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| **Week 1** | **Week 2** | **Week 3** |
| I LOVE OTHERS  Lesson 1: I Love to…  WE ARE LEARNING THAT: There are special things we like to do with special people. | I LOVE OTHERS  Lesson 2: Parachute Families  WE ARE LEARNING THAT: All Families are important and special. Others people’s families can look different to our family. | I LOVE OTHERS  Lesson 3: Sorting Feelings  WE ARE LEARNING: Ways that people show how they are feeling. To notice when others are upset or need help. |
| **We recommend the following activities to achieve this objective:**  BORIS ASKS: Can the children suggest special things they like to do with special people?  Place a set of figures to represent different family members in front of the children. Model choosing a figure and pretending the figure is a member of your family.  For example: • I am pretending this is my Dad. I love going for walks with him in the woods.  Ask the children to take it in turns to choose one of the figures and tell the rest of the group who it is.  Ask them what they love to do with that person. When everyone has had a go, ask the children to choose a different figure and ask them the same questions.  If you have time, you could ask the children to draw a picture of them doing their favourite activity with one of the people they talked about. Boris says, ‘It is fun doing things with the people we love.’  Boris says, ‘We all have someone we can show love to.’ | **We recommend the following activities to achieve this objective:**  BORIS ASKS: Can the children describe their own family?  Ask the children to make a large circle and give them a piece of the parachute to hold. Ensure the children hold the parachute taut so it is spread out.  Have the children lift the parachute up above their heads and down to the ground a few times to warm up.  Ask the children to listen carefully and run under the parachute and swap places with someone when you describe their family.  Use the suggestions below or tailor the descriptions to fit your cohort. Run under the parachute if…  • You have a brother/sister/step-brother/step-sister  • You are the eldest child/youngest child • You have a pet dog/cat/goldfish…  • You live with Mummy, Daddy, Grandad…(include all of the different family types in your class)  • Your family likes to go swimming/to the park/on bike rides… • Your family is loving/happy/funny/noisy… (be aware of any children who don’t respond to any positive descriptions of family)  Boris says, ‘Families are important to help us feel safe and loved.’ | **We recommend the following activities to achieve this objective:**  BORIS ASKS: Can the children begin to explain how someone is feeling based on their expression or behaviour?  Place two hoops on the floor and add a smiley face to one hoop and a sad face to the other.  Show the children the pictures of the different facial expressions (use the pictures included or choose a selection from magazines/catalogues).  Ask the children to sort the pictures into the two hoops.  Look at the pictures and ask the children: • How is the person feeling? Encourage a wide range of vocabulary such as angry, grumpy, excited, proud, etc.  • Why might they be feeling that way?  • How could you show that person you care about them?  Ask them if they are ok, tell an adult, invite them to play, encourage them, etc.  Explain that it is ok to feel sad or mad sometimes but the important thing is to not stay that way.  Boris says, ‘Noticing how others feel is a great way to show you care.’ |
| **Resources:**  HeartSmart website – Log into Dawpool School account and EY portal. Use the slides and story online  RESOURCES: Toy figures to represent different family members | **Resources:**  HeartSmart website – Log into Dawpool School account and EY portal. Use the slides and story online  RESOURCES: Parachute | **Resources:**  HeartSmart website – Log into Dawpool School account and EY portal. Use the slides and story online  RESOURCES: PDF or magazine pictures; smiley face and sad face PDF; 2 hoops. |
| **Assessment:**  Assessments undertaken through observations during activities and discussions with children individually and in groups. | | |
| **Week 4** | **Week 5** | **Week 6** |
| I LOVE OTHERS  Lesson 4: How do you do?  WE ARE LEARNING: Appropriate ways to show care and affection for others. | I LOVE OTHERS  Lesson 5: Helpful Hearts  WE ARE LEARNING THAT: We can show love to others when they need help. We can respond to the needs of others. | I LOVE OTHERS  Lesson 6: Thank You For Helping Me  WE ARE LEARNING TO: Be thankful for the people who help us at school. |
| **We recommend the following activities to achieve this objective:**  BORIS ASKS: Can the children greet visitors to the classroom?  Ask the children how we can greet someone who comes into the classroom. Use a child or another adult to act as someone coming in and select children to demonstrate different ways to greet them - say hello, high five, handshake or hug. Be sure to explain that hugs are for people we know well and only if both people are comfortable to do so.  Play the ‘Hello song’ and encourage the children to move around the space greeting as many different children as possible by saying ‘Hello’.  When the music stops ask the children to sit down. Repeat for high 5, handshake and hug (be sensitive if there are children who would find hugging uncomfortable and offer an alternative).  Finish by asking the children to choose how they would like to greet the people they meet. Explain that greeting people who come to visit our classroom or homes is one way to show them we know they are there and we care for them.  Challenge the children to look out for visitors during the week and to greet them when they arrive.  Boris says, ‘Greetings are a great way to say we’re glad you are here!’ | **We recommend the following activities to achieve this objective:**  BORIS ASKS: Can the children think of ways they help others?  When we love other people, we can show them we care by helping them.  Ask the children to think about who helps them and what they do to help them.  Explain that they are helped by someone who loves them. As a circle time or small group activity, ask the children to think about who they help e.g. I help Daddy wash the dishes,I help my baby sister when she is upset, I help my teacher at tidy up time, etc.  Explain how sometimes we might be asked for our help but we can also be looking out for opportunities to offer help.  On heart shaped pieces of paper ask the children to draw a picture of them helping someone they love.  Boris says, ‘We can show others we love them by helping them when they need help*.’* | **We recommend the following activities to achieve this objective:**  BORIS ASKS: Can the children suggest people who help them at school? Can the children suggest ways to thank the people who help them at school?    Ask the children to list the people in the school community that help them.  As well as Teachers and Teaching Assistants, encourage the children to think about other people in the community e.g. Crossing patrol, Mid-day Assistants; School Office; Cleaners, etc.  Ask the children what the people they have mentioned do to help them. Ask the children to suggest ways they can show those people that they appreciate all they do.  Use the children’s suggestions or encourage them to make a card, draw a picture, bake some cakes or simply visit the staff member to say thank you.  Boris says, ‘Thank you for helping me!’ |
| **Resources:**  HeartSmart website – Log into Dawpool School account and EY portal. Use the slides and story online  RESOURCES: Hello song - www.youtube.com/watch?v=gdeB9kDT6uI; large space | **Resources:**  HeartSmart website – Log into Dawpool School account and EY portal. Use the slides and story online  RESOURCES: Heart shaped paper | **Resources:**  HeartSmart website – Log into Dawpool School account and EY portal. Use the slides and story online  RESOURCES: Select resources depending on how you want to say thank you |
| **Assessment:**  Assessments undertaken through observations during activities and discussions with children individually and in groups. | | |