



Year Group: One		Topic Title: Growing and Changing		Half Term: Summer
Aim of the unit: Recognise how people grow and change Recognising what makes us unique and special Learning about our feelings when changes happen Learning how to regulate themselves when things go wrong		Links to RSE: Pupils should know: <ul style="list-style-type: none"> • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 		Key Vocabulary: Penis Vulva Friends Feelings Similar Different Family Boy Girl Male Female Private parts Unique Special Angry Regulation Dysregulated
Lesson	Learning Challenge	Learning Outcomes	Outline of Learning Experience	Resources
1	Can I discuss how children grow and change?  	Children will be able to: <ul style="list-style-type: none"> • Understand that babies need care and support • Know that older children can do more by themselves 	Pass the Talking Object Pass the talking object around the circle saying: <i>Hello my name is ...</i> Story Bag Take the following out of the bag; two Pictures of newborn babies. Explain that today's story is about a child called Jai. Use the points below to tell a story about Jai helping to give his baby brother a bath. <ul style="list-style-type: none"> • This is the story of how Jai helped to give his baby brother a bath. (Take the baby pictures around the circle and ask the children which one they think is Jai's brother. Place the picture of the male baby in the middle). • One day Jai was feeling really excited and had been running 	Talking object Story bag containing Pictures of newborn babies soap, flannel, jumper Lifecycle picture cards Lifecycle word cards Lifecycle whiteboard summary

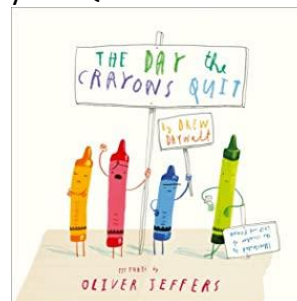
			<p>around the house all afternoon. (Pass Jai's jumper around the circle as quickly as possible to show how excited they were).</p> <ul style="list-style-type: none"> • Jai's Mum shouted "Stop! You are making too much noise and I don't want your baby brother to start crying. You need to calm down." (Ask the class to show their calm faces). • When Jai was calm his mum asked him to help give his baby brother a bath. Jai enjoys helping his mum to look after his brother. (What do you think Jai might do to help?) • Mum says "Thanks for helping me Jai, you are so grown up. I remember when you were a baby" • Jai feels really proud thinking about all the things he can do now that he couldn't do when he was a baby. (Ask the class to show their proud faces). • Ask questions after the story: Why did Jai need to calm down? Why do babies need more help and care than older children? How could we tell which picture was a baby boy? Agree that they have different private parts and tell the class that the science words for these parts are penis and vulva. Acknowledge that the children may have their own words for these parts. Discuss any feelings of embarrassment and reinforce that it's important to know the names for these parts of the body. <p>Lifecycle Pictures In small groups at tables, give each group a set of Lifecycle picture cards and Lifecycle word cards. Ask the group to put the pictures in a line from youngest to oldest. If they are able to, they can then label the pictures. Display the Lifecycle whiteboard summary to clarify any misunderstandings.</p> <p>Reflect and Review Ask the children to think of something they can do now that they couldn't do when they were babies. Discuss a few examples. Do a final go-round with the talking object, asking them to complete the sentence: <i>One thing I can do now is ...</i></p>	
2	Can I recognise that	Children will be able to:	Making change happen	The Day the Crayons Quit by

change takes time and ways to manage change?



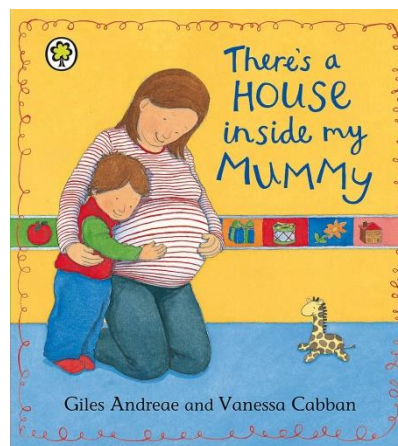
- Understand that some changes can be quick and easy to implement and others take time
- Identify when they can change a situation for the better and when they need to accept change that they can't control
- Learn about their feelings when changes happen
- Learn how to regulate themselves when things go wrong

Read 'The Day the Crayons Quit'






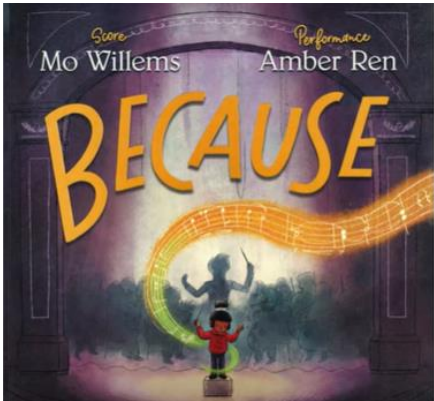
<https://www.youtube.com/watch?v=Hrd-Wdxbg-Q>

How do the crayons feel? Think about Duncan and how he might feel when he receives the letters from the crayons. What could Duncan change to make things better? Explore the different ideas with the children. Are there things that are changed and we can't do anything about it?



