



Summer 1 – How can I be responsible?


British Value Link: Individual Liberty

Lesson	Activity Outline	Knowledge and Skills	Context
1	<p>Objective: To understand how to work and play cooperatively Be Gentle! A Story About Playing Nicely</p> <p>Prior to this lesson, it is expected that students have some understanding of the concept of sharing and interacting with their classmates. They may have experienced situations where they had to take turns, but the focus of this lesson will be to reinforce and develop these skills further.</p> <p>Starter Engage students in a discussion about their experiences of working and playing with others. Ask questions to prompt their thinking, such as "have you ever played a game with your friends? Did you have to take turns?", "what happened when someone didn't take turns?"</p> <p>Input Introduce the concept of cooperation by providing a clear definition: "Cooperation means working together with others, taking turns, and helping each other." demonstrate examples of cooperative play, such as playing a board game or building a tower together, highlighting the importance of taking turns during these activities. Explain that working and playing cooperatively helps everyone feel included, happy, and helps build strong friendships.</p> <p>Main Activity The class is divided into small groups of 3-4 students. Each group is provided with a variety of cooperative play activities, such as puzzles, building blocks, or role-play scenarios.</p>	<p>This lesson plan aligns with the Early Years Foundation Stage Framework in England. The specific learning objective addressed in this lesson is as follows:</p> <ul style="list-style-type: none"> • Outcome: Work and play cooperatively and take turns with others. 	<p>The objective of this lesson is to teach EYFS students how to work and play cooperatively with their peers, emphasising the importance of taking turns. By the end of the lesson, students should be able to understand the concept of cooperation and demonstrate the ability to take turns during various activities.</p>



Summer 1 – How can I be responsible?

British Value Link: Individual Liberty

	<p>Explain that during the activities, students need to take turns and work together. Circulate the classroom, observing and providing guidance to facilitate cooperation and taking turns. Students are encouraged to communicate with each other, ask for turns politely, and provide support when needed.</p> <p> Plenary: Marvellous Me ‘Activity’ Floorbook expectation: QR codes, pupil voice, videos, and images.</p>	
<p>2</p>	<p>Objective: Form positive attachments to adults and friendships with peers.</p> <p>Before beginning the lesson, observe and assess the students' prior knowledge and skills related to building relationships. This can be done through informal conversations, group discussions, and observations during free play. Look for signs of comfort when interacting with adults and peers, as well as the ability to initiate social interactions.</p> <p>Starter Gather the students in a circle. Introduce the topic of forming positive attachments and friendships by explaining that we all have people whom we like to spend time with and share things with. Ask the students to think about someone they like being with at home or at school. Encourage the students to share their thoughts by asking questions like:</p> <ul style="list-style-type: none"> ○ "Who do you like spending time with?" ○ "What do you like to do with that person?" <p>Input Introduce the concept of positive attachments and friendships. Define and explain the key vocabulary terms:</p>	<p>This lesson plan aligns with the Early Years Foundation Stage (EYFS) Framework in England, specifically focusing on the Personal, Social and Health Education (PSHE) area of learning. The objective addressed in this lesson is taken from the Communication and Language strand of the framework.</p> <p>The EYFS outcome being addressed is:</p> <ul style="list-style-type: none"> • Form positive attachments to adults and friendships with peers. <p>By the end of this lesson, Nursery and Reception students will be able to:</p> <ul style="list-style-type: none"> • Understand the concept of positive attachments to adults and friendships with peers.



Summer 1 – How can I be responsible?

British Value Link: Individual Liberty

- Positive attachments: having good, strong connections and relationships with people who care about us.
- Friendships: relationships between people who enjoy spending time together and supporting each other.

Provide examples of positive attachments and friendships by using relatable scenarios and characters. Explain the benefits of forming positive attachments and friendships, such as feeling happy and supported.

Activity

Lead a group discussion by asking open-ended questions related to positive attachments and friendships.

- "Why is it important to have positive attachments and friendships?"
- "What can we do to make new friends?"
- "How can we show that we care about our friends?"

Show pictures of different activities and encourage the students to identify which activities can help in forming positive attachments and friendships. Provide each student with a small piece of paper and crayons. The students will be asked to draw a picture of themselves with someone they consider a friend or someone with whom they feel a positive attachment. After completing their drawings, the students will be given the opportunity to share their pictures and explain why they chose that person.

Gather the students back in the circle and have a group discussion. Ask questions to reinforce the key concepts covered in the lesson:


- "what are some ways we can form positive attachments and friendships?"
- "how do you show that you care about your friends?"

- Identify and verbalize ways to form positive attachments and friendships.
- Begin to demonstrate positive interactions and build relationships with adults and peers.



Summer 1 – How can I be responsible?

British Value Link: Individual Liberty

	<ul style="list-style-type: none"> o "can you think of a time when you formed a new friendship?" <p>Summarise the importance of forming positive attachments and friendships and encourage the students to continue building positive relationships both at school and at home.</p>  <p>Plenary: Marvellous Me ‘Activity’ Floorbook expectation: QR codes, pupil voice, videos, and images.</p>	
<p>3</p>	<p>Objective: Show sensitivity to their own and to others’ needs</p> <p>Prior to this lesson, it is assumed that students have an understanding of basic emotions and needs, such as feeling hungry, thirsty, tired, or wanting to play. They should also have experience interacting with their peers and adults in the setting.</p> <p>Starter Gather the students in a circle and ask them how they are feeling today. Encourage them to express their emotions by using words or facial expressions. Discuss the concept of needs and explain that everyone has different needs. Give examples of basic needs, such as food, water, sleep, and love. Introduce the idea that we can also have emotional needs, such as feeling safe, happy, or loved. Ask the students if they can think of any emotional needs they might have.</p> <p>Input Display pictures representing different feelings (e.g., happy, sad, angry) and discuss each one with the class. Ask the students how they would feel if they were experiencing these emotions. Explain that sometimes we can tell how someone feels by looking at their facial expressions or body language. Use simple, relatable examples to illustrate this concept.</p>	<p>This lesson is aligned with the Early Years Foundation Stage Framework in England and specifically focuses on the Personal, Social and Emotional Development (PSED) area of learning. The objective is to help Nursery and Reception students develop sensitivity towards their own needs as well as the needs of others.</p> <p>Clarity of Objectives By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> • Identify and express their own needs • Recognise and show empathy towards the needs of others



Summer 1 – How can I be responsible?

British Value Link: Individual Liberty

Introduce empathy by explaining that it means understanding and sharing the feelings of others. Emphasise that empathy helps us show kindness and support to others. Provide examples of situations where empathy is useful, such as when a friend is upset or when someone is hurt. Ask the students to think about how they might feel in those situations and what they could do to help.

Activity

Divide the students into small groups and give each group a set of picture cards depicting various scenarios involving children with different needs (e.g., a child with a broken toy, a child who is hungry). Encourage the students to discuss the emotions and needs of the children in the pictures. Ask them to suggest ways they could help meet those needs or make the situation better. Circulate among the groups, providing guidance and encouraging discussions. Support struggling students by asking leading questions to help them consider the needs of others.

Bring the class back together and invite each group to share one scenario they discussed and the actions they suggested to meet the needs of the children in the pictures. Engage the students in a class discussion about the importance of showing sensitivity to the needs of others. Encourage them to reflect on how it feels when someone helps them meet their needs. Summarise the key concepts covered in the lesson and highlight the vocabulary used (e.g., emotions, needs, empathy).



Plenary: Marvellous Me 'Activity'

Floorbook expectation: QR codes, pupil voice, videos, and images.

- Describe actions that can help meet the needs of themselves and others