

MEDIUM TERM PLAN

WEEK 1 DATE: O4.11.24 Looking after our teeth Visualisation LO: To understand what to de not referred: Success criteria: 1 Can understand what to de anywhere leavation refels like 7 understand that mindset and understand what to do keep my teeth healthy 4 can have this information effectively with my peers Success criteria: 1 Can understand what to do keep my teeth healthy 4 can have this information effectively with my peers Success criteria: 1 Can understand what to do keep my teeth healthy 4 can have the healthy 4 can have the simple so can be possible to see how the health with the solution of the possible can be possible to me and to take responsibility on my and the feel to me and to take responsibility on my and to take responsibility on my and the feel to me and to take responsibility on my and the feel to me and to take responsibility on my and the feel to me and to take responsibility on my and the feel to me and to take responsibility on my and the feel to me and to take responsibility on my and that all emotions gare important to me and to take responsibility on my and the feel to me and to take responsibility on my and the take are useful. Lo: To identify my own strengths can be gelin to see how the responsibility on my and the third of my and the control to me and to take responsibility on my and the feel to me and to take responsibility on my and the feel to me and to take responsibility on my and the feel to me and to take responsibility on my and the feel to me and to take responsibility on my and to dark the feel to me and to take responsibility on my a								
DATE: 04.11.24 11.11.24 Celebrating mistakes Weaning and purpose: my role LO: To understand how we can look after our teeth Success criteria: -1 can understand what to do to keep my teeth healthy -1 can sharef this information effectively with my peers Main Event: Children to think of a way to share the key messages they have learn about looking after our teeth. Children to think about bow they can affect with the nath shout bow they can interesting way e.g. poem, song, dance. Should work in mixed ability groups to enable them to be supported by their peers. Should work in mixed ability groups to enable them to be supported by their peers. Should work in mixed ability groups to enable them to be supported by their peers. Should be informed to the clideran serve could be reduced. Childrens to their happy place. Should work in mixed ability groups to enable them to be supported by their peers. Should think about how they can gletch end the children to the peers of peers expended by their peers. Should be challenge: DATE: 10.11.12.24 My happiness Meaning and My happiness Mental health Success criteria: Lo: To identify my own strengths and begin to see motions. Success criteria: Lo: To identify my own strengths for one and to take responsibility for my own happiness. Success criteria: Lo: To identify my own strengths for mental health as and who can help if from what swel as physical each of selfect my own happiness. Success criteria: Lo: To identify my own strengths and begin to see motions. Success criteria: Lo: Inderstify my own strengths and begin to see motions. Success criteria: Lo: Inderstify my own strengths and begin to see motions. Success criteria: Lo: Inderstify my own strengths for my own happiness. Success criteria: Lo: Inderstify my own strengths and seep or motions. It can describe her to me and to take responsibility for my own happiness. Success criteria: Lo: Inderstify my own strengths and range of emotions. It can describe the man divises are emportant. It can describe her to me and to ta	TERM: Autumn 2		YEAR GROUP: 4		SUBJECT: PSHE: Health and Wellbeing			
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LO: To understand what can look after our teeth children to think about how they can present their information an interesting way e.g. poems, cong., dance. Support: Support: Support: Cuid ouderstand what to do to keep my teeth leaftly after our teeth. Children to think about how they can present their information an interesting way e.g. poems, cong., dance. Support: Support: Support: Cuid benefit from having more examples of calm place wapported by their pears. During the peer assessment the number of questions the children error could be reduced. Challenge: LO: To identify my own strengths and begin to see the town and to take responsibility on mistakes are useful. Success criteria: Lo: To identify my own and to take responsibility on my happiness. Success criteria: Lo: To identify my own and to take responsibility on my own happiness. Success criteria: Lo an describe how it feels to fail! I can describe how they can depict on the help other people in the feel to the fail are useful in a range of jobs and roles. I can alke action to affect twp own happiness. Success criteria: I can describe how they can defeated that all emotions are important to thems and what the flep other people in gene feel calm in different situations. I can describe how it feels to fail! I can describe how it feels to fail	Looking after our	Relaxation:	Celebrating mistakes	Meaning and	My happiness	Emotions	Mental health	
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Should take a lead in the group to ensure everyone activity and use appropriate pairs. Should work in mixed ability suggest ways in which Sam could discuss what is happening in more detail.	can look after our teeth Success criteria: - I can understand what to do to keep my teeth healthy -I can share this information effectively with my peers Main Event: 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. Support: 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. Challenge: Should take a lead in the	relaxation feels like To understand that relaxation techniques can be used anywhere Success criteria: I can describe what makes me feel calm and relaxed I can visualise a place that makes me feel calm I can describe this calm place Main event: Teacher to lead the children through calming activities e.g. cosmic kids and mindfulness activities. Children to then draw a picture of their happy place. Support: Could benefit from having more examples of calm places and support in describing the environment. Challenge: Should think about how they would talk someone through this place as a visualisation	mindset and understand that mistakes are useful. Success criteria: I can describe how it feels to fail I understand why mistakes are important I can learn from mistakes or failures Main event: Children to complete a maze activity then talk about why they carried on instead of giving up when they hit a dead end. Children to then be given matching cards and complete that activity. Teacher to guide children in reflecting why making mistakes is a good thing. Make mind map on board and discuss with children why mistakes are a good thing. Support: Should work in mixed ability	LO: To identify my own strengths and begin to see how they can affect others Success criteria: I can describe my strengths I can explain how job roles help other people I can explain how some skills are useful in a range of jobs and roles Main event: Children to think about what jobs they might want to do and why. Then to fill out school job application sheet. Support: Could be provided with a completed Activity: Pupil job application as a model. Challenge: Should be challenged to expand upon why their skills are most suited to the role. Should present their ideas	to me and to take responsibility for my own happiness. Success criteria: I understand that all emotions are important I know that I can control some things but not others I can take action to affect my own happiness Main event: Children to identify the things that are important to them and what makes them happy. Children then to think about what they can do to impact these things that will make them happy. Support: May need to be asked more prompting questions throughout and be given plenty of examples. Challenge: Should write three or more actions to help achieve each	emotions. Success criteria: I understand it is normal to experience a range of emotions I can identify a range of emotions I can explain some emotions people might feel in different situations. Main event: Ask children to think of a time thye have felt a positive emotion. Discuss that we all feel positive sometimes but not all the time and that is ok. Have children discuss with a puppet what negative emotions feel like. Children then to complete Sam's diary activity. Support: Should use the Activity: Sam's diary – detailed version for the activity. Challenge: 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	mental health is and who can help if I need it. Success criteria: I understand that we all have mental health as well as physical health I understand that sometimes people need help with their mental health I know who I can talk to if I am worried about my mental health or someone else's Main event: Read the colour theif. Ask children to describe and draw their happy day. 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. Support: May benefit from hearing the story in a smaller group to be able to discuss what is happening in more	



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