Share this story with the children and explore the feelings the little boy may have about his mum having another baby. Ensure to reinforce with the children that this is a good change and the different positive things this change may bring. Acknowledge the children's fears and concerns and provide support for their emotions.

Oliver Jeffers (JN has a copy)
There's a house inside mummy's tummy (JN has a copy)
Feelometer

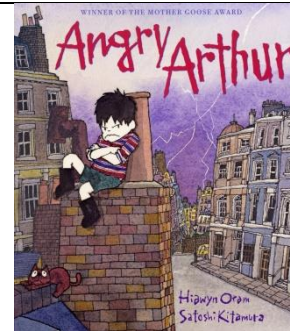
3	<p>Can I understand how we change over time?</p> <div data-bbox="244 277 479 512">  <p>Reflection</p> </div> <div data-bbox="255 552 468 762">  <p>Resilience</p> </div> <div data-bbox="248 802 472 1018">  <p>Resourcefulness</p> </div>	<p>Children will be able to:</p> <ul style="list-style-type: none"> Understand that change can be natural and can happen by itself and that it can also be brought about by the individual 	<p>Focus – How we change overtime 2</p> <p>Why are we always changing? Look how I have grown and changed during my life! What will I be like in the future? How much more will I know? How am I the same? What has not changed about me? Why is it important to try hard all the time?</p> <div data-bbox="1084 528 1516 930">  </div> <p>https://www.youtube.com/watch?v=OsZiYaS0gGs</p> <p>Share this book with the children which explores the importance of persevering when things are difficult and how they can be supported by others when we find things difficult.</p> <p>Can someone make you try hard? Can you always get better or try harder?</p>	
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4	<p>Can I recognise what makes us unique and special?</p> <div data-bbox="244 236 479 475" data-label="Image"> </div> <div data-bbox="244 501 479 730" data-label="Image"> </div>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Understand that they are all different but have things that are the same • Understand that it is good to be different • Understand what is meant by 'unique' and 'social'. 	<div data-bbox="1153 100 1444 453" data-label="Image"> </div> <p>https://www.youtube.com/watch?v=BS09fQmpZs0</p> <p>As a stimulus, read the story of Elmer to the children. Highlight the fact that Elmer was very different to the other elephants which is what made him unique.</p> <p>How do you think he felt about being different at the start of the book? How did this change at the end?</p> <p>Explain that, like Elmer, everyone is unique and special: and that all our talents, interest and the way we look makes us who we are.</p> <p>Outside, draw two chalk circles to make a Venn diagram. Using a selection of different labels, look at how children are all different yet similar. Data labels could include:</p> <ul style="list-style-type: none"> • Like football – like dance • Like strawberries – like carrots • Have blue eyes – have blonde hair <p>Ask the children to think of three things that make them special and write on their speech bubble.</p>	<p>Chalks Elmer by David McKee Data labels</p>
5	<p>Can I learn how to regulate myself when things go wrong?</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise the changes that happen when they 	<p>Explain that sometimes when things change and adults say 'no' then we can get angry. Watch this reading of Angry Arthur:</p>	<p>Angry Arthur</p>



become dysregulated

- Learn ways in which they can self-regulate when things go wrong



<https://vimeo.com/76617063>

Discuss the actions of Arthur and how that could make other people feel. How does Arthur feel when he is dysregulated: racing heartbeat, hot, change in breathing etc. Discuss what Arthur could do to help regulate himself? Link in with the things mentioned in the previous session about likes and dislikes.

Talk to the children about the following things as possible ways to self-regulate:

1. Do some jumping jacks to blow off steam.
2. Do some wall or chair push-ups.
3. Go get a drink of water.
4. Take five slow, deep breaths.
5. Stomp your feet for a bit or march around.
6. Hold a yoga pose for a minute or so.



<https://www.youtube.com/watch?v=X655B4ISakg>

Take the children through the yoga exercises. How do they feel at the end?