

**Y1 PSHRE Medium Term Plan**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic** | Eyes, Nose Fingers & Toes | Crazy Creations & Marvellous Music | Once Upon A Time  | What is your Super Power | Down on The Farm | How Does Your Garden Grow |
| **Significant Person** |  |  |  |  |  | **HW1**: Start to eat independently and learning how to use a knife and fork.  |
| **Vocabulary** |  |  |  |  |  | **HW2:** Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.  |
| **I will know….** | Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. | Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front |  |  |  |  |
|  | Safely explore emotions beyond their normal range through play and stories | Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. |  |  |  |  |
|  | Be increasingly able to talk about and manage their emotions | Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...” |  |  |  |  |
|  | **R1: Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.**  | **R4: Develop their sense of responsibility and membership of a community.**  |  |  |  |  |
|  | **R2: Can start a conversation with an adult or a friend and continue it for many turns.** | **R5: Become more outgoing with unfamiliar people in the safe context of their setting.**  |  |  |  |  |
|  | **R3: Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.** | **R6: Show more confidence in new social situations.**  |  |  |  |  |
|  | **R7: Play with one or more other children, extending and elaborating play ideas.**  | **R8: Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game and suggesting other ideas.** |  |  |  |  |
|  | **R9: Increasingly follow rules, understanding why they are important.** | **R10: Do not always need an adult to remind them of a rule.** |  |  |  |  |
|  | **R13: Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.** | **R11: Develop appropriate ways of being assertive.** |  |  |  |  |
|  |  | **R12: Talk with others to solve conflicts.** |  |  |  |  |
|  |  | **R14: Begin to understand how others might be feeling.** |  |  |  |  |
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