paper

Writing and colouring utensils |
| To know some ways to solve a problem. | To begin to take encouragement and advice from others.

To keep trying after a first attempt. | To describe how we can solve a problem. | To compare problems to prior experiences. | To hypothesise what problems could arise from a specific situation and ways out (ie. locked in a room) | Sami's new beginning story

Smartboard mindmap

Problem solving laminate |
| To know how to make someone feel welcome and valued at school. | To show some enthusiasm for the ideas of others. | To recall our class charter and school rules. | To organise these ideas into a booklet to welcome visitors to our class. | To explain our work to an actual visitor. | DWBs+Pens

A4 card

Writing and colouring utensils |
| To look at different types of bullying; | To think of the effect | To describe the four | To organise cards | To discuss the | PSHE books |

Teacher_____   Class_____   Term_____

how it can affect us and who we can turn to for help.	of behaviour on others before acting.	different types of bullying.	into the four different types of bullying and say why they are in this category.	answers to the questions in your PSHE books.	Worksheet Cards Smartboard
To look at the impact of bullying and to write an acrostic poem using the words "NO BULLYING."	To listen to others, showing attention. To attempt to make improvements.	To write an acrostic poem.	To identify power words using a dictionary or a thesaurus to improve our poems.	To prioritise the different types of bullying (physical, covert, cyber or verbal) and justify with reasons.	Samantha Jayne poem Diary excerpt Acrostic poem template
To look at acceptable and not acceptable behaviours and create an anti-bullying poster to summarise our learning.	To describe the points of view of others	To match actions that are 'okay' and 'not okay' in terms of anti-bullying.	To summarise learning in the form of an anti-bullying poster.	To recommend ways of reducing bullying if it were ever to surface in the school environment. What could we do?	Okay/Not okay flashcards Smartboard Anti-bullying template

Prompts for when planning activities

Basic- **Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.**

Advanced- **Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.**

Deep- **Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.**

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