

MEDIUM TERM PLAN

TERM: Autumn 2		YEAR GROUP: 4		SUBJECT: PSHE: Health and Wellbeing		
WEEK 1 DATE: 04.11.24 Looking after our teeth	WEEK 2 DATE: 11.11.24 Relaxation: Visualisation	WEEK 3 DATE: 18.11.24 Celebrating mistakes	WEEK 4 DATE: 25.11.24 Meaning and purpose: my role	WEEK 5 DATE: 2.12.24 My happiness	WEEK 6 DATE: 9.12.24 Emotions	WEEK 7 DATE: 16.12.24 Mental health
<p>LO: To understand how we can look after our teeth</p> <p>Success criteria:</p> <ul style="list-style-type: none"> - I can understand what to do to keep my teeth healthy - I can share this information effectively with my peers <p>Main Event:</p> <p>Children to think of a way to share the key messages they have learnt about looking after our teeth. Children to think about how they can present their information in an interesting way e.g. poem, song, dance.</p> <p>Support:</p> <p>Should work in mixed ability groups to enable them to be supported by their peers. During the peer assessment the number of questions the children answer could be reduced.</p> <p>Challenge:</p> <p>Should take a lead in the group to ensure everyone takes part. They should be</p>	<p>LO: To understand what relaxation feels like</p> <p>To understand that relaxation techniques can be used anywhere</p> <p>Success criteria:</p> <p>I can describe what makes me feel calm and relaxed</p> <p>I can visualise a place that makes me feel calm</p> <p>I can describe this calm place</p> <p>Main event:</p> <p>Teacher to lead the children through calming activities e.g. cosmic kids and mindfulness activities.</p> <p>Children to then draw a picture of their happy place.</p> <p>Support:</p> <p>Could benefit from having more examples of calm places and support in describing the environment.</p> <p>Challenge:</p> <p>Should think about how they would talk someone through this place as a visualisation activity and use appropriate expression and intonation to</p>	<p>LO: To develop a growth mindset and understand that mistakes are useful.</p> <p>Success criteria:</p> <p>I can describe how it feels to fail</p> <p>I understand why mistakes are important</p> <p>I can learn from mistakes or failures</p> <p>Main event:</p> <p>Children to complete a maze activity then talk about why they carried on instead of giving up when they hit a dead end.</p> <p>Children to then be given matching cards and complete that activity.</p> <p>Teacher to guide children in reflecting why making mistakes is a good thing.</p> <p>Make mind map on board and discuss with children why mistakes are a good thing.</p> <p>Support:</p> <p>Should work in mixed ability pairs.</p>	<p>LO: To identify my own strengths and begin to see how they can affect others</p> <p>Success criteria:</p> <p>I can describe my strengths</p> <p>I can explain how job roles help other people</p> <p>I can explain how some skills are useful in a range of jobs and roles</p> <p>Main event:</p> <p>Children to think about what jobs they might want to do and why. Then to fill out school job application sheet.</p> <p>Support:</p> <p>Could be provided with a completed Activity: Pupil job application as a model.</p> <p>Challenge:</p> <p>Should be challenged to expand upon why their skills are most suited to the role. Should present their ideas with confidence.</p>	<p>LO: To identify what's important to me and to take responsibility for my own happiness.</p> <p>Success criteria:</p> <p>I understand that all emotions are important</p> <p>I know that I can control some things but not others</p> <p>I can take action to affect my own happiness</p> <p>Main event:</p> <p>Children to identify the things that are important to them and what makes them happy.</p> <p>Children then to think about what they can do to impact these things that will make them happy.</p> <p>Support:</p> <p>May need to be asked more prompting questions throughout and be given plenty of examples.</p> <p>Challenge:</p> <p>Should write three or more actions to help achieve each happiness goal.</p>	<p>LO: To understand a range of emotions.</p> <p>Success criteria:</p> <p>I understand it is normal to experience a range of emotions</p> <p>I can identify a range of emotions</p> <p>I can explain some emotions people might feel in different situations.</p> <p>Main event:</p> <p>Ask children to think of a time they have felt a positive emotion.</p> <p>Discuss that we all feel positive sometimes but not all the time and that is ok.</p> <p>Have children discuss with a puppet what negative emotions feel like.</p> <p>Children then to complete Sam's diary activity.</p> <p>Support:</p> <p>Should use the Activity: Sam's diary – detailed version for the activity.</p> <p>Challenge:</p> <p>Ask children to ensure that Sam does experience positive and negative emotions and to give valid reasons for this. Challenge them to suggest ways in which Sam could deal with the negative emotions when he does experience them.</p>	<p>LO: To begin to understand what mental health is and who can help if I need it.</p> <p>Success criteria:</p> <p>I understand that we all have mental health as well as physical health</p> <p>I understand that sometimes people need help with their mental health</p> <p>I know who I can talk to if I am worried about my mental health or someone else's</p> <p>Main event:</p> <p>Read the colour thief. Ask children to describe and draw their happy day.</p> <p>Read the story through asking key questions. Tell children that how we are feeling is called our mental health compare it to how we look after our physical health but mentally.</p> <p>Support:</p> <p>May benefit from hearing the story in a smaller group to be able to discuss what is happening in more detail.</p> <p>Challenge:</p>

challenged to create persuasive and clear messaging and to give a more detailed and developed response to the peer assessment.	calm talk someone through their relaxing environment.	For the mind map activity, they might need to have the examples displayed nearby to help base their ideas on. Challenge: Should describe different examples and contexts of mistakes and can explain how they are helpful.				Can be challenged to discuss in more detail some of the feelings dad had in the story and how this affected him and his son.
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