

Personal, Social and Emotional Development (PSED) – Reception Planning – Autumn 1/2



Recognising body signals and naming our feelings and emotions





Learning strategies to deal with big, overwhelming feelings

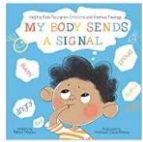
"In order to build confidence, forge strong relationships and in turn perform well academically, children require "emotionally regulation" - recognising their emotions. Expressing feelings, calming oneself down in the face of overwhelming emotions and learning to treat others with empathy. Like adults, children have a wide range of feelings. They can be happy, jealous, disgusted, angry, nervous, sad, proud, worried and excited. But at a very young age, they simply don't have the vocabulary to express their feelings verbally. They express their feelings through "meltdowns", mimicry, physical movements and gestures. This document will support to help children begin to understand that when our body sends a signals, to tell us how we feel, these feelings, whether positive or negative, are all perfectly fine, but they can be expressed differently". Natalia Maguire 2020 - from her book, *'My body sends a signal'*

Always normalise and validate feelings and guide and support children to notice it, name and work through the feelings - "It is normal to feel sad/angry sometimes. Let's work together to work through these big feelings".

'Be the reason someone feels welcomed, seen, heard, loved, valued and supported'

Objective	Book / Resources	Session / Carpet Input	Mantras / Key phrases	Activities to support
<p>Show sensitivity to their own and to others needs.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Form positive attachments to adults and friendships with peers.</p>	<p><i>'The Things I love about me'</i></p> <p>By Tracey Moroney</p> 	<p>Read the story, <i>'The Things I love about me'</i> as part of the <u>Me, my Family and my friends'</u> theme during the transition phase of Reception.</p> <p><i>'What I like about me'</i> by Allia Zobel-Nolan can also be used.</p> <p><i>'Super duper you'</i> by Sophy Henn</p> 	<p>"Stop – I don't like it"</p> <p>It's Ok to be sad.</p> <p>Cry if you need to.</p> <p>It's ok to be angry / cross. Let's learn how to be safe when we feel angry/cross.</p> <p>I see you.</p> <p>I hear you.</p> <p>I am listening.</p>	<p>Create a classroom space to promote diversity, representation of different families and a promotion of mental health and well-being.</p> <p>Brief carpet times to discuss differences and similarities between us and our friends.</p> <p>Self-portraits: pen, crayons, pencils, paints – focusing on fine motor skills, holding a pencil and colour choices for skin tone.</p> <p>Building faces to focus on our different facial features.</p> <p>Outside play / gross motor development during our daily play times</p>

<p>'Kind' By Axel Scheffler</p> 	<p>Read the story of 'Kind' and discuss ways of showing kindness.</p> <p>*Other books relating to Friendship and building relationships below.</p> <p><i>'Meesha makes friends'</i> by Tom Percival</p> 	<p>I am here for you.</p> <p>I am glad you are here today.</p> <p>I am glad you are part of X class.</p> <p>It makes me happy that you are at school today.</p>	<p>Kindness Pompom jar as a classroom incentive – as suggested in the story.</p> <p>Role-play different scenarios in and from play as they happen.</p>
<p>'Colour Monster'</p> <p>By Anna Llenas</p> 	<p>Read the story of the 'Colour Monster' and discuss the colours on each page and link to familiar objects.</p> <p>Read the story again at another time and briefly discuss the feelings in the book (happiness, sadness, anger, fear, calm and love).</p>	<p>Try and remember to use your words.</p> <p>Communicate / speak to your friends.</p>	<p>Explore colour: experiment with paint / water and food colouring. Create a collage of colour with tissue paper / different materials and resources.</p> <p>Make a Colour Monster using play dough and a variety of art materials</p> <p>Create a Colour Monster classroom display (if appropriate) as a link to discussing emotions.</p> <p>Create a Calm Corner in the classroom as an area to promote a safe space of quiet, calm and rest.</p>
	<p>See Mindfulness Planning – FOCUS 1</p> <p>Introduce Mindfulness/ Relaxation as a tool to lower our body temperatures and calm ourselves down after a busy/noisy time (after hall or playground)</p> <p>Turn some lights off and ask the children to sit on the carpet. Play some relaxation music and ask them to do their best to listen. Ask the children to copy your actions if they can.</p>		
<p>'My body sends a signal'</p> <p>By Natalia Maguire – SS/MJ have a copy.</p>	<p>Introduction to body signals/body messages and clues – explain that our bodies send us signals to tell us how we feel. Some are messages to tell us that our bodies need something.</p> <p>Sometimes I sweat when I'm hot (running around the playground), my stomach rumbles when I'm hungry (just before lunch). Sometimes it's hard to breathe, my heart races like crazy – when I'm cross or scared. Sometimes I want to jump for joy and I want to shout or cry.</p>		<p>Go through the day noticing the signals our bodies send us to help tell us know how we feel.</p> <p>"I'm feeling hot so I will take my jumper off". I am feeling hot so I will get myself a drink of water. "I'm feeling hungry so I will have snack".</p>



Notice some signals that our bodies send:

What happens to our bodies when we are cold? – we shiver, goose bumps, our bodies are cold. What can we do to help ourselves? Put some warm clothes on, go inside....

What happens to our bodies when we are hot? – we sweat, our heart beats faster, we feel thirsty. What can we do to help ourselves? Take our jumper off, have a drink of water, sit down to rest, take part in a quiet activity.

What happens to our bodies when we are hungry? – our tummy makes a noise / rumbles to tell us that it is time to eat. How can we do to help ourselves? Eat something or know that soon it'll be time to eat.

Further examples: Yawning- tired, headache-ill, dry mouth-thirsty.

Read **'My body sends a signal'** pages 4-9 only.

'Listening to my body'

By Gabi Gracia

X2 carpet times



Read the story, **'Listening to my body'** and revisit last lesson's theme of body signals / messages – new word used: **sensations**. Questions and mini activities noted at the bottom of each page.

'When I'm feeling happy'

By Trace Moroney – Library book/SS

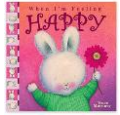
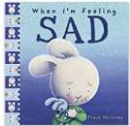
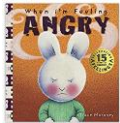
Refer to the Colour Monster and explain that like the monster in the story, we all have different feelings. Today we are going to focus on the feeling of happiness like the Yellow monster in the story.

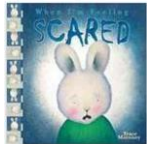
Read the story of **'When I'm feeling happy'** and discuss what makes us happy.

Use 'I am feeling happy' Powerpoint (Twinkl) Slides 4-7 to discuss the feeling of happiness

Ask the children what they would like to do? Activity wise, resources etc.

Begin painting / decorating the yellow monster (happiness) for the classroom display.

		<p>Feeling happy is a nice feeling. It makes us smile and it feels like the world is a wonderful place. You might want to play, jump and hug everyone! When we are kind to ourselves and others it can also make us feel happy.</p> <p>What happens to our bodies when we feel happy? Smile / laugh loudly / jumping up and down / relaxed body / big eyes</p>		
	<p>'When I'm feeling sad' By Trace Moroney – Library copy/SS</p> 	<p>Read the story of 'When I'm feeling sad' and discuss what can makes us feel sad.</p> <p>You feel sad when something is upsetting you. There are lots of reasons why people end up feeling sad. Most times the sadness just takes a bit of time to go away.</p> <p>Learning strategies to cope with big, overwhelming feelings.</p> <p>Talk to someone, our mummies and daddies, teachers, friends...</p> <p>Use the 'Calm Corner' or a teddy for comfort</p> <p>Have some quiet time</p> <p>Cry</p>		<p>Use 'I am feeling sad' Powerpoint (Twinkl) Slides 4-7 to discuss the feeling of sadness.</p> <p>Continue painting / decorating the blue monster (sadness) for the classroom display.</p>
	<p>'When I'm feeling angry' By Trace Moroney – Library/SS</p> 	<p>Read the story of 'When I'm feeling angry' and discuss what might make us feel angry.</p> <p>Feeling angry or cross usually feels quite horrible. It can sometimes make you want to bash things but this is never the right thing to do because other people get hurt and things get damaged!</p> <p>You</p> <p>Learning strategies to cope with big, overwhelming feelings.</p> <p>Go for a walk</p> <p>Go outside</p> <p>Go to an adult</p> <p>Use some sensory toys</p>	<p>It's Ok to feel angry, but it's not Ok to hurt our friends.</p> <p>Let's learn ways to deal with our feelings when we are angry.</p>	<p>Use 'I am feeling angry' Powerpoint (Twinkl) Slides 4-7 to discuss the feeling of anger.</p> <p>Go Noodle – Categories – Movement Type - <u>Breathe</u></p> <p><i>'Bring it down'</i></p> <p><i>'Rainbow Breath'</i></p> <p><i>'Light as a feather'</i></p> <p><i>'Swirling'</i></p> <p><i>'From mindless to mindful'</i></p> <p><i>'Get back on track'</i></p>

	<p>Repeat/recap this lesson using suggested strategies</p>	<p>Use the 'Calm Corner'</p> <p>Breathing exercises</p> <p>Dance to music</p> <p>Count to 10</p> <p>Handle my squishy stress ball from my tray</p>		<p>Make a squishy stress ball: Go Noodle: HOW TO make a squishy stress ball. Watch the video and each child can make a sensory toy to keep in their trays.</p> <p>Make a glitter jar</p> <p>Field games</p> <p>Continue painting / decorating the red monster (anger) for the classroom display.</p> <p>Use Mindfulness Plan – FOCUS 1 / CALM 2 for ideas to support</p>
	<p><i>'When I'm feeling scared'</i></p> <p>By Trace Moroney – Library/SS</p> 	<p>Read the story of <i>'When I'm feeling scared'</i> and discuss what makes us happy.</p> <p>People feel scared when they are in danger or when they are unsure about doing something they haven't done before.</p> <p>Learning strategies to cope with big, overwhelming feelings.</p> <p>Talk to someone, our mummies and daddies, teachers, friends...</p> <p>Use the 'Calm Corner' or a teddy for comfort</p> <p>Have some quiet time</p> <p>Cry</p>		<p>Use 'I am feeling worried' Powerpoint (Twinkl) Slides 4-7 to discuss the feeling of fear.</p> <p>Continue painting / decorating the black monster (fear) for the classroom display.</p>
	<p>*Additional Books for Relationships:</p> <p><i>'Bodies are cool'</i> by Tyler Feder</p> <p><i>'Meesha makes friends'</i> by Tom Percival</p> <p><i>'Pip and Posy – The bedtime frog'</i> by Axel Scheffler</p> <p><i>'Pip and Posy – The new friend'</i> by Axel Scheffler</p>			

	<p><i>'The squirrels who squabbled'</i> – Rachel Bright & Jim Field</p> <p><i>'The Rabbit listened'</i> by Cori Doerrfeld</p>
	<p><u>Communication with Parents</u></p> <p>On completion of this PSED unit, send a Tapestry post to inform parents about what we have focused on in class, the emotions, strategies and mantras used. Invite parents to watch relevant Go Noodle links (e.g. 'How to' make a squishy stress ball or Mindfulness activities) in order for these ideas to be used and practised at home.</p